

# MOTIVATING AND INHIBITING FACTORS ON BECOMING SCHOOL ADMINISTRATOR AS INFLUENCED BY TEACHERS AND LEADERSHIP STANDARDS

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## ABSTRACT

*The desire to work as a school administrator is frequently fueled by a complicated web of motivating and restraining forces. Taking into account the leadership standards established by both teachers and administrators, this study intended to investigate the motivating and impeding variables that affect teachers who want to become school administrators. A quantitative research design was used in data gathering and analysis. This study was conducted to teachers of the Public Elementary Schools in DepEd Region XII. In particular, it was conducted in the divisions of South Cotabato, North Cotabato, Sultan Kudarat, Tacurong City and Kidapawan City. The study used an adapted questionnaire developed by Hancock et al (2019) in gathering data on motivating and inhibiting factors for teachers to become school administrators. The questionnaire for the leadership standard was an adapted The Teacher Leader Model Standards research instrument from National Education Association (2021). The study found that teachers have very high level of leadership standards and motivation. Teachers inhibit themselves to become school administrators oftentimes due to the increased risks, personal benefits, and personal needs. The teachers' leadership standards are significantly related to their motivating factors on becoming school administrators. It was recommended mainly that schools should support ongoing cooperation and professional development and to provide organized career routes and leadership development programs to support educators transitioning into administration jobs.*

**Keyword:** - *Motivating and inhibiting factors, becoming school administrators, teachers, and leadership standard*

## 1. INTRODUCTION

A job in education administration has its share of special difficulties, but it may also be quite rewarding. School administrators may have trouble finding and keeping teachers in underfunded school, in addition to issues with student attendance (Brogaard, 2023).

Teachers are more willing to contribute to school management and develop a positive attitude toward school principals when there is a creative and professional leader serving as a role model. This, combined with a sense of accomplishment gained from experience in school management, indirectly increases teachers' aspiration to become school administrators (Kawasaki and Iida, 2018). In order to inspire employees and create a positive school culture, team building exercises, fostering relationships, potluck dinners, and scheduling time for teachers to collaborate are crucial (Scarborough, 2023).

On the other side, it's a popular belief that classroom teachers put in a lot of work, enroll in courses on leadership and administration, and eventually aim for the position of school administrator. This isn't always the case,

though. The benefits of classroom contact are significantly greater than the advantages of leadership, at least for a teacher who prioritizes instruction over administration. Teachers who would rather stay in the classroom feel that modeling for students one-on-one and via enthusiastic teaching is more fulfilling than administration, even when they are qualified for administrative responsibilities (Ndar, 2022).

The desire to work as a school administrator is frequently fueled by a complicated web of motivating and restraining forces. A love of learning, a desire to affect systemic change, and a dedication to enhancing student outcomes can all be motivating elements. (Peng, 2018). Both intrinsic and extrinsic motivation are valid perspectives. Extrinsic motivation depends on outside variables like collecting rewards or averting punishment, but intrinsic motivation comes from doing something that is intrinsically good and rewarding. (Edward Deci and Richard Ryan, 1985).

On the other hand, limiting factors can include reservations about an increased workload, difficulties negotiating the administrative structure, and individual self-doubt (Schweiger et al., 2020). Lack of strategic thinking is the main barrier to realizing leadership potential (Pettersen and Ibarra, 2018). However, research shows that they spend up to 60% of their time in a continual get-it-done-now mentality, which prevents them from developing and learning.

Future school administrators must be aware of the requirements for leadership. Administrator perceptions by others and the career choices of educators are influenced by these norms. We also need to look at the opinions of teachers and how they contributed to these standards in order to understand this.

Teachers and administrator will be surveyed for this project in order to gather information. The data gathered will provide a comprehensive understanding of what inspire and discourages individuals who aspire to become school administrators by taking into account leadership criteria.

The study found out that today's leadership capacity is insufficient to meet future leadership requirements. The three most common leadership gaps organization face today include pipeline, strategic and intercompany gaps. (Mary Carder, 2023)

Since school administrators play a significant role in education, it is a crucial to understand what motivates people to choose career in this field. We must examine carefully how this is impacted by the leadership requirements for educators and administrators. The purpose of this study is to gain a better understanding of these intricate relationship in order to promote school administrators hiring and advancement as well as education. Taking into account the leadership standards established by both teachers and administrators, this study intends to investigate the motivating and impeding variables that affect teachers who want to become school administrators.

## 2. METHODOLOGY

A quantitative research design was used in this study to collect quantitative data. This enables a thorough grasp of the driving and restraining forces and how they relate to leadership standards. With a focus on how these characteristics are influenced by the leadership standards held by both teachers and administrators, this study intends to analyze the motivating and inhibiting factors impacting teachers' desires to become school administrators.

Standardized survey questionnaire developed by Hancock et al (2019) and questionnaire from National Education Association (2021) was used in the quantitative research design and sent to a representative sample of teachers and administrators within a chosen number of schools within a certain district or region. The poll asked about leadership standards, career inhibitions, and motives. Regression analysis and correlation were used to evaluate the data in order to find trends and relationships between the variables. This methodology enables a systematic and thorough study of the variables influencing educators' career goals and the degree to which leadership standards play a part in this process by quantifying the responses. The respondents of the study were the randomly selected teachers in public schools in DepEd Region XII. This research specifically examined the role of the individual elementary teachers. The focus is on the attitudes and practices of the teachers, particularly their level of satisfaction with leadership and their approach to maintain a healthy lifestyle. In addition to this, the data were gathered through survey questionnaire for the individual teachers.

The instruments used were survey questionnaires that will gather data on motivating and inhibiting factors for teachers to become school administrators and leadership standards. The questionnaire used in gathering data on motivating and inhibiting factors was an adapted questionnaire developed by Hancock et al (2019) from the study. The questionnaire for the leadership standard was an adapted The Teacher Leader Model Standards research instrument from National Education Association (2021). It was divided into seven domains: Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning.; Domain II: Accessing and Using Research to Improve Practice and Student Learning; Domain III: Promoting Professional Learning for Continuous Improvement; Domain IV: Facilitating Improvements in Instruction and Student Learning; Domain V: Promoting

the Use of Assessments and Data for School and District Improvement; Domain VI: Improving Outreach and Collaboration with Families and Community; and Domain VII: Advocating for Student Learning and the Profession.

The frequency, mean, and standard deviation of the data collected for this study were used in a descriptive statistical analysis to assess and interpret the data. The relationship between teachers' leadership standards and their motivating factors for becoming school administrators as well as the relationship between teachers' leadership standards and their inhibiting factors for becoming school administrators were determined using Pearson correlation analysis (Walker D.A. 2017)

To identify which of the leadership standards for teachers and administrators significantly influences teachers' motivating factors for becoming school administrators and which significantly influences teachers' inhibiting factors for becoming school administrators, regression analysis will be used (Roediger, Watson, McDermott, and Galla, 2001).

### 3. RESULTS AND DISCUSSION

#### Relationship of the Teachers' Leadership Standards and Inhibiting Factors

The study focused on finding out the relationship of teachers' leadership standards and inhibiting factors of becoming school administrator. Table 1 shows the results of correlation matrix reflected the relationship between teachers' leadership standards and inhibiting factors of becoming school administrator. Notably, while collaborative culture and research show weak positive correlations with various factors, professional learning emerges as notably correlated with increased risk, implying a potential willingness among educators to embrace challenges associated with leadership roles. Moreover, standards such as assessment/data, improving outreach, and advocate learning exhibit strong positive correlations with factors like increased risk, personal benefit, and personal need, suggesting a robust alignment between these leadership attributes and the motivations or challenges associated with pursuing administrative positions. This accepts the hypothesis.

The result means that the inhibiting factors for teachers to become school administrators are the increased risk in professional learning, improving instruction, in assessment/data, improving outreach, and advocating learning. The personal benefit on advocating learning also inhibits them. Moreover, the personal need on assessment/data, and advocating learning inhibits teachers to become school administrators.

It implies that in order to encourage more teachers to think about and get ready for leadership roles, schools should concentrate on lowering perceived risks, providing clearer routes for personal advantages, and attending to personal needs.

According to research by Medford and Brown (2022), newly appointed principals faced difficulties that hindered their capacity to oversee school culture and enact the necessary adjustments to guarantee gains in teaching and learning. The incapacity to decide what modifications should be made at the school, feelings of loneliness and professional isolation, a hefty workload, incompetent staff, and expectations from parents, staff, and students are just a few of the difficulties the new principals must overcome (Woodley, 2018).

**Table 1** Correlation matrix showing the relationship of the teachers' leadership standards and inhibiting factors of becoming school administrator.

| <i>Spearman Rho</i>          |             | <b>Increased Risk</b> | <b>Personal Benefit</b> | <b>Personal Need</b> |
|------------------------------|-------------|-----------------------|-------------------------|----------------------|
| <b>Leadership Standards</b>  |             |                       |                         |                      |
| <b>Collaborative culture</b> | Corr. coef. | 0.096                 | 0.091                   | -0.024               |
|                              | Probability | 0.130                 | 0.148                   | 0.705                |
| <b>Research</b>              | Corr. coef. | 0.101                 | 0.026                   | 0.014                |
|                              | Probability | 0.109                 | 0.677                   | 0.828                |
| <b>Professional learning</b> | Corr. coef. | <b>0.172**</b>        | 0.078                   | 0.032                |
|                              | Probability | 0.006                 | 0.220                   | 0.613                |
| <b>Improving instruction</b> | Corr. coef. | <b>0.144*</b>         | -0.011                  | -0.020               |
|                              | Probability | 0.023                 | 0.858                   | 0.748                |
| <b>Assessment/data</b>       | Corr. coef. | <b>0.307**</b>        | 0.123                   | <b>0.136*</b>        |

|                           |             |                |                |               |
|---------------------------|-------------|----------------|----------------|---------------|
|                           | Probability | 0.000          | 0.051          | 0.031         |
| <b>Improving outreach</b> | Corr. coef. | <b>0.248**</b> | 0.107          | 0.115         |
|                           | Probability | 0.000          | 0.089          | 0.069         |
| <b>Advocate learning</b>  | Corr. coef. | <b>0.251**</b> | <b>0.185**</b> | <b>0.150*</b> |
|                           | Probability | 0.000          | 0.003          | 0.018         |

