TECHNOLOGY COMPETENCE AND MOTIVATIONAL STYLES OF SCHOOL ADMINISTRATORS AS CORRELATE TO TEACHERS' PERFORMANCE

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Abstract

This study aimed to determine the technology competence and motivational styles of school administrators as correlate to teachers' performance which served as inputs for the technology-based leadership development program. The researcher used descriptive research design and quantitative method in this study to determine the leadership competence in instructional technology supervision and motivational styles of school administrators as correlate to teachers' performance. The respondents of this study were one hundred twenty-nine (129) school administrators and three hundred (300) senior high school teachers from the twenty-nine (29) public senior high schools in the Schools Division Offices of Marikina City, Pasig City and Quezon City, Philippines. The respondents rated the technology competence of the school administrators in instructional supervision and motivational styles as correlate to teachers' performance. Research results revealed that the two groups of respondents perceived the technology competence of the school administrators in terms of personal leadership, learning and teaching, talent management and planning and operations is *High Level*, while it differed in school culture. Further, they evaluated the school administrators' motivational styles as *Strongly Agree* in terms of expectancy and *Agree* in terms of valence and instrumentality. Hence, this yielded a significant difference in the perceptions of the two groups of respondents. Likewise, this also showed a significant correlation between the perceptions of the two groups of respondents on the school administrators technology competence and motivational styles as correlate to teachers' performance. This implied that programs should be developed within the instructional and technological leadership which should denote a common vision and promote growth in all variables. Based on the results of the study, a technology-based leadership development program was proposed.

Keywords: *Technology competence, motivational styles, technology-based leadership development program, descriptive research design, quantitative method.*

1. Introduction

"Leaders become great not because of their power, but because of their ability to empower others." - J. C. Maxwell, 2014 (as cited in Reid, 2016) – this is what we often hear from leaders who bring out the true potential of others. In education, the phrase also relates to instructional supervision, which is characterized by guidance, assistance, sharing of ideas, facilitation, or creation to help teachers improve learning situation and quality of learning in the schools. This also concerns instructional leader who possesses superior knowledge and skills and works collaboratively in the school environment which yields professional development of learning environment and quality of education. In section 2 paragraph 1 of Republic Act (RA) 9155, also known as the Governance of Basic Education Act of 2001, quality basic education is the right of all Filipino citizens, and we need collegial work to attain quality in educational aspect. School head has also an important role in the delivery of quality education to the learners and stakeholders, thus, implementing and monitoring educational programs and services are integral to ensure achievement of educational mission, vision, and goal of the school.

During the 15th Senior Officials' Meeting on Education (SOM-ED) attended by education ministers across the Association of Southeast Asian Nations (ASEAN), Philippine Department of Education (DepEd) Secretary Leonor Magtolis Briones stated that the department is aiming for a forward-looking education that is responsive to the demands of a fast-changing world and the re-direction and re-structuring of their plans for education to be able to cope with the challenges brought by and after the COVID-19. Moreover, education ministers encouraged each member state to continue supporting their learners by providing quality content through online platforms. As this meeting provides harmonious

link between ASEAN nations and supports individual teachers' needs and learners demand in quality education and organizational goals amidst COVID-19, it is necessary to further understand the importance of instructional supervision with the integration of technology that shows cooperative process in inductive manner. Further, in response to the statement made by the DepEd secretary, it clearly implies the need to develop connections between instructional supervision and professional development, reform initiatives like the ASEAN meeting, and collaboration with external stakeholders, peers, and superiors in the school setting.

Moreover, teacher professional development is any type of continuing education effort for educators. It is one way where teachers can improve their skills and, in turn, boost student outcomes. Therefore, the educational sector (public or private) needs to strengthen their cooperation and collaboration with outstanding schools that could share their best practices and help schools to improve their performance as well. This is associated to the DepEd Order No. 35, S. 2016, entitled: "Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning". Through this policy, there is a continuous professional growth of its teaching personnel based on the principle of lifelong learning. The development of teacher's potential with proper instructional supervision by the school administrators can be done through the school-based LAC. To have an effective learning environment, the instructional supervision must be done continually to respond to the changing needs and schools shall improve their performance using technology in instructional supervision that requires instructional leaders to take active leadership and expand their responsibilities, which include the continuous process of monitoring and supervision. This improvement is the key process to focus both on customers' needs and the desired performance to establish a culture of continuous learning and improvement. Likewise, assessment shall be conducted using DepEd Order No. 83, s. 2012 entitled, "Implementing Guidelines on the Revised School Based Management (SBM) Framework, Assessment, Process and Tool (APAT)" which aims to improve school performance and stakeholder engagement by helping instructional leaders to evaluate the efficiency level of school practices and grant additional funds to augment the school fund on Maintenance and Other Operating Expenses (MOOE) that supports the Learning Action Cell (LAC) projects, the conduct of stakeholders' activities, and the mobilization and other professional development that stresses the need in instructional supervision.

Concerning this, the researcher wanted to determine the school administrators' technology competence in instructional technology supervision as perceived by the teachers and school administrators respondents in terms of personal leadership, learning and teaching, school culture, talent management, and planning and operations because educators and school administrators are longstanding advocates in making efforts to increase the graduation rates, ensure access, quality and good governance to educational opportunities for all students, resolve the achievement gaps, and foster collaboration that would equip families, communities, and other stakeholders. Further, this study will provide adequate understanding of school administrators' technology competence in terms of motivational styles and instructional technology supervision that is associated to the teacher's performance. It is due to the above circumstances and reason why the researcher pursued this study.

2. Methods

The researcher used the descriptive research design in this study to determine the leadership competence in instructional technology supervision and motivational styles of the school administrators in the Division of Marikina City, Pasig City, and Quezon City as correlates of teachers' performance. McCombes (2019) defined descriptive research as a research design that aims to describe a population, situation, or phenomenon accurately and systematically. It can answer what, where, when, and how questions. It can use a wide variety of research methods to investigate one or more variables. In this design, the researcher only observes and measures the variables.

This study assessed the level of school administrators' leadership competence in instructional technology supervision, and the significant correlation between the perceptions of the two groups of respondents on the school administrators' technology competence and motivational styles with respect to teachers' performance. The research design used in this study is helpful because it concerned the relationship that existed, opinions that were held, processes that were going on, and events that were evident. Likewise, the application of its findings, and implication of judgment of the competence of the school administrators in terms of carefully defined and agreed objectives or indicators showed that this study is descriptive in nature for it sought to analyze the relationship between variables and assess the technology competence of the school administrators.

The researcher used survey questionnaire as the main instrument to gather data which was validated on its content and phases by ten (10) experts from across educational fields. Moreover, the

research instrument was guided by the New Leaders Transformational Leadership Framework 2020 to support school leaders in redefining their responsibilities as change agents which is characterized as instructional technology supervision (as cited in Ponticell & Pineda, 2019). The transformational leadership framework 2020 covers five levers: (a) personal leadership, (b) learning and teaching, (c) talent management, (d) school culture, (e) planning and operations. According to Desravines, et. al. (2022), these levers have a direct impact on educational quality and equity.

