Leadership Skills of Administrators of Divine Word Colleges in Region I, Philippines as Perceived by the Employees and Employees' Work Engagement

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Chapter I: The Problem

Abstract

The study was to measure the level of leadership skills of administrators/managers of Divine Word Colleges in Region I and how leadership skills affect the work engagement of employees. In order to carry out the study, the theory of leadership was formulated. Related literature and studies were reviewed to support the theoretical foundation of the study. Since the study was a quantitative study, questionnaires were used to gather the data and the questionnaires were adopted from Foronda (2010). Pearson r was used to determine the relationship between leadership skills of administrators and work engagement of employees. The study found that the leadership skills of administrators/managers are within the level of "Good" or "High" and leadership skills correlate to the work engagement of employees. Leadership skills affect the work engagement of employees. The higher the leadership skills are, the higher the work engagement becomes. Thus the hypothesis of the study is rejected.

Keywords: *Leadership skills, work engagement, administrators, planning skills, developing people skills, communication skills, motivating skills and team building skills.*

Rationale

It cannot be denied that any organization needs a leader but the concern is what kind of a leader the organization needs? A Leader is not just a figure head but he/she is a person in authority to provide the direction and to lead people to attain the vision and mission of the organization. In order to attain the vision and mission, a leader requires skills in order to function effectively. Farington (2011) argued that title alone cannot make a good leader but he/she should have the skills to be able to carry out his/her duties and responsibilities. MTD Training (2010) defines leadership skills as tools, behaviors and capabilities that a person needs in order to be successful in motivating and directing others. Therefore, emanating from his/her function as leader, a leader should determine the direction of the organization and he/she defines strategies on how to lead people in order to attain the main goal. He/she is responsible to make things happen in the organization. Many people have not realized such crucial and important functions of leadership. Oftentime, those who are assigned in the position do not really understand if they are functioning as a leader or manager (Abun, 2017, MTD Training, 2010). Both functions have been blurred by ignorance. The tendency is to prioritize one at the expense of the other. What come to their minds are only management functions and their leadership functions are neglected. As a result, organization suffers from lack of direction and competitiveness. These are supposed to be the concerns of leadership (Bennis, 2001).

The first and crucial role of leadership is to determine the direction of the organization (Bennis, 1995). Leadership sets the direction where the organization wants to be in the future, in the next five or ten years. However, such vision should be based on the organization's current situation as a starting point and project its future where it wanted to be. Such vision should not only be the vision of a leader but it should also be a vision to be owned by the employees and the organization as a whole. Therefore such vision should be communicated to the whole members of the organization for them to be aware and to align their job with the direction. Another function of leadership is to ensure that all those who are working for the organization see themselves as a team and equip them with the necessary skills to carry out their job. Therefore, developing employees in terms of skills is another leadership functions. However, skills alone may not be enough to push employees to achieve the vision but they must be inspired or motivated too. In such cases, the leader should monitor employees individually if they are still motivated to work or not.

The lack of these two functions mentioned above can be a problem for the organization. The lack of direction or planning, employee development, communication, motivation, and teamwork skills can cause disengagement of employees toward their work. Along these concerns this study would like to see the leadership skills of administrators or managers of the Divine Word Colleges in Region I and how they affect the work engagement of each employees.

The Importance of the Study

It can never be denied that leadership skills are necessary for the success of a leader and these leadership skills are not born but they are learnt. However, such success is not attributed only to the leader himself/herself but it is attributed to all those who are working in the organization. Success does not stand alone but it is the output of good leadership. The employees can work well if the leader who leads them is capable. Success and failure are on the shoulder of the leader. Thus, this study would like to see leadership skills of administrators of Divine Word Colleges in Region I. The output will be used to develop leadership training for administrators of those colleges being investigated. Aside from the leadership training purpose, the study will help the current administrators in order to identify individuals for future leadership position and prepare them with the skills necessary such as strategic planning skills, motivating skills, communication skills, developing people skills and team building skills.