\*Correlation is Significant at 0.05 level.

\*\*Correlation is significant at 0.01 level.

#### 4. CONCLUSIONS

Teachers are quite good at creating a cooperative, growth-oriented environment. A more inventive and successful learning environment is facilitated by the high degree of leadership displayed by instructors, which may enhance student performance and foster a positive school climate.

A natural predisposition toward leadership, a desire to make a positive influence, a readiness to take on challenges, and personal professional success are what motivate many educators. This intense drive may result in a strong pool of potential school administrators, fostering an innovative and dynamic learning environment.

Teachers may be discouraged from taking administration posts due to worries about perceived career rewards, work-life balance, and stress associated to their jobs. More educators may be encouraged to assume leadership roles by addressing these issues with focused support, more transparent career trajectories, and greater alignment with their personal and professional requirements.

Teachers become more motivated to pursue administration positions when they exhibit higher leadership qualities. This motivation is fueled by challenges, opportunities for leadership, professional benefits, and charity. This relationship suggests that supporting teachers' leadership development may be a useful tactic for developing a driven pool of potential school administrators and bolstering the pipeline for educational leadership as a whole.

Instructors who hold themselves to a high quality of leadership are more likely to be inspired to move into administration. This study emphasizes how crucial it is to support teachers' leadership abilities since it can motivate them to seek administration positions, which will eventually add more innovative and change-oriented leaders to the field of education leadership.

Teachers may be discouraged from taking administrative responsibilities due to the complexity and demands of greater risk in professional learning, improving instruction, assessment/data, outreach, and learning area advocacy. It is important to address these concerns in order to encourage more educators to consider leadership pathways. Additional findings indicate that teachers may be discouraged from seeking administrative positions due to a perceived lack of personal benefits and unmet personal needs related to advocating learning and assessment/data.

When thinking about administrative duties, teachers' attention on evaluation and data analysis may make them feel more risky, but efforts to enhance teaching methods typically make them feel less risky. Furthermore, the correlation that exists between giving priority to advocating for learning initiatives and experiencing greater perceived risks in administrative roles emphasizes the necessity of customized assistance to tackle these issues and facilitate more seamless advancements into school administration.

The study's findings demonstrate that the factors "Improving instruction" and "Assessment/data" have significant coefficients, suggesting that they are important in influencing instructors' beliefs about the role that personal advantage plays as a deterrent. It is important to strike a balance between these factors in order to encourage more teachers to pursue administrative roles. The negative coefficient for "Improving instruction" suggests that focusing on instructional improvement can lower perceived barriers, while the positive coefficient for "Assessment/data" indicates that a focus on assessment tasks might increase these barriers.

In order to smooth the transition into school administration, it is important to concentrate on specific leadership skills that can be crucial in mitigating the difficulties teachers encounter while contemplating administrative jobs. This research implies that educational institutions might improve the leadership pipeline by providing targeted interventions and support that focus on particular leadership attributes and foster an environment that is more inviting to teachers who want to become administrators.

A combination of personal goals, including financial rewards and professional advancement, and a dedication in using their leadership and selflessness to give positive impact motivate educators to become school administrators.

Teachers may be reluctant to pursue administration positions because of the difficulties and unknowns involved in hiring and choosing candidates, in addition to worries about the general dangers and lack of obvious personal rewards.

Lack of clear communication and effective management practices can impede a cohesive leadership approach, causing confusion and stress among the prospective school administrators. Misunderstanding/Communication Issues, Poor Time Management, Stress/Pressure, Poor Selection of Participants, and Subordination Obstacles are other signs of this.

Motivated educators use a wide range of abilities and dispositions to meet the demands of administrative positions and maintain focus on their professional objectives.

Policies for teachers who want to become school administrators include requirements for eligibility, which make sure candidates fulfill specific requirements and experience levels, and a track record of good performance, which shows the teachers' efficacy in their jobs as teachers. These policies also highlight candidates' Positive Attitude/Leadership, which demonstrates their capacity to motivate and guide others, and Comprehensive Knowledge of Administrative Roles/Management, which demonstrates that they have the requisite comprehension of school administration. Successful school administration and the development of a collaborative learning environment depend on efficient communication as a major component.

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