CONCEPTUAL FACTORS: BASES FOR LEADERSHIP SATISFACTION MODEL

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Abstract: The study explored the conceptual factors of college administrators as determinants of employees' leadership satisfaction of Iloilo Science and Technology University (ISATU) during School Year 2015-2016. The respondents were the 56 employees, teaching and non-teaching, representing the five different campuses. The researcher used standardized questionnaires lumped in one, the Conceptual Factors and Leadership Satisfaction Questionnaire (CFLSQ), in order to gather data. The study revealed that dedication and commitment to work, courtesy and respect, and honesty in the delivery of the duties and responsibilities form a bunch of personal characteristics of a good leader. Moreover, high level of educational attainment such as PhD or EdD coupled with the behaviour of attending and conducting seminars and workshops make a good leader. The act of seeking for continuous professional growth and improvement also makes a good leader. Campus administrators had good leadership skills, management skills, work values and work motivation. They made a positive impression in the field both in teaching and non-teaching personnel. Teaching personnel are more satisfied than non-teaching on the leadership of campus administrators. Leadership skills is the highest predictor of the leadership satisfaction, although the three other factors are also predictors. The proposed Leadership Satisfaction Model states that: The employee's leadership satisfaction is based on the leader's personal characteristics, which are embodied in his work motivation and work values and professional characteristics, which are exemplified in his management and leadership skills. A similar study is recommended to validate the results.

Keywords: Contextual factors, Leadership satisfaction, Management, Philippines, Asia.

1. INTRODUCTION

Rationale

Educational institutions are critical places where the next generation is educated, and school leaders bear a heavy burden of responsibility for their institutions. Leaders in educational institutions are the same as leaders in other organizations, and inevitably face the challenge of maintaining the goals of the institutions (Machumu and Kaitila, 2014). They further believed that "a teachers'" job satisfaction may serve to influence their morale, motivation and willingness to maximize their teaching potential. Teachers who are not satisfied with their jobs may result in bad teaching or learning process, and school effectiveness will consequently be negatively impacted. They further found out that if the employees find their job fulfilling and rewarding, they tend to be more satisfied with their jobs. To this end, good school leadership is essential to turning around nation's failing schools. School leaders are supposed to possess ability of influencing their staffs, parents and other stakeholders of education to make sure their schools successfully attain its pre-intended objectives by seeing to it that teachers perform well in their academic as anticipated.

Leadership is a fundamental aspect of management because it has an important bearing on a range of activities that can lead to the attainment of organizational outcomes. For this reason scholars and practitioners in leadership propose effective leadership in organizations in order to propel the wheel of change in ensuring institutional outcomes (Kanungo, 2010) and employee outcomes (Hukpati 2009). This proposition essentially, has become indispensable against an increasingly pressurized and changing environment with demands from all sectors of society for organizations to be

accountable for their continual existence. Universities as organizations have not been exempted from such pressures. Leadership skills represent the most effective leadership style and principal contributors for the realization of outcomes in colleges and universities (Hukpati, 2009).

Leadership is a universal human phenomenon (Bass, 2001). Most leadership definitions describe it as the idea of guiding followers to their goals (Yukl, 2009). Smith (2000) stated that leadership is the process or activity of influencing an individual or group in efforts towards achieving a goal. Hackman and Johnson (2000) defined leadership as a human communication which modifies the attitudes and behaviors of others in order to meet shared group goals and needs. Leadership can be transformational or transactional, which are both based on human morals and ethics.

The effectiveness and efficiency of the school administrators lie on their attitudes, characteristics, ability to carry out tasks and their leadership in particular. Strong leadership is the backbone of an organization (Bedia, 2007). Leaders create the vision, support the strategies, and are the catalyst for developing the individual bench strength to move the organization forward. Yet leadership can be an elusive characteristic, and developing leaders to their full potential remains one of the great challenges for organizations today. Upcoming demographic changes threaten to send numerous baby boomers that are currently in leadership positions into retirement. This will make developing leadership bench strength an even greater challenge for organizations to resolve in order to remain competitive in the future (Hukpati, 2009).

Leaders need to be self-aware of how their actions are perceived by those they manage (Moment, 2007). Employees will sometimes mirror the behavior of managers. Aghdaei (2008) talks about the philosophy of "shadow of a leader," where the leader demonstrates the wanted behavior. Leaders should model hard work for employees (Weiss, 2000). Aghdaei (2008) stated that when someone repeatedly demonstrates meaningful, positive behavior, people are motivated to follow.

Leaders must have enthusiasm for their work so that it spreads to those whom they supervise. That involves leaders believing in the company in which they work. "The ability to inspire loyalty and build relationships is a key component of leadership" (Newcomb, 2005). Leaders should also "cultivate, champion, and then support" new ideas and "provide an environment for the development and expression of the entrepreneurial spirit (Hesselbein et al, 2002). Leaders create the organizational climate to which followers react (Hrebiniak, 2005).

Metcalfe (2003) attempted to determine the factors that contribute to job satisfaction among principals in Los Angeles County, California. The demographic variables were community type, size of district, size of school, total number of classroom teachers, total number of support staff, and income. The result confirmed Hertzberg's theory (1959) that achievement, recognition, growth, advancement, responsibility, and work were associated with job satisfaction. In addition, interpersonal relationships, salary, security, policies, administration, competence of a supervisor, and working conditions influenced job satisfaction.

Motivation on the other hand, is one of the most important concepts of psychology and very vital for the managers who direct the growth of his subordinates towards worthwhile goals. There is no more important problem in managing than of motivation .Manager rank motivation of subordinates as the most serious problem that confronts them in the instruction of subordinates. This transfer of control is best supported by an organization environment that is organized to encourage and support a continued, increasingly mature and comprehensive acceptance of responsibilities for one's own performance.

This present study focuses on the leadership motivation, capability, commitment, and performance among schools administrator's, so that in one way or the other, they will adapt, improve or change their behavior towards leadership and performance in terms of their school administration. It would serve as a guide and a reminder regarding their leadership performance, the kind of motivation, and the capability they emulate to their employees.

Furthermore, for future research it will serve as an eye opener for them to run and improve the school machinery. As Rugg (2005) explain that numerous studies have indicated that leadership can make difference in organizational performance as well as individual satisfaction.

Hence, this study will fill in the gaps of knowledge regarding the variables considered in the study. These variables are seen in Figure 1 in the pages that follow.

Theoretical Framework

The present study is anchored on the theory on leadership by John W. Gardner (1990) in his book "On Leadership" when he said that "leadership is the process of persuasion or example by which an individual induces a group to pursue

objectives held by the leader or shared by the leader and his/her followers". Leadership skills encompass how they relate to others within and outside the organization, how they view themselves and their position, and to a very large extent whether or not they are successful as leaders. The leader should choose and develop leadership capability by assessing own tendencies and talents, understanding the needs of the organization or initiative, observing other leaders and finding a mentor, believing in oneself and being prepared to change. Capability, commitment and motivation need to be consistent with the goals, mission, and philosophy of the organization, which particularly the school where the school administrator serves. As a leader one should be equipped with capability in order to facilitate your people to accomplish the job.

Moreover, according to Gardner, "Leaders cannot be thought of apart from the historic context in which they arise. They are integral parts of the system, subject to the forces that affect the system. They perform certain tasks or functions that are essential if the group is to accomplish its purposes. …leaders shape and are shaped."

As in the study, the skills of a leader are necessary. It is even imperative that an institution choose a good leader since the leader is considered as the "conductor" that makes everything work. Leadership and management capability are both interdependent on each other. These capability are displayed by the leader and are not unknown to his subordinates and employees. These capability are some of the employees' gauges in evaluating their performance of their leader. Together with their capability, which are considered as their professional characteristics, are their personal characteristics that are their work motivation and work values. These should work interdependently to create the totality of a leader. Employees' perception of their leader is essential for the organization to really understand the interaction of human resources and to really get the whole picture of how the people work in the organization.

Gardner also underscored that effective leaders tap those that serve the purposes of collective action in pursuit of shared goals. They accomplish the alignment of individual and group goals. They call for the kind of effort and restraint, drive and discipline that make for great performance. They create a climate in which there is pride in making significant contributions to shared goals. Young potential leaders who have been schooled to believe that all elements of a problem are rational and technical, reducible to words and numbers, are ill-equipped to move into an area where intuition and empathy are powerful aids to problems solving.

 In the present study, the people in the organization should be motivated for the administrator to work harmoniously to attain the vision of the institution. More importantly, the work motivation of the leader is crucial since the leader serves as a model for the rest in the organization; the leader affects change. Thus, it is necessary to determine the performance of the employees on the work motivation of the leader.

Meanwhile, The Great Man Theory presents the case that leaders are individuals endowed with great characteristics and heroic abilities. In addition, trait theory describes individual leaders as people who have specific characteristics that help or enable the person to be a good leader. While the great man theory implies that people are somehow endowed with some "essence" of leadership, trait theory provides a base for measurable and testable characteristics such as virtues, race, gender, height, appearance, psychological factors, efficacy factors, cognitive factors, and emotional factors to name a few categories.

Both "The Great Man Theory" and "Trait Theory" emphasize the capability of an individual to have natural characteristics of a great leader. It is then up to these individuals to discover these characteristics and maximize them for the love of leadership. Special circumstances, though, with the help of social environment where these individuals exist, can probably aid them to discover their natural gifts to lead.

The present study is guided by the conceptual framework as shown in the schematic diagram, Figure 1. It is based on the concept that school administrators' leadership motivation, capability, commitment, would bear relationship in his overall performance as a leader, which is gauged through the leadership satisfaction by his employees.

The research paradigm is based on the concept that the independent variables namely marital status, length of service and highest educational attainment are factors to the employees' perception of the leadership capability, motivation, commitment, and performance of their respective school administrators. These are the employees' gauge in evaluating how satisfied they are when it comes to the leadership of their school administrators.

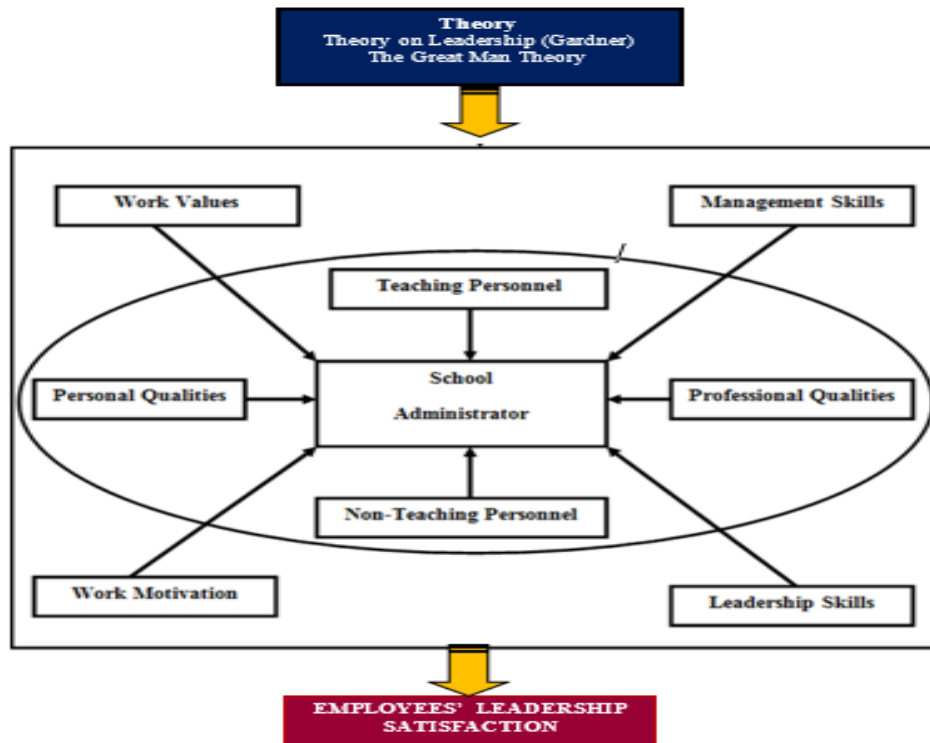The hypothesized relationship among the study variables is shown in the schematic diagram in Figure 1.

Figure 1. Contextual factors of Campus Administrators as determinants of employees' leadership satisfaction

Statement of Purpose

The study explored the contextual factors of campus administrators as determinants of employees' leadership satisfaction in Iloilo Science and Technology University (ISATU) during School Year 2015-2016.

Specifically, it sought to answer the following questions:

1. What were the personal and professional qualities of the college administrators?

2. What were the contextual factors of the college administrators in the following aspects;

   2.1.   Leadership skills;

   2.2.   Management skills;

   2.3.   Work values; and

   2.4.   Work motivation?

3. What is the level of leadership satisfaction of teaching and non-teaching personnel?

4. Which contextual factors of the campus administrators predict the employees' leadership satisfaction level?

5. What leadership satisfaction model can be proposed based on the findings of the study?

6. Based on the findings of the study, what enhancement program can be proposed?

Null Hypothesis

In view of the objectives of the study, this null hypothesis is drawn: There is no contextual factor that predicts the employees' leadership satisfaction level.

2. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents selected readings, theories and researches relevant to the present study. Studies, investigations, theses, dissertations, learned papers, and published literatures relative to the study were taken into consideration to enhance the concept of the study. This chapter is composed personal and professional qualities of a school administrator, work values, work motivation, leadership skills, management skills, and leadership satisfaction.

Personal and Professional Qualities

Successful leaders at all levels possess important skills. Professional expertise and knowledge of the organization are clearly necessary in order to engender trust and respect. Leaders have the abilities to both develop a vision and communicate the vision to the group. Team building is especially important in order to enable all members of the group to contribute to the goal in a meaningful manner. Skills in conflict resolution and negotiation are necessary in leading any group. Finally, depending upon the circumstances, skills in strategic planning and financial management may be needed. The business management literature provides interesting insights into the characteristics of successful leaders (2). Emotional Intelligence is a term used to describe the ability to manage ourselves and our relationships effectively. Studies have shown that the most effective business leaders are those with high scores on the four components of Emotional Intelligence: Self-Awareness understands of one's own emotions and their impact, the ability to realistically evaluate one's strengths and weaknesses, and self confidence. Self Management consists of self-control, honesty and integrity, conscientiousness, adaptability, achievement orientation, and initiative to seize opportunities. Social Awareness is empathy, organizational awareness, and service orientation to recognize the needs of others. Social Skill includes visionary leadership, ability to influence others, propensity to develop skills in others, communication skills, ability to lead others in new directions ("Change Catalyst"), building of interpersonal bonds, and promotion of cooperation and teamwork.

Business management research has also identified management styles that are effective in different settings (2). The most successful leaders use combinations of these styles, depending upon the settings. The Coercive leader demands immediate compliance and is most effective in a crisis. An example of appropriate coercive leadership would be the captain of a ship in a storm or the leader of a "Code" team. However, coercive leadership has long-term negative consequences in most settings. Authoritative leaders are capable of mobilizing people toward a vision and are most positive when a change in direction is needed.

Affiliative leadership creates harmony and builds emotional bonds, heals rifts, and gains loyalty. However, exclusive use of this style can lead to tolerance of mediocrity. Democratic leadership forges consensus through participation of others in decision making. This style is effective in developing consensus, but takes time and can inhibit forceful decision making. The Pacesetting leadership style sets high standards for performance and works best when there is a motivated team. Successful leaders of research teams frequently use the Pacesetting style effectively to achieve results in a timely fashion. However, feedback to team members may falter if this style is used exclusively. The Coaching leadership style is very successful in educational settings since it promotes performance in others and builds for the future. This style works best when the team members believe that they can benefit from improvement! Leadership training should begin in the early stages of training. Residents and clinical fellows have the opportunity to serve as leaders of complex, multidisciplinary health care teams. Work hour regulations necessitate frequent "hand-offs," requiring important communication skills. Similarly, postdoctoral fellows in research laboratories can acquire valuable research team leadership skills (Korschun, 2014).

Leadership Skills

Collins (2002) posited that a key activity of great leaders is getting the right people "on the bus." This notion of getting the right people into the organization is explained more fully by the concept of person-organization fit. Person-organization fit can be extended to virtual organizations according to Shin (2004) by examining person-environment fit rather than person-organization fit, thus, the notion of the "right" people for the organization applies whether in a virtual or physical organization.

Leaders equip followers by providing appropriate tools, equipment, and other resources so that the followers can be successful in their completion of assigned tasks. This is theoretically defined through Bandura's (1997) concept of self-efficacy that when moderated by the availability of resources and support of the organization becomes "means efficacy"

which is part of general self-efficacy. No matter how capable or efficacious employees/followers are, without sufficient resources it is difficult or impossible to complete the work of the organization.

DellaVechio and Winston (2004) posited that the seven motivational gifts presented in the twelfth chapter of the Book of Romans in the New Testament provide a set of gifts that exist as a profile of all seven gifts in each person. Leaders would do well to select people who possess certain gift profiles such that all gifts are represented in the organization to the same extent as exists in the general population, thus giving the organization a balance of the gifts. Also, certain gift mixes align better with certain jobs than do other gift mixes, thus it is wise for leaders to assign people to jobs which are best aligned with the person's gift mix.

Rutherford's (2014) five-year study of leadership skill of elementary and secondary principals revealed that in effective schools participatory decision making created a joint commitment to goals and a supportive environment to maximize teacher talent and effectiveness. When teachers were able to participate in as many decisions as desired, teacher satisfaction was optimized and job tension minimized. It was also clear that not all teachers were equally desirous or capable of significant participation in decision making, and that sometimes decisional saturation may occur as when teachers were asked to participate in more decision than desired. Principals, while emerging teacher involvement, must therefore be sensitive to the needs of particular staff in participative decision making.

According to the Highlands Company Ability Battery Brochure,--"Everyone is born with natural abilities regardless of education or experience and that by the age of fourteen the natural abilities of each individual have matured enough to be defined and measured". The Highlands Ability Battery measures 19 natural abilities. While the seven motivational gifts show driving characteristics of the individual, natural abilities define what each person can do easily and well. In addition to the Highlands Ability Battery, the Strong Campbell Interest Battery and other batteries are available for use by leaders when assessing followers.

Darcy and Tracy (2003) emphasized the importance of understanding a person's abilities. Darcy and Tracy's work examined the use of vocational interest batteries along with the big five personality tests and cognitive ability tests to help understand the individual. Darcy and Tracy cautioned the user of interest batteries to be aware of social desirableness in which the person taking the battery provides responses that may not be accurate but intend to make the person look good to the test giver.

In Arlene's (2001) study of Steve Jobs, Arlene points out that the promotion of the organization and the promotion of the leader seem to occur simultaneously in that the leader finds difficulty in separating self from the organization. Here is where integrity reenters the definition in that there must be alignment between what the leader says and what the leader does. In the panel discussion "Four pioneers reflect on leadership. (CEOs Max DePree, Bob Galvin and Bob Haas and educator Warren Bennis)" the four panelists listed integrity as the number one element for leaders to be aware of and to promote in themselves. von Maurik (2007) added to this by proposing that integrity be one of four competences by which leaders should be evaluated (wisdom, integrity, sensitivity, and tenacity). Although it is beyond the scope of this definition to delve into von Maruik's work, it is interesting to note the ontological nature of the four competencies rather than the axiological or pragmatic nature of most leadership measures.

Leadership differs across cultures (Dickson et al., 2012). One influential effort to define leadership across cultures was Project GLOBE (House et al., 2002). The project was conducted across 62 societies with more than 180 researchers. After a long discussion, the researchers finally agreed with defining leadership as "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members."

The importance of school leadership is that it is the head teacher, who makes a wise use of available resources, frames school policies, determines and arranges needed experiences within the framework of the prescribed curriculum for the students. In short it is the head teacher who is responsible for planning, programming, administrating and supervising all the activities within a school (Hussain et al., 2011).

The impact of culture on leadership causes challenges for expatriate leaders. According to Cassiday (2005), 10 to 45 percent of US expatriates failed in their global assignments. Most of the failures come from the lack of ability to maintain creative tension between two or more worldviews, which affects their ability to work across cultures (Cassiday, 2005). Even though some expatriates are able to work in an effective way, they suffer low levels of job satisfaction (Shaffer and

Harrison, 1998). They fail to adjust to overseas job requirements and the formation of relationships with the host country's employees (Hechanova et al., 2003).

One culture factor that causes problems for expatriate leadership and job satisfaction is the cross-cultural difference of power distance. First, power distance influence the way of leadership: it positively predicts self-protective leadership and negatively predicts charismatic/value-based and participative leadership (Dorfman et al., 2004). Those ways of leadership differ in how the leader motivate subordinates. Second, power distance difference is an important indicator of cultural distance, which has a negative impact on expatriate job satisfaction (Froese and Peltokorpi, 2011).

Management Skills

In the last decade or so, an abundance of evidence has been produced that skillful management—especially those competent in the management of people in organizations— is the key determinant of organizational success. These studies have been conducted across numerous industry sectors, international settings, and organization types.

The research findings now make it almost unquestionable that if organizations want to succeed, they must have competent, skillful managers. For example, in one study of 968 firms, representing all major industries in the United States, organizations whose managers effectively managed their people—that is, they implemented effective people management strategies and demonstrated personal competency in management skills—had, on the average, a decrease in turnover of more than 7 percent, increased profits of $3,814 per employee, $27,044 more in sales per employee, and $18,641 more in stock market value per employee, compared to firms that had less effective people management (Huselid, 2005; Pfeffer and Veiga, 2009).

In a follow-up study of 702 firms, shareholder wealth was an amazing $41,000 per employee higher in companies demonstrating strong people management skills than in firms that had a lower emphasis on people management (Huselid and Becker, 2009). A study of German firms in 10 industrial sectors produced similar results: "Companies that place workers at the core of their strategies produce higher long-term returns . . . than their industry peers" (Blimes, Wetzker and Xhonneux, 2007).

Meanwhile, a study of five-year survivability in 136 nonfinancial companies that issued IPOs in the late 1980s found that the effective management of people was the most significant factor in predicting longevity, even when accounting for industry type, size, and profits. Firms that did a good job of managing people tended to survive; others did not (Welbourne and Andrews, 2006).

Another study by Hanson (2006) investigated the factors that best accounted for financial success over a five-year span in 40 major manufacturing firms. The question being addressed was: "What explains the financial success of the firms that are highly effective?" The five most powerful predictors were identified and assessed. They included market share (assuming that the higher the market share of a firm, the higher its profitability); firm capital intensity (assuming that the more a firm is automated and up-to-date in technology and equipment, the more profitable it is); size of the firm in assets (assuming that economies of scale and efficiency can be used in large firms to increase profitability); industry average return on sales (assuming that firms would reflect the performance of a highly profitable industry); and the ability of managers to effectively manage their people (assuming that an emphasis on good people management helps produce profitability in firms). The results revealed that one factor—the ability to manage people effectively—was three times more powerful than all other factors combined in accounting for firm financial success over a five-year period! We repeat, good management was more important than all other factors taken together in predicting profitability.

Even research by the U.S. government confirms this management-effectiveness link. The U.S. Office of the Comptroller of the Currency studied the reasons for the failures of national banks in the United States during the 1980s. Two major factors were found to account for the record number of bank failures during that period: distressed economic conditions and poor management. The relative impact of those two factors, however, was somewhat surprising. Almost 90 percent of the failed banks were judged to have had poor management. Only 35 percent of the failures had experienced depressed economic conditions in the region in which they operated, and in only 7 percent of the cases was a depressed economic condition the sole cause of bank failure (U.S. Office of the Comptroller of the Currency, 2010).

Dramatic anecdotal evidence also abounds regarding the impact of effective management on workers and organizations. One of the most notable, for example, was the General Motors automobile assembly plant in Fremont, California. The plant was built in the 1950s and, at the beginning of the 1980s, was assembling the Chevrolet Nova model. The plant had

a history of labor and productivity problems, however, and by the end of 1982 the performance statistics were dismal. Absenteeism was running at 20 percent. The number of formal grievances filed by employees totaled almost 5,000 (an average of more than 20 grievances per day for every workday of the year), and more than 2,000 grievances were still unresolved at year's end. An average of three to four wildcat strikes per year had occurred during the previous few years, and morale, productivity, and quality of production by the 5,000 employees were the worst in the corporation. Costs of assembling the automobile were about 30 percent above the Asian competitors. In light of these data, corporate headquarters issued an order to close the plant and lay off the workers. Three years later, General Motors signed a joint operating agreement with one of its major competitors: Toyota Motors. Much had been written about the Japanese method of managing, so General Motors asked Toyota to reopen and manage the Fremont plant. Most of the former U.S. autoworkers were rehired, and a new management team was put in place. Workers were exposed to training in high-involvement work practices, and a former Ford Motor Company employee actually became the plant manager. The primary difference between the plant before it closed and after it reopened was that a new management team was in place and employee training had occurred. The workforce, in other words, remained essentially unchanged. One year after reopening, the organization's performance data improved tremendously. The remarkable thing about this turnaround is that it did not take five or ten years to produce major improvements in productivity, cohesion, and commitment. It occurred in just over a year simply by changing the way workers were managed. These studies indicate overwhelmingly that good management fosters financial success, whereas less effective management fosters financial distress.

Successful organizations have managers with well-developed people management skills. In surveys of CEOs, executives, and business owners, results consistently show that the factor most responsible for business failure is "bad management" and the best way to ensure business success is to "provide better management." Moreover, the data are clear, management skills are more important than industry, environment, competition, and economic factors combined. Surprisingly, however, finding people who effectively manage people is not as easy as might be expected. Pfeffer and Veiga (2009) concluded that: "Even as these research results pile up, trends in actual management practice are, in many instances, moving in a direction exactly opposite to what this growing body of evidence prescribes." Common sense and common knowledge are not necessarily common practice. Knowing and doing are not the same things. Being able to analyze a case, identify a problem, or recite a correct answer to a question is not equivalent to being able to actually implement effective management skills.

Work Values

People's values play an important role in their behavior, attitude, and motivation in their life. Values are regarded as a complicated system that comprises many specific value components, that is, subsystems. Work values are considered one such subsystem, particularly those associated with judgment toward the desirability of work rewards and the work. Journal of International Business and Cultural Studies Effect of Seniors' Work Values, Page 4 environment. Work values are defined as "beliefs about the desirability of specific outcomes of working" (Hattrup, Mueller and Jones, 2007), and they "occupy a more central place in a person's cognitive system and may be more closely linked to motivation" (Fields, 2002). Focusing on workers' work values is crucial when considering effective ways to encourage them to work harder and enjoy their workplaces. Work values are sometimes classified into several categories; the typical dimensions are extrinsic and intrinsic (Hirschi, 2010). Extrinsic work values are defined as "the traditional pursuit of success by advancing up the organizational hierarchy to achieve prestige, status, and high income". In contrast, intrinsic work values are referred to as the "employees' natural desire to actualize, develop and grow at the work place (i.e. self development), to build meaningful and satisfying relationships with colleagues (i.e. affiliation) and to help people in need (i.e. community contribution)" (Vansteenkiste et al., 2007). Although some researchers adopt the more complicated dimensions of work values, as reviewed by Ueda and Ohzono (2011), extrinsic and intrinsic work values are admitted to be the most basic classification. Work values have been found to influence various work outcomes. For example, Kiddon (2008) demonstrates that work values, defined as the Protestant Ethic of the worker, have a significant relationship with commitment.

Meanwhile, Wang, Hyde, and Hsieh (2010) also indicate that work values significantly influence normative commitment and that turnover intention mediates pay satisfaction. In contrast to the almost consistent findings of the positive effect of intrinsic work values on desirable work outcomes, some researchers found that extrinsic work values had no effect on desirable outcomes, or a positive effect on undesirable work outcomes. For example, Vansteenkiste et al. (2007) reveal

that extrinsic work values are associated with negative work outcomes (i.e., higher emotional exhaustion, short-lived satisfaction after successful goal attainment, and turnover intention).

Hirschi (2010) examines the effects of both extrinsic and intrinsic work values and shows that only the latter are related to positive career development. Moreover, using data collected from Japanese workers, Ueda and Ohzono (2011) also reveal that extrinsic rewards have a negative effect on various work outcomes, while most intrinsic work values almost consistently have positive influences.

Values play a central role in human behavior, shaping norms, practices, heroes, and symbols at the core of culture; influencing not only attitudes and perceptions, but also choices. Values are internalized over a lifetime as individuals are socialized from a young age within the context of a (national) culture, learning and adopting dominant values (Hattrup et al. 2007). Roe and Ester (2009) stress that "in modern societies work values are typically considered as salient, basic, and influential…The importance of the work role in many cultures makes work values into core values that take a cardinal position in the overall pattern of values".

Work Motivation

Work motivation is a set of favorable or unfavorable feelings and emotions with which employees view their work (Newstrom and Davis, 2005). According to Alina Vrabie (2014), everyone is fuelled by their own dreams and ambitions, but taking a close look at the complex relationship between happiness and motivation might give us a hint at what drives people to do their best work.

There is enough evidence, by now, to believe that happy people are more productive. In fact, a Gallup- Healthways study estimates that unhappiness among workers in the U.S. is costing a whopping $US300 billion per year in lost productivity. A series of studies by Andrew J. Oswald and his team also provide evidence that happiness positively impacts productivity. In one experiment, subjects have their happiness levels increased by being shown a clip of comedy routines. The subjects who had watched the comedy clip showed 12 per cent greater productivity than those who had watched a "placebo" clip.

A second study by the same group of scientists took a look at major, real-life unhappiness shocks such as bereavement and family illness and how they impact productivity. In this study, a random group of subjects was given a questionnaire about their happiness level and possible negative life events. Then they performed the same tasks as the subjects in the previous experiment. It turns out that having had a bad life event in the previous two years lowers people's performance by approximately 10 per cent. Simply put, people are happy when they subjectively believe themselves to be happy.

Scientists Richard M. Ryan from the University of Rochester and Christina Frederick from the University of Southern Utah have taken an extensive look at the concept of subjective vitality as a reflection of well-being. Ryan and Frederick argue that subjective vitality is enhanced when the basic psychological needs for autonomy, competence, and relatedness are satisfied. They especially emphasize the role of autonomy on energy levels — when the action comes from one's own decisions, as opposed to being demanded to think or behave in a certain way by someone else. While autonomous behavior can maintain or enhance levels of energy, controlled behavior feels like a drain on personal energy. As a manager or director, this means that giving more freedom to employees can improve their feelings of well-being — and perhaps their productivity.

In one study, Ryan and Frederick found that when samples from both a pain and a weight-loss clinic reported more controlled reasons for being in treatment, they showed less vitality than those who had autonomous reasons for participating. This shows that intrinsic motivation increases the level of subjective vitality, or our perceived energy level. Autonomy can thus foster feelings of energy and well-being. So if you want higher energy levels from your team members, make sure to give them autonomy over their own tasks.

Happiness and positive interactions can have a great impact on daily productivity in the office. It affects aspects of the workplace that contribute to overall satisfaction, and that will in turn contribute to the motivation and discretionary effort of the team members.

One study from the Haas School of Business at UC Berkeley shows that expressing positive emotion at work radiates into three different areas. First, there is a positive effect on the happy team member, regardless of her relationship to others. This is materialized in greater task persistence and enhanced cognitive functioning. There is also a positive effect on

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others' responses to that team member. When one team member felt and expressed positive emotions, others were more likely to respond favorably to that team member's social influence attempts. They were also more likely to over generalize that person's desirable traits. Lastly, the person who is experiencing positive emotions is more likely to have a positive response to other team members, such as extending help to others. So not only are happy team members more productive, but their happiness also has positive outcomes for other workers as well.

What is more, positive emotion increases optimism and perceived control. While sometimes this might warrant inaccurate beliefs about the future, the mere anticipation of success will increase task persistence. If people believe there will be a positive outcome, they are more likely to stick with the task when things get hard.

There's something to be said for those workers who might not be so cheerful. People are generally bad at planning. Our cognitive biases, self-serving attributions and illusions of control make us overestimate the outcome of our actions. Not necessarily so with more somber workers. Depressed people usually have less self-serving biases and can give more accurate performance feedback, both on their own work and on the work of others. They are also more likely to accurately perceive their levels of control. This phenomenon is called 'depressive realism'. It doesn't mean that people who aren't happy can't work well. Indeed, our happiness level might fluctuate throughout the day. However, people who are less satisfied with life might lose points when it comes to how others perceive them and how they respond to the needs of others.

In the end, motivation and productivity do not depend as much on happiness as they do on positive thinking. Positive thinking will keep you glued to the task at hand when the going gets hard, and anticipation of success is likely to bring about success. So go ahead and daydream about what success looks like. Chances are, you will bring it within reach. The complex relationship between happiness and motivation, according to science is flexible online task management system and team collaboration software (Vrabie, 2014).

Employees seek satisfaction from life for what Maslow called the "five basic needs" and we seek a good part of these satisfactions at our work. Many people are happier at work than at home because a satisfying job in a school goes such a long way toward making life worth living.

Harmonious relationship is very important to both employer and employee. If one is satisfied with his job, he would not exchange it for any other job. When a teacher is dissatisfied with her work, she may engage in psychological withdrawal such as unauthorized absences, early departures, extended breaks or work slows down. On the other hand, a satisfied teacher may extend her services beyond official time.

An individual needs love, acceptance and sense of belongingness, both on and off job. School administrators play a significant role in satisfying teachers' needs or vice versa. Teachers need to feel that they are important part of the group-the work team and thus, should be encouraged to identify themselves with the institution and its goals. The need for esteem and self-fulfillment becomes an important concern. Esteem needs represent the desire for recognition, status, and respect. Satisfaction of the esteem needs is usually accomplished by completing challenging and important work within the institution. Relationships with administrators and colleagues contribute to their job satisfaction when shown and felt help them feel successful and strive better. Thus, effective teaching and learning will take place which enhances good school setting. These contribute also to the prestige of the school.

Job satisfaction or work motivation according to Locke has been considered to be the " function of a perceived relationship of what one wants from one's job and what one perceives it as offering (Locke as cited by Ken Sinclair in 2014).

Mumford (as cited by Sinclair, 2014) says it is "the degree of fit" between what an organization requires of its employees and what employees are seeking from the firm. He also identifies several approaches that have been used in seeking to explain and enhance job satisfaction. Among them are: (1) the psychological needs approaches of theories such as Maslow and Herzberg who argue that the central focus is job satisfaction in the extent to which the job satisfies personal needs for security, recognition, affiliation, self-esteem and so on; (2) the approach emphasizing the leadership skills of management to creating the circumstances for job satisfaction; (3) the effort-reward bargaining approach emphasizing the importance of incentives such as salary and job condition; (4) the approach emphasizing that intrinsic nature of the work itself in providing job satisfaction.

Surely, there is a strong relationship between needs satisfaction and management skills. The possibilities of administrator and teacher's satisfaction will be enhanced when management is sensitive to the interest and needs of the particular staff members and when the achievement of school goals and individual teacher goals go hand in hand. Maslow conceives of needs hierarchy with psychological and safety needs and self-actualization at the apex. Self-actualization involves striving for the fullest possible realization of one's potentialities and an important context for that is through one's career. Maslow argues however, that the person's full energy and attention will be directed towards self-actualization for example in teaching, only when a reasonable level of satisfaction has been achieved and reached with respect to the lower level needs.

In teaching, job security is enhanced when clear, reasonable and consistent expectations are applied to the behavior designed to demonstrate capabilities and competencies which will maintain and enhance positive self regard and behavior designed to avoid failure that will reduce the level of self-regard.

The need hierarchies helps explain human behavior and suggests ways by which school administrators may help teachers realize their potentialities. Striving for self-actualization will be enhanced when lower level needs are satisfied. A well-managed school will help satisfy safety and security needs. Praise, recognition and approval for accomplishments and competencies help promote confidence, morale and motivation for further achievement, while criticism , disapproval and failure to demonstrate competence may lead to negative self-feelings, distinct from motivation for further achievement, and may create the circumstances for alienation and obstructive behavior. Encouragement to participate in school decision making and take responsibility will reinforce feelings of efficacy and self-worth, and contribute to the self-actualization of talents and competencies.

According to Taylor, Gilbreths and Gantt (2004), the concept of the economic man held that a worker output can be maximized only through financial incentives. With that concept in mind, the differential piece-rate system, whereby workers would receive a higher rate of pay per piece produced after the daily output standard had been achieved. Through the differential piece-rate system workers were expected to produce at a maximum level to satisfy what was believed to be their only work-related need-money.

Catedrilla's study (2003) tried to determine the teachers' level of satisfaction in the public elementary school system. The respondents were the 258 elementary school teachers of Janiuay I and II, Division of Iloilo during the School Year 2002-2003. The respondents were classified according to the categories of variables sex, civil status, length of teaching experience and educational attainment. The findings of this study were as follows: (1) Satisfaction was high on the areas of job interest, relations with co-teachers, school administrators and job information when teachers were taken as a whole and when classified according to variables. However, they were moderately satisfied on the area of content job security, economic incentives and physical environment; (2) No significant differences existed on the teachers' level of satisfaction when classified according to the categories of variables sex, civil status, length of teaching experience, and educational attainment in the seven areas of the study; (3) There was a significant difference on the level of satisfaction when teachers were classified according to length of teaching experience on the area of physical environment.

The researcher concluded that the public elementary school teachers in the District of Janiuay I and II were highly satisfied in their teaching job. There was a need for increase in salary and more economic incentives so that they would feel secured in their jobs. The physical environment of the schools particularly in the adequacy of learning materials and equipment were found wanting. Teachers found the content of their job as boring. The significant differences on the level of satisfaction among teachers were due to the same exposure and experiences they had on the performance of their jobs.

The following recommendations were made: (1) there should be a marked increase on the salaries of public school teachers so that they would feel more secured and recognized in their effort of teaching pupils in the rural areas; (2) more economic incentives should be provided to teachers to augment the meager salaries they receive;

(3) scholarship grants should be provided to the children of teachers to lessen their financial burden in the education of their children; (4) latest information technology should be provided in the school so that teachers would not be bored of the same topics taught to children throughout the year; and (5) all teachers should be given a chance to have a yearly educational trip especially every summer vacation to refresh themselves before classes begin.

Calupar's study (2008) aimed to determine the school heads' performance and the teachers' job satisfaction in the implementation of School-Based Management (SBM) in the District of Tapaz East during the School Year 2006-2007.

The study revealed the following: (1) the school heads' performance in the implementation of school-based management in the District of Tapaz East was outstanding; (2) The public elementary school teachers in the District of Tapaz East was very highly satisfied in their teaching job; (3) Significant difference in the school heads' performance when the respondents were classified as to highest educational attainment was revealed, however, there was no significant difference when they were classified according to the categories of variables gender, civil status, length of teaching experience and school classification. (4) Significant differences existed in the teachers' job satisfaction when the respondents were classified as to the categories of variable school classification; (5) Significant differences existed in the teachers' job satisfaction when the respondents were classified as to the categories of variable school classification. When grouped according to the categories of variables gender, civil status, length of teaching experience, and educational attainment, it was found out that the difference was not significant; (6) The significant relationship between school heads' performance and the teachers' job satisfaction to the implementation of school-based management is due to the fact that school heads are given power to exercise their administrative and instructional duties and responsibilities.

Chernipeski (2003) of University of Alberta, Canada has conducted a study entitled "Teachers' Job Satisfaction in religiously affiliated Private Schools in Alberta. The purpose of this research was to study the extent that teachers in religiously affiliated private schools were satisfied with selected facets of their work. Information was collected to develop personal and professional profiles, and then used to analyze relationship between satisfaction and various facets. Completed questionnaires were received from 244 teachers in K to 12 classrooms in religiously affiliated private schools across Alberta, Canada. The rating scale data was statistically analyzed and the written comments were sorted by topic. Two thirds of teachers were female, three quarters (3/4) were married and lived 15 kilometers or less from the school, and their age range makes a flat bell curve.

Pastor and Erlandson (as cited by Sinclair, 2004) contrasted high and low level needs in teachers. High level needs included a desire to be responsible for their own work and to see the outcomes of their efforts, desire for challenge, decision making opportunities, development of skills,, a chance to advance and the opportunity to be creative and innovative. Low level needs included friendly co-worker and teacher-student interactions, better pay, adequate vacations and convenient hours. Fifteen secondary school teachers randomly chosen from ten school districts made up the sample. It was found out that the needs of the teachers were predominantly high order in nature. Job satisfaction was found to be significantly related to teacher needs, although in some school districts, was found to be more satisfying to teachers with low level needs. For teachers scoring high on need strength, areas on high satisfaction included seeing student growth, having an influence on students and having positive teacher-student interactions, job variety and summer vacation. Dissatisfaction was expressed with reference to discipline, parental concern and unresponsive students.

Another study conducted by Perrie and Baker (2014) aimed to survey the job satisfaction among the American teachers and effect of work place conditions, background characteristics and teachers' compensation. The data source was the school and staffing survey (SASS). The findings showed that elementary school teachers tend to be more satisfied than the secondary school teachers and have higher levels of satisfaction than older and more experienced teachers. Teachers' satisfaction showed a weak relationship with salary benefits. Workplace conditions had a positive relationship with teachers' job satisfaction regardless of whether a teacher is in public or private school, or in elementary or secondary school. Administrative support and leadership, student behavior and school atmosphere and teachers' autonomy are working conditions associated with teacher satisfaction. The more favorable the working conditions are, the higher the level of satisfaction. Teachers with greater autonomy shows higher level of satisfaction than teachers who feel they have less autonomy. Administrative support, student behavior, and feeling of control were consistently shown to be associated with teachers' job satisfaction. Workplace conditions had a positive relationship with teachers' job satisfaction regardless of whether a teacher is in public or private school, or in elementary or secondary school, and regardless of the teachers' background characteristics or the school demography. Although certain background variables, such as teachers' age and years of experience are related to teacher satisfaction, they are not nearly as significant in explaining the different levels of satisfaction as are the workplace condition factors.

Fayol (as cited by Fatehi, Kamal, 2002) presented the universal principles of management which can be applied by school administrators in their administrative performance. They are the following: (1)division of work=specialization of labor is necessary for organizational success; (2) authority- the right to give orders must accompany responsibility; (3) discipline-obedience and respect help an administration run smoothly; (4) unity of command- each employee should receive orders from only one superior; (5) unity of direction-the efforts of everyone in the organization should be coordinated and

focused in the same direction; (6)subordination of individual interest to the general interest; (7) remuneration-employees should be paid fairly in accordance with their contribution; (8) centralization- the relationship between centralization and decentralization is a matter of proportion; the optimum balance must be found for each organization; (9) secular chain-subordinates should observe the formal chain of command unless expressly authorized by their respective superiors to communicate with each other; (10)order- both material things and people should be in their proper places; (11)equity-fairness that results from a combination of kindness and justice will lead to devoted and loyal service; (12)stability and tenure of personnel- people need time to learn their jobs; (13) initiative- one of the greatest satisfactions in formulating and carrying out a plan; and (14)esprit de corps- harmonious effort among individuals is the key in organizational success.

Taylor, Gilbreths and Gantt (2004) enumerated the following means or ways of management: (1) scientific management is believed that managers should take a scientific and objective approach in studying how work can be most efficiently designed. It emphasized the study of the motions required for each job, the tools utilized, and the time required for each task. Based on scientific data, fair performance standards for each job could be determined. Workers who produced output above the standard would receive additional incentive pay; (2) human relations-is instrumental in improving the working environment of a great many workers, but it achieved only minimal success in increasing worker output and enhancing job satisfaction; (3) human resource management-is clearly toward the adoption of the human resource approach, through which organizations benefits in two significant ways: an increase in organizational effectiveness and the satisfaction of each employee's needs.

3. SUMMARY

Successful leaders at all levels possess important skills. Professional expertise and knowledge of the organization are clearly necessary in order to engender trust and respect. Leaders have the abilities to both develop a vision and communicate the vision to the group. Team building is especially important in order to enable all members of the group to contribute to the goal in a meaningful manner. Skills in conflict resolution and negotiation are necessary in leading any group. Depending upon the circumstances, skills in strategic planning and financial management may be needed. The business management literature provides interesting insights into the characteristics of successful leaders. Emotional Intelligence is a term used to describe the ability to manage ourselves and our relationships effectively. Studies have shown that the most effective business leaders are those with high scores on the four components of Emotional Intelligence: Self-Awareness understands of one's own emotions and their impact, the ability to realistically evaluate one's strengths and weaknesses, and self confidence. Self Management consists of self-control, honesty and integrity, conscientiousness, adaptability, achievement orientation, and initiative to seize opportunities. Social awareness is empathy, organizational awareness, and service orientation to recognize the needs of others. Social Skill includes visionary leadership, ability to influence others, propensity to develop skills in others, communication skills, ability to lead others in new directions, building of interpersonal bonds, and promotion of cooperation and teamwork.

Business management research has also identified management styles that are effective in different settings. The most successful leaders use combinations of these styles, depending upon the settings. The Coercive leader demands immediate compliance and is most effective in a crisis. An example of appropriate coercive leadership would be the captain of a ship in a storm or the leader of a "Code" team. However, coercive leadership has long-term negative consequences in most settings. Authoritative leaders are capable of mobilizing people toward a vision and are most positive when a change in direction is needed.

Affiliative leadership creates harmony and builds emotional bonds, heals rifts, and gains loyalty. However, exclusive use of this style can lead to tolerance of mediocrity. Democratic leadership forges consensus through participation of others in decision making. This style is effective in developing consensus, but takes time and can inhibit forceful decision making. The Pacesetting leadership style sets high standards for performance and works best when there is a motivated team. Successful leaders of research teams frequently use the Pacesetting style effectively to achieve results in a timely fashion. However, feedback to team members may falter if this style is used exclusively. The Coaching leadership style is very successful in educational settings since it promotes performance in others and builds for the future. This style works best when the team members believe that they can benefit from improvement! Leadership training should begin in the early stages of training. Residents and clinical fellows have the opportunity to serve as leaders of complex, multidisciplinary health care teams. Work hour regulations necessitate frequent "hand-offs," requiring important communication skills. Similarly, postdoctoral fellows in research laboratories can acquire valuable research team leadership skills.

Meanwhile, people's values play an important role in their behavior, attitude, and motivation in their life. Values are regarded as a complicated system that comprises many specific value components, that is, subsystems. Work values are considered one such subsystem, particularly those associated with judgment toward the desirability of work rewards and the work.

Finally, work motivation is a set of favorable or unfavorable feelings and emotions with which employees view their work. Everyone is fuelled by their own dreams and ambitions, but taking a close look at the complex relationship between happiness and motivation might give us a hint at what drives people to do their best work. There is enough evidence, by now, to believe that happy people are more productive.

4. RESEARCH METHODOLOGY

This chapter presents the research methods, environment, study respondents, procedure, research instruments, and statistical data analysis on thecontextual factors of college administrators as determinants of employees' leadership satisfaction.

Design

The research method used in the study is primarily descriptive-analytical design. The descriptive method was employed in describing the demographic profile of the respondents, in determining the contextual factors of college administrators, and in determining the relationship between the contextual factors and the employees' leadership satisfaction.

Environment

The study was conducted at the Iloilo Science and Technology University (ISATU), the main campus is located at Iloilo City with external campuses in Barotac Nuevo, Dumangas, Leon and Miag-ao as a state-subsidized institution of higher learning which aims to provide tertiary education in the entire province and neighboring provinces of Aklan, Antique, Capiz, Guimaras and as far as Negros Occidental.

The College has grown into a leading technological and professional manpower development institution as it serves the region and the whole country. The Local Area Network (LAN) is established that links the different colleges and departments to the internet for the vast resources in the virtual world. The Administration and Operation of the College has been certified by Anglo Japan American (AJA) Registrars. The College acquired a 1.5-hectare lot across the road in addition to its present 4.75 hectars that accommodates the main campus. The Iloilo Science and Technology University is located at La Paz, Iloilo City and external campuses at Barotac Nuevo, Dumangas, Leon and Miagao, Iloilo.

The Southern Iloilo Polytechnic College in Miagao, Iloilo known as Miagao Campus was integrated in the system in 2000. At present, Miagao campus caters educational needs of more or less two thousand college students. The College is located along the highway about 500 meters from the town plaza of the Municipality. The site is situated in a 10.33 hectares and it is envisioned to meet global needs in this fast-changing world.

The Lublub Barrio High School was renamed on April 12, 1973 as Purificacion Dolar Monfort National High School and through RA No. 6837 date January 5, 1990 in Purificacion Dolar Monfort College. Through RA 7722 it was integrated at ISATU.

The Barotac Nuevo campus is formerly the Don Jose Sustiguer Monfort Memorial National College. The school is established to cater college students who wished to acquire technical vocational skills. But due to the integration the College offer degree programs. The institution is located at Jalaud, Barotac Nuevo, Iloilo with 5-hectare land area.

Respondents

With the limitation on the number of teaching and non-teaching personnel in the five different campuses, and with the panel members' recommendation to get at least 50 respondents, the researcher opted to employ convenience sampling in order to get the 56 number of respondents, both teaching and non-teaching personnel in five campuses. The researcher tried to approximate the number of respondents from each campus to the total number of its teaching and non-teaching personnel—the larger the campus, the more respondents drawn.

Meanwhile, the subjects of the study were the five campus administrators of ISATU system. These are the campus administrators of ISATU-Miag-ao Campus (Admin 1), ISATU- Leon Campus (Admin 2), ISATU-Dumangas Campus (Admin 3), ISATU-Barotac Nuevo Campus (Admin 4) and ISATU-Main Campus (Admin 5).

The respondents of the study consisted of teaching and non-teaching school personnel of the Iloilo Science and Technology University (ISATU) system. The ISATU system is composed of the main campus and external campuses such as ISATU Barotac Nuevo Campus, PDMC- ISATU Dumangas Campus, ISATU Leon Campus, and SIPC - ISATU Miag-ao Campus.

The respondents of this study are the teaching and non-teaching school personnel of the ISATU system determined through convenience sampling method. Table 1 shows the distribution of the respondents when they were grouped to the various categories of the different variables considered in the study.

Table 1: Distribution of the Respondents

Category	Frequency	%
Age		
40 years old and below	18	32.1
more than 40 years old	38	67.9
Gender		
Male	19	33.9
Female	37	66.1
Educational Attainment		
Doctorate	6	10.7
With units in doctorate	21	37.5
Master's degree	22	39.3
With units in master's degree	7	12.5
Campus		
Miag-ao	12	21.4
Leon	9	16.1
Dumangas	10	17.9
Barotac	10	17.9
Main Campus	15	26.8
Total	56	100.0

Data Gathering Procedure

Prior to the conduct of the study, permission to have the study in ISATU was secured from the Office of the President. In doing so, a letter containing the intention of the researcher to conduct the study was personally sent to the Office of the President in Iloilo City.

Upon, approval of the letter of intent to conduct the study, the researcher immediately scheduled for the actual administration of the questionnaires, one at a time in five different campuses. One day was allotted for each campus. However, there were cases wherein the desired number of respondents was not attained so the researcher had to return for another separate session.

Prior to the administration of the questionnaire, the researcher asked for the consent of the respondent to whether he or she would like to participate in the study. Fortunately, all respondents asked were willing to participate. Thus, much time was saved on the part of the researcher.

Informal interviews were done while the respondents answered the questionnaire. During such informal interview, the researcher also took down notes of the crucial and important points raised by the respondents. Those points were used to support the findings as well as to validate the results drawn from the quantitative data.

It took the researcher more than a week to finish administering the questionnaires to the desired number of respondents. After the administration of the questionnaire, the researcher coded and analyzed the results. Analyses were done using the SPSS software.

Instrument

The researcher developed three instruments, namely: Personal and Professional Qualities of a Leader Questionnaire, Contextual Factors Questionnaires (Work Values Questionnaire, Work Motivation Questionnaire, Leadership Skills Questionnaire, and Management Skills Questionnaire) and Leadership Satisfaction Questionnaire. However, these instruments, which are in the form of a questionnaire, were lumped into one questionnaire termed "Conceptual Factors and Leadership Satisfaction Questionnaire".

This data-gathering instrument had undergone face validation through a panel of experts composing of a Research expert and Statistician, a Grammarian and a Retired College Dean.

Data Analysis

The data gathered for this study were subjected to certain computerized statistics via Statistical Package for Social Sciences (SPSS) software.

Raw scores, means and assigned scales. Raw scores, means and assigned scales were used in determining the level of campus administrators' leadership skills, management skills, work values, work motivation, and leadership satisfaction.

Multiple regression analyses. To ascertain if the campus administrators' contextual factors are significant predictors of employees' satisfaction level, the multiple regression analysis was used.

Trustworthiness and Ethical Considerations

Trust is important in every research that concerns interviewing respondents or subjects. Prior to the administration of the interview schedule or the interview proper, the researcher genuinely talked to each subject (campus administrator) and disclosed the true nature of the study to get the his or her trust. This would likewise establish rapport with the interviewee so that the veracity of the information given by the interviewee is established.

On the other hand, in the conduct of the study, the researcher took into considerations the ethical issues knowing that the study made use of professionals as subjects and respondents. To protect the subjects and respondents of the study, the researcher developed trust and confidence with them in order to promote the integrity of the research, guard against misconduct and any impropriety that can be reflected in their institutions, and cope with new challenging problems (Creswell, 2009). The researcher respected their rights, needs, values and desires. Furthermore, the researcher was very careful in asking questions that might solicit sensitive answers or questions about sensitive and personal issues, especially from the subjects.

Establishing Objectivity

The fact that the results of the study are dependent upon the subjects' and respondents' answers, which are in turn, dependent upon the researcher's interpretation, biases may set in. In order to avoid personal biases in the interpretation of results, the researcher avoided personal interpretations of the subjects' and respondents' answers. She tried to clarify their answers by asking follow up questions. Triangulation of the data and information was likewise done through others informants who could validate the results of the study.

Training Program

The following Training Plan, shown in the table, is conceptualized based on the results of the study conducted among the campus administrators and teaching and non-teaching personnel. This program is intended for campus administrators. This will equip them with the 21st Century knowledge and skills in leadership and management. At the end of the program, the campus administrators will earn a certificate.

Managing Effectively through Enhanced Pedagogies (MEEP) Program

Title: Teaching Effectively through Enhanced Pedagogies (TEEP) Program

Participants: Campus Administrators and School Heads

Overview: This two-day training program is aimed at providing and equipping the campus administrators and school heads with the necessary knowledge and skills in leadership and management in the 21st century.

Objectives: At the end of the two-day training program, the participants will be able to:

1. determine the importance of leadership and management in the organization;

2. discuss the principles of Instructional Leadership;

3. discuss the ways on how to deal with stress (stress management); and

4. discuss the importance of and how to manage conflicts within the organization (conflict management)

Training Plan as an Enhancement Program

TRAINING PLAN					
Day	**Objectives**	**Topic**	**Methodology**	**Materials/ Equipment**	**In-Charge**
Day 1		Registration	Signing in the Attendance Sheet Giving of name tags Assigning of seats	Workshop Kit (notebook, pen, training matrix, forms) Name tag	Training Team/ Facilitators
		OPENING PROGRAM Prayer National Anthem Division Hymn Welcome Remarks Introduction of Participants Introduction of Facilitators	Oral Delivery Video Presentation Video Presentation Sing-and-Dance Presentation	OHP, laptop	Training Team/ Facilitators
	At the end of the activity/ presentation, the participants will be able to: share their expectations with the group. state the rationale of the training program	PREPARATORY ACTIVITIES Leveling of Expectations Rationale and Overview	"Expect-State-Ons" (Think and Share) -participants are instructed to write their expectations on the metastrips provided -Content (Yellow) -Facilitators (Pink) -Co-Participants (Green) -Self (White) -3 participants share their expectations (per area) with the group Powerpoint Presentation	Metastrips (of different colors) OHP, laptop	Training Team/ Facilitators
	-determine the importance of leadership and management	**Talk 1: Importance of Leadership and Management**	Lecturette		Speaker
	-discuss the principles of Instructional Leadership	**Talk 2:Principles of Instructional Leadership**	Lecturette		Speaker
Day 2	-recapitulate the previous learning -set the mood of the participants for the next sessions	Management of Learning (MOL) Prayer Nationalistic Song Attendance Check Recapitulation	Video Presentation Video Presentation Sing and Dance "Pass the Ball" Activity -Participants form a big circle and pass the ball around when the music stops	OHP, laptop	Training Team/ Facilitators

			-Facilitator will flash on the screen the statement that the participant needs to complete Recap Questions: 1. I learned yesterday that _____ 2.I was struck yesterday by the idea that _____ therefore _____ 3. What I have learned yesterday that I can apply in my workplace is _____		
	-discuss the importance (stress management) and how to manage stress	**Talk 3: Stress Management**	Lecturette	OHP, laptop	Speaker
	-discuss the importance of and how to manage conflict	**Talk 4: Conflict Management**	Lecturette Demonstration	OHP, laptop	Speaker
		CLOSING PROGRAM	CLOSING PROGRAM -Opening Prayer -National Anthem -Closing Remarks -Impressions -Challenge -Commitment -Giving of Certificate	OHP, laptop	Training Team/ Facilitators

PROPOSED LEADERSHIP SATISFACTION MODEL

This chapter presents the Leadership Satisfaction Model based on the findings of the study. The following are the assumptions and proofs to the proposed model:

Assumption 1   Campus administrators are honest, responsible, committed and hardworking.These are the personal characteristics of campus administrators that gained the trust and respect of their respective employees on their leadership skills.

Proof   In the survey conducted, it turned out that honesty, responsibility, commitment and hardwork are the top characteristics of campus administrators. Respondents' testimonies during the informal interviews strengthened the results.

Assumptions 2   Educational attainment of getting a doctoral degree coupled with the attendance in trainings and seminars aid the campus administrators in becoming good leaders.

Proof   Four out of five campus administrators are holders of doctoral degree while the other one is in the process of getting it. All of them have strong and intensive exposure to trainings and seminars to enhance their leadership skills. Lichtenstein (2005), Yukl (2004) and Northouse (2004) underscored that educational attainment plays a very important part in leadership as leaders need to serve as models to their subordinates.

Assumption 3   Leadership skills of the campus administrators predict leadership satisfaction among personnel.

Proof   Regression analyses show that leadership skills is a predictor of leadership satisfaction. Studies (Bass and Avolio, 2007; Goleman, Boyatzis, and McKee, 2002) have shown that the most effective leaders have good leadership skills and it converts satisfaction among their subordinates.

Assumption 4   Management skills of the campus administrators predict leadership satisfaction among personnel.

Proof   Regression analyses show that management skills predict leadership satisfaction. Bass and Avolio (2007) and Aldoory and Toth (2004) noted that management skills are necessary and expected with high regard from school administrators. This translates to satisfaction among the teachers and staff.

Assumption 5   Work values of campus administrators predict leadership satisfaction among the campus personnel.

Proof   Regression analyses show that work values predict leadership satisfaction. Wang et al (2010) underscored that work values are one aspect of leadership that can be directly observed by the employees. This predicts their satisfaction on the leadership of the administrator (Ueda and Ozono, 2011).

Assumption 6   Work motivation of the campus administrators predicts leadership satisfaction among personnel.

Proof   Regression analyses show that work motivation of campus administrator predicts leadership satisfaction among campus personnel. Vrabie (2014) emphasized that leaders need to show great deal of work motivation in order to affect their employees and eventually cascade in the grassroots level. Once employees see how motivated the leader is, they would try to emulate it (Newstrom and Davis, 2005). The emulation of the leader's motivation simply implies that they are satisfied with the leadership.

The Leadership Satisfaction Model, shown in Figure 2, means that there are two factors affecting the leadership of campus administrator: (1) Personal Characteristics and (2) Professional Characteristics. The Personal Characteristics of campus administrator is shaped by his work motivation and work values while his Professional Characteristics is influenced by his Management Skills and Leadership Skills.

These personal and professional characteristics of the campus administrators are not actually unknown to the employees, whether teaching or non-teaching. These employees were able to indicate their satisfaction level on the leadership of their campus administrator based on those known attributes.
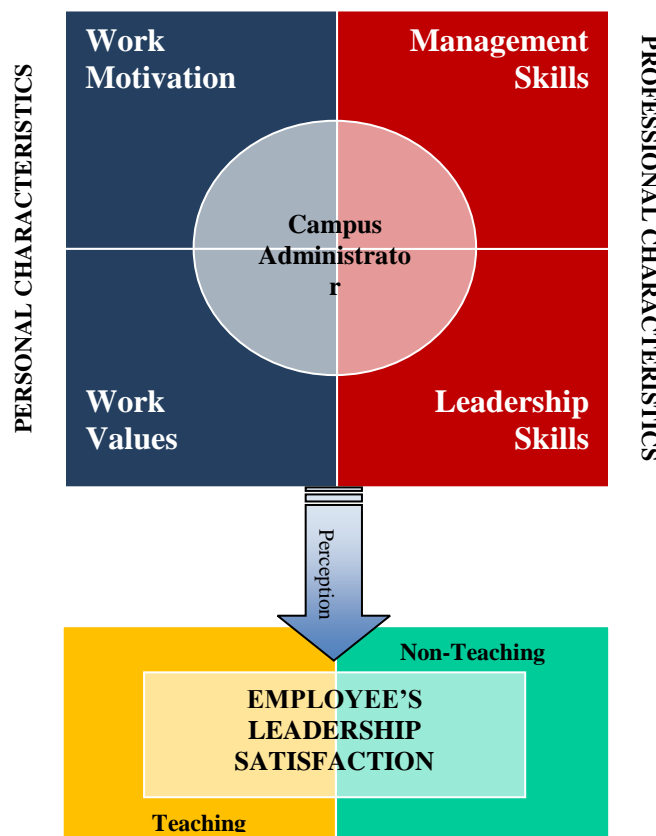
Figure 3. The Leadership Satisfaction Model

The Employee's Leadership Satisfaction is based on the leader's personal characteristics, which are embodied in his work motivation and work values and professional characteristics, which are exemplified in his management and leadership skills.

5. SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION

Summary of the Findings

The findings were drawn from the results of the study. The results were taken from both quantitative and qualitative data.

1. It was found out in the study, based on quantitative and qualitative data, the latter were drawn from the interviews conducted, the campus administrators shared common personal characteristics such as dedication and commitment to work, courtesy and respect as well as honesty in the daily delivery of their duties and responsibilities. These personal characterisitcs of the five campus administrators really came out in the survey conducted among the respondents, in the informal interview with them and in the personal interview conducted by the researcher with the campus administrators.

In terms of the professional characteristics of the administrators, in general, administrators had high level of educational attainment. Four out of five (80%) of the administrators had already finished their doctorate or doctoral degree. This simply implies that they really valued education and they beleived that education help them become more professional in the field. It was also found out that these campus administrators ateended and conducted seminars and trainings for professional growth. Thus, it can be said that these campus administrators are advocates of continuous improvement in terms of professional growth.

2. As revealed in the study, the campus administrators, in general, had "moderate" leadership skills. Moderate leadership means not really excellent but good enough to run the campus. It was found out that campus administrators scored the highest in item that says, "Keep up with advances in education area, benchmark performance against educational leaders, seek advice from experts". This is under "strategic and creative thinking" area where campus administrators were able to "manage knowledge and information" for the benefit of the organization. This is also backed up by another statement in the management aspect of the campus administrators, which is also under "strategic and creative thinking". In second place among the 15 questions, "Read and interpret financial reports, set financial targets, review and improve financial performance". In terms of decision making on the financial aspect, the campus administrators were really strong.

3. In terms of the management skills, the ISATU campus administrators have "moderate" management skills as perceived by their respective employees. The result of the study also revealed that among the 15 statements, which gauged the employees' perception on the management skills of their respective campus administrators, statement on "management feelings and emotions" scored the highest, "Know which emotions you are feeling and why, handle other people's feelings and emotions sensitively". This simply means that in general, the campus administrators of ISATU were sympathetic to the feelings and emotions of their employees. Clearly, the campus administrators had a touch of The Emotional Intelligence School of leadership.

The respondents perceived their campus administrators' work values as "moderate". Among the 15 statements, the statement "He would like a job where he can use my individual abilities" emerged on top. This is under the aspect of "using ability" of the category on "achievement". This simply implies that the campus administrators have shown their value of achieving to their employees to really achieve more by giving the latter the job where they can maximize their potential for their personal as well as organizational growth. Next statement is "He would like a job that has good working conditions". This statement falls under the aspect of "working conditions" under the category of "comfort". This means that the campus administrators, in general, looked into the welfare of their employees especially at work. They made sure that the employees are provided with good working conditions. This implies that the value of keeping the environment a conducive working place is highlighted.

4. In terms of work motivation, in general, the respondents also perceived their campus administrators with "moderate" work motivation level. It can also be noted in the results that the campus administrators scored the highest on "He is satisfied with the changes that school leadership has made". It simply shows that the campus administrators have been dynamic and flexible since they were open to changes for the betterment of the institution. This simply motivated the campus administrators to work harder for the institution. Furthermore, the campus administrators also scored high on the statement, "He feels optimistic about his future success with the institution". It implies that the campus administrators

found every challenge an avenue for growth and development. Their optimism has been commendable on the part of the employees, may it be teaching or non-teaching. For an institution, it is really worth noting that an optimistic leader communicates and affects optimism to each and every part of the institution, thereby, making the whole institution an optimistic one.

5. In terms of leadership satisfaction level on their campus administrators as perceived by the teaching and non-teaching personnel, it was found out that those employees who are into teaching were "highly satisfied" with the leadership of their campus administrators and those who were not into teaching were "moderate" in terms of their satisfaction level on their campus administrators' leadership skills. Thus, those employees who were into teaching are more satisfied of their campus administrators' leadership skills than those who are not into teaching.

6. Finally, the results revealed that the four contextual factors namely: leadership skills, management skills, work values, and work motivation as perceived by the respondents of their respective campus administrators are highly correlated with the leadership satisfaction of the personnel. However, it is the "leadership skills" that is the best predictor of leadership satisfaction. This implies that when the leader has good leadership skills, the personnel are highly satisfied.

Conclusions

The following are the conclusions derived from the findings of the study:

Leadership skills, management skills, work values and work motivation are predictors of leadership satisfaction. However, leadership skills is the best predictor of the leadership satisfaction among the personnel. A campus administrator with great leadership skills makes the personnel highly satisfied with his or her leadership.

The proposed Leadership Satisfaction Model states that: The employee's leadership satisfaction is based on the leader's personal characteristics, which are embodied in his work motivation and work values and professional characteristics, which are exemplified in his management and leadership skills.

Recommendations

The following are the recommendations posted by the researcher in light of the conclusions drawn out from the findings of the study:

1. It is recommended that a similar study be conducted in order to validate the results of the of the study as well as the theory proposed;

2. In terms of the sampling procedure, random sampling specifically stratified random sampling may be used to really come up with a more representative sample for the study. It is also recommended that data on the leadership skill, management skills, work values and work motivation be triangulated by also getting the side of the campus administrators.

3. Campus administrators are recommended to consider the training program for them to enhance their leadership and management skills specially on stress and conflict management.

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