Theoretical Framework

The theory of the study argues that exercising right leadership skills affect job engagement of employees. The more skillful a leader is, the more engaged the employees become. It is necessary therefore for a leader to understand leadership and management and to possess the necessary leadership skills in order to influence work engagement of employees.

Understanding of leadership and Management

Leadership and management have been confusing by the fact that the two roles are in one person, in one position, exercised by one person. Oftentimes, the one who is in the position does not even clearly separate the two functions. He/she does not even know if what he/she is doing is related to his/her function as a manager or as a leader. There are times that one function is over prioritized over the other

function unintentionally and as consequences are confusion and dissatisfaction on the part of employees (Abun, 2017).

Bennis and Nanus (1985) listed several differences between leader and managers. According to both authors, a leader sees the future of the organization. He/she does the right thing, sees people as assets, seeks commitment, focuses on the outcomes, finds ways how things could be done, inspires and motivates, initiates and develops, shares information and promotes networks. While managers should be able to do things right, see people as liabilities, seek control and follow the rules, focus on how things could be done, seek compliance, value confidentiality and use formal authority. Both see leadership and management as qualitatively different and mutually exclusive. These ideas about leadership have been adopted by many authors in developing ideas related to leadership. From their views, we have the idea that managers value stability, order and efficiency, while leaders value flexibility, innovation and adaptation. Both, Bennis and Nanus (1985) argued that extreme distinction involves the assumption that management and leadership cannot occur in the same person. They say that some people maybe managers and others may be leaders. However, contrasting to their ideas, it is unthinkable to assign separate person to be a manager and to be a leader. In reality, a leader and manager are the same person and with the same office (Abun, 2017).

Therefore, it may not be considered an exaggeration if we say that managers need to understand their roles before they assume the position. One needs to understand that managers are also leaders. Bennis (1989) in his book, "*On Becoming a Leader"* presented again the differences between leaders and managers and this time there are additional characteristics of a leader and these were not identified in his book co – authored with Nanus (1985). According to Bennis (1989), as a manager, one should have the capability to plan, organize and control. As a leader, one should have the capability to set the direction for the future, motivate and inspire people to carry out the vision, build a team work, develop product and people and communicate with people whatever matters that concern the organization.

Leadership Skills

Leadership skills are special capabilities possessed by a leader to lead and steer his/her employees toward the achievement of organization's goals (MTD Training, 2010). Skills are considered as special capabilities to perform the job. They are considered tools used by the leader in executing his/her duties and responsibilities to lead employees. Without these skills, a leader might fail. The following are selected leadership skills that deepen our understanding about the study.

Strategic Planning skills

Strategic planning is a systematic process of envisioning a future. This is the first skills a leader needs to possess. A leader should have the ability to make strategic plan which indicates the long-term direction of the organization. Long term-vision is the primary responsibility of a leader and based on such vision, a leader determines what business they should be doing which is reflected in the mission, objectives to be achieved, key result areas to be accomplished, performance indicator to be measured and strategies to pursue (Morato, 2006, as cited by Abun, 2017). Strategic planning starts from the desired end and works backward to the current status and move toward the desired end. The question now what must be done to reach the desired end.

Bryson and Crosby (1995) had emphasized the role of leadership in strategic planning. They argue that strategic planning should not be done by a single person but it should be a collective/collaborative effort. In this case, the leader and the group identify together the future direction of the organization and find ways how to get there. However, both argued that in order for the strategic planning to become a success, the leader must champion the process, facilitate the process, sponsor the process, understand the context, understand the people involved, articulate mission, identify strategic issues, develop effective strategies, and develop a vision for success.

Motivating People Skills

Nothing can be accomplished in an organization without the contribution of employees. Employees are assets and considered as a fundamental component of the organization. Without them, nothing can be accomplished. Therefore, a leader should find ways in order for the employees to stay motivated (McGregor, 1978). This is one of the functions of a leader that should not be neglected. He/she has to identify sources of motivation and fill up the deficiencies. Along this line, Hughes, Ginnett & Curphy (1999) caution the leader not to generalize the sources of motivation. Motivating employees may follow the hierarchy of needs given by Maslow but the application of those needs should be tailored to the individual person. In this case, the leader should see to it that basic needs and higher needs of employees should be given attention at the same time. Employees are working not only for money, but some, if not many, want to be recognized. Therefore, the need for recognition should be given importance too. Recognition can boost the morale of employees and satisfaction (Gratto, 2001).