Further, the researcher used Expectancy Theory of Motivation by Victor Vroom's (1964) as a key driver of teachers' performance with Expectancy (E), Instrumentality (I), and Valence (V) as its three variables. According to Campbell, et. al. 2015 (as cited in Rybnicek et al., 2017), motivated employees are more engaged in their work and their performances are in high quality. Thus, the Expectancy Theory of Motivation was significant in this study because it enabled the researcher to assess the school administrator's effective motivational styles in increasing the work performance. On the other hand, the performance ratings of the teacher respondents for the three consecutive school years were used to determine the teachers' performance. The study was conducted during school year 2021-2022 with one hundred twenty-nine (129) school administrators-respondents and three hundred (300) senior high school teachers-respondents from the twenty-nine (29) public senior high schools in the Schools Division Offices of Marikina City, Pasig City and Quezon City, Philippines. The researcher developed the research questionnaire followed by its validation and secured approval to conduct a study from the schools' division offices. The gathered data were treated using the following statistical treatments – figuring the weighted mean to determine the school administrators' technology competence in instructional technology supervision as perceived by two groups of respondents and utilizing the Five-point Likert's scale in interpreting the data. In finding out the performance ratings of the teacher respondents for the last three years, the average mean was used while t-test was utilized to identify the significant difference between the perceptions of the two groups of respondents on the school administrators' technology competence on technology integration with respect to the variables. In addition, to find the significant correlation between the perceptions of the two groups of respondents on the school administrators' technology competence on technology integration with respect to the variables, Pearson Product Moment Correlation Coefficient was used. After the statistical treatment, the data were verbally interpreted.

3. Results and discussion

Level of Technology Competence of School Administrators in Instructional Technology Supervision. The data revealed that the teacher and school administrator respondents have almost the same perceptions on the level of technology competence of school administrators in instructional technology supervision with respect to personal leadership, learning and teaching, talent management, and planning and operations with verbal interpretation of High Level (HL) while it differed in school culture. However, despite the same perceptions on the level of technology competence of school administrators in instructional technology supervision, the school administrator respondents rated themselves slightly lower regarding personal leadership (OWM = 4.04, SD = 0.66) and planning and operation (OWM = 4.03, SD = 0.45), which were verbally interpreted as High Level (HL). Moreover, the teachers assessed the school administrators with a Very High Level (VHL) technological competence on instructional technology supervision, while school administrators deemed that their competency is a notch lower High Level (HL). The conclusion implied that school administrators must empower themselves by upgrading their technological skills to be successful instructional technology leaders leading to a need for technology-based leadership development program which accords to the study of Eichorn et al. (2018) (as cited in Yahşi & Hopcan, 2021) indicating that school administrators are unprepared to succeed in technology leadership role and there are some challenges that school technology faces which are technostress and technology acceptance process.

Significant Difference on the Perceptions of Teacher-Respondents and School Administrators-Respondents on the School Administrators' Technology Competence in Instructional Supervision. The perceptions of the teacher-respondents and school administrator-respondents on the school administrators' technology competence in instructional technology supervision with respect to personal leadership ($t = 8.95$, $p = 0.000$), learning and teaching ($t = 5.57$, $p = 0.000$), school culture ($t = 10.87$, $p = 0.000$), talent management ($t = 7.86$, $p = 0.000$), and planning and operations ($t = 10.44$, $p = 0.000$) were statistically significant ($t = 9.35$, $p = 0.000$), which were less than 5% significant level, this means that there is a significant difference between the perceptions of the two groups of respondents on the school administrators' technology competence in instructional technology supervision with respect to aforementioned variables. It can be manifested that both respondents have opposing views on the school administrators' technology competence that established systematic approach with ICT integration. Which agrees with the study of Baharuldin et al. (2019) indicating that school administrative support and

teachers' ICT literacy play an important role in shaping teachers' ICT competence. Likewise, the result provided further evidence that the school principals, through teachers' ICT, play an important role in integrating ICT in the classroom.

Respondents Perceptions on the School Administrators' Motivational Styles. It is apparent that the school administrator respondents' perceptions on their motivational styles in terms of expectancy (OWM = 4.52, SD = 0.54) have the highest overall weighted mean rating with verbally interpreted as Strongly Agree (SA). Whereas the teacher respondents gave different perception in terms of valence (OWM = 4.12, SD = 0.85) with lowest overall weighted mean with verbal interpretation as Agree (A). The results conform to Zameer et al. (2014) (as cited in Rehman et al., 2019) indicating that motivation plays a significant role in driving organization's progress. Hence, teachers who are especially competent in their work need to be commended by school administrators by giving awards or recognitions since these recognitions affect their motivation to work.

Significant Difference on the Perceptions of Teacher-Respondents and School Administrators Respondents on the School Administrators' Motivational Styles. The perceptions of the two groups of respondents on the school administrators' motivational styles in terms of expectancy (t = 0.00, p = 1.00) is statistically not significant, which is above 5% significant level which reveals no significant difference in terms of expectancy. On the other hand, instrumentality (t = 3.42, p = 0.00), and valence (t = 0.43, p = 0.00) are statistically significant, which are less than 5% significant level which shows a significant difference in terms of instrumentality and valence. Generally, the perceptions of the two groups of respondents on the school administrators' motivational styles (t = 4.19, p = 0.00) is significant which is less than 5% significant level which results to a significant difference between the perceptions of the two groups of respondents on the school administrators' motivational styles. Based on the result of the study, the perceptions of the two groups of respondents may show self-importance especially if appropriate rewards or incentives are given to good work results or high performance which concurs with Duraku and Hoxha (2021) expressing school leaders' leadership styles and practices are among the main factors in teacher's work motivation as well as their motivation for complimentary task to complete specific tasks. In addition, Rehman (2019) claims that the motivation of employees is closely linked with productivity level.

Performance Ratings of the Teacher Respondents for the Three Years. Teacher-respondents have almost the same performance ratings for the last two consecutive school years: 2018-2019 (WM = 4.57), and 2019-2020 (WM = 4.52) which are verbally interpreted as Outstanding, while school year 2020-2021 (WM = 4.43) differs which is verbally interpreted as Very Satisfactory.

Significant correlation between the perceptions of the Teacher-Respondents and School Administrators Respondents on the School Administrators' Technology Competence in Instructional Technology Supervision and Teachers' Performance. Pearson Product Moment Coefficient was conducted to explore the correlation between the mean performance rating of the teacher respondents for the three consecutive school years (School Year 2018 to 2021) and the perceptions of the teacher-respondents and school administrator respondents on the school administrators' technology competence in instructional technology supervision in terms of personal leadership, learning and teaching, school culture, talent management, and planning operations. The school administrators' technology competence (r-value = 0.850, p = 0.000) is below the 0.05% level of significance. There is a moderate positive correlation between school administrators' technology competence in instructional technology supervision and teachers' performance as indicated by the r^2 value of 0.722. The result conforms to the study of Tyagi (2010) (as cited in Comighud et al., 2020), stating that instructional supervision needs to provide guidance, support, and empowerment of teachers for their professional development. Further, school administrators have major roles in improving the competence of teachers and it could be attributed to teacher's classroom practices and instructions, personal and professional development (Yu and Prince, 2016).

Significant correlation between the perceptions of the Teacher-Respondents and School Administrators Respondents on the School Administrators' Motivational Styles and Teachers' Performance. The school administrators' motivational styles (r-value = 0.845, p = 0.000) is less than the 5% level of significance for the teacher respondents. There is positive correlation between school administrators' motivational styles and teachers' performance as indicated by the r^2 value of 0.714. It can be presumed that motivational factors also influence teacher's job satisfaction either positively or negatively. When applied negatively in the school system it will cause dissatisfaction which results to withdrawal, neglect of duty and negative outcome (Onjoro et al., 2015). Therefore, school administrators' leadership styles and practices play a significant role that could lead to teacher's work motivation and organizational progress according to Duraku and Hoxha (2021).

4. Recommendations

Based on the results of the study, it is worthy to note that a technology-based leadership development program for school administrators can be proposed and developed. This would be effective and appropriate to address the needs of school administrators and teachers, with respect to personal leadership, learning and teaching, school culture, talent management, and planning and operations and sustain the improvement of school administrators' technology competence in instructional technology supervision. Moreover, in improving the school administrators' motivational styles in terms of expectancy, instrumentality, and valence.

Further, school administrators may use this study as basis in developing further technology–based leadership development program to incorporate technology into the process of monitoring and evaluating teachers' performance which is necessary to ensure quality education. Moreover, other researchers may conduct parallel studies to develop more technology-based leadership development programs that are timely and useful in the digitalization of education.

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