It cannot be denied that the success of an organization depends on the level of motivation of employees who perform the job. Young (2004) argued that many experts believe that the most significant factor associated with good leadership is the skill or ability to motivate one's followers. Two researchers and experts that stand out in this field of inquiry are Abraham Maslow and Frederick Herzberg. Abraham Maslow and Hezberg have identified motivators that motivate employees to work. Based on their studies, they found that when the leader is able to fulfill those identified needs, the employees are enjoying their work and the leader can achieve his/her plans. Maslow (1954) had proposed five hierarchy needs that one has to go through. These needs are physiological needs, safety needs, belonging-love needs, self-esteem, and self-actualization. According to Maslow, one has to be satisfied with lower level needs before she/he can go to the next level needs up to the highest level needs. In this case, a leader has to identify the basic and higher needs of employees and satisfy those needs in order to be successful. Beside Maslow, Herzberg (1966) proposed another theory of motivation which is called "two-factor theory". According to him, what truly motivates workers can be placed into five categories. These are 1) advancement and growth, 2) responsibility, 3) the work itself, 4) recognition and 5) achievement. Herzberg also identified hygiene factors that can add or contribute less value to the satisfaction of professionals and these hygiene factors are 1) supervision, 2) working conditions, 3) co-workers, 4) pay, 5) policies and procedures and 6) job security. According to one interpretation of Herzberg, "no matter the degree to which leaders enhance compensation, working conditions, and other so-called hygiene factors, followers will not exert any additional effort in their work and its related tasks" (Hughes, Ginnett, & Curphy, 1995)

Team building Skills

Achieving organization goals can only be done if all workforces are working together for the common goals. The duty of the leader is to create an environment in which all people are willing to work

together for a common goal. One way to create such an environment is to create a team.The leader must have the capability to build a cohesive working unit. It is a process by which individual members of a department or interdepartmental group are encouraged to develop a more collaborative working relationship (Doyle, 2017). It is one of leader's crucial jobs. It is an essential element for organizational survival. Team work is not just working together but each one or each member of the workforces must take part of the responsibility to ensure that organization's objectives will be achieved. Each member must contribute his special skills in the joined project to achieve the objectives (Hackman, 2001).

Hughes, Ginett and Curphy (1999) recommended several ways of forming a team. First, a leader should assign a team for a responsibility and accountability for an entire peace of work and let members decide among themselves how they will proceed to accomplish the work. Second a team must be given authority. However, the leader should make it clear to the team the limitations of their authority, the things that they can and cannot do. But the leader should assign the team full authority for the means by which it accomplishes its work and does whatever they can do to ensure that the team members understand and accept their responsibility and accountability for deciding how they will execute the work. Third, members of the team must be given clear responsibility on what part they are going to contribute. Therefore, it is necessary to establish a clear structure and functions in which the team can coordinate and carry out their responsibilities. Fourth, the team must be supported. The leader must provide the necessary support for the team to be able to carry out their duties and responsibilities. Fifth is the intervention. Assigning work to different members of the team is not enough without intervention. The leader should always be on the top of the situation when things went right/wrong.

Developing People Skills

When the employees are hired to be employed, it does not mean that such employees have all the skills or related knowledge to perform the job, though it may be necessary to begin from such understanding of hiring. This is only a myth as McNamara (2017) calls it. He argued that employees have to be trained again tailored to their new job. The reason is that what one learns in the class may not be updated as the workplace required because any job will not stay the same all the time with today's increasing competition and the increasing demands of their customers. Besides, it does not mean that when someone was hired he/she has the best knowledge and skills to do the best job for the company. Realities tell us that not all who are hired have the complete set of skills and knowledge to apply for the job. There are times too that one's skills may not match with the job applied for, or there are even situations that the skills that one has learned are not actually found in the workplace or what one learns in the classroom may not be perfectly applicable to the workplace. There are jobs that one has to learn in the process of doing the job. The job of a leader is to develop these employees to become productive assets of the organization (Peterson, & Hicks, 1996).

Knowing the importance of training and development, Burns as developed by Bass and Avolio (1994) introduced a theory of transformational leadership. The theory suggests that the main job of a leader is to transform people, their followers, not only to become better in performing their job but they should also be developed to be effective/efficient future leader. A leader is not forever leader because age and retirement limit its existence.   The success of a leader is not measured in terms of profit or advancement of an organization but how many people have been developed to become future leaders to take their place. Such theory again is reemphasized by Maxwell (1995) that the job of a leader is to raise

potential employees, potential leaders, creating a climate for potential leaders, nurturing potential leaders, equipping potential leaders, developing potential leaders and reproducing a generation of leaders.

Given the importance of training and development, the concern now is how to develop people. This must be the main concern of a leader. It is leader's responsibility to develop talents within the organization. Recent studies conducted by Forbes as cited by Hansen (2011) pointed out that as leaders move up to the ladder of leadership, their ability to develop others decrease. Such study indicated a glaring gap between what everyone believes that the leader's most important job is to develop talents. Hansen (2011) recommended several tips in order to create a culture of talent development such as acting as role model, reinforcing the value of learning, building sustainable process to support development, reinforcing shared values, and leveraging problems as opportunities real world learning and development. On the top of building a culture of learning, the crucial job of leader when she/he is going to develop people around the organization is to identify needs for development. In this case, the leader must have analyzed the organization's direction, problems and the available talents to meet the organizational objectives. By analyzing its direction and problems, a leader can determine the gap and only then he/she can develop people to fill the gap (BusniessZONE, n.d).

Communication Skills

Communication skills is the ability to convey information or ideas to other people effectively and efficiently. A person who has these capabilities helps facilitate the sharing of information or ideas between people within the organization for its organizational purposes. Bass (1990, as cited by Ginett, 1999) defined communication effectiveness as the degree to which someone tells others something and ensures they understand what was said. The measure of its effectiveness is that the intended message is passed from sender to receiver and the receiver understands the message as the sender intended it. A good leader should possess capabilities in order to lead effectively. Olenski (2016) pointed out that listening skill, verbal and writing communication skills are important leadership skills. He argues that listening enables a leader to catch the details in the conversation. While through verbal communication skills, a leader's job is to speak clearly and effectively convey the message or information intended for the employees. Lastly, writing communication skills. The concern here is not only grammatically correct when writing but one has to be concise and direct when sending communication in writing.

Klimoski and Hayness (1980) emphasized that communication effectiveness is positively correlated to subordinate's satisfaction as well as with the productivity and quality of service rendered. This idea is supported by Fietchner and Krayer (1986) that effective communication skill is important because they provide leaders and followers with greater access to information relevant to the importance of organizational decisions.

Employees' Work Engagement

Many have argued that work engagement is not really caused by money but other management aspects may contribute to work engagement of employees. When one joins the organization, one may be enticed by the salary, the brand name of the company and other benefits offered by the company. These do not necessarily translate into work engagement of employees but these may only contribute to the satisfaction of the employees; they do not necessarily increase engagement because engagement goes

beyond satisfaction. Engagement occurs when employees find meaning, autonomy, growth, impact, connection or MAGIC on what the employees do (DecisionWise Leadership Intelligence, n.d).

Work engagement is crucial to the success of any organization. In the Gallup report, a business journal, the majority of the global workforce is not engaged. The report indicated that mostly of the employees are reluctantly heading to work, lacking energy and passion for their jobs. Converting this group of employees into engaged workers is the most effective strategy that any organization can implement to increase performance and sustainable long-term growth (Reilly, 2014). Learning how to improve engagement is to know the reasons why the employees do not engage. Employees are essentially checked out. They are sleepwalking through their workday; putting time but not energy and passion into their work.

It is an emotional state in which employees are inspired, excited and feel passionate, energetic and committed to their work. When employees are engaged in their work, they give all such as their heart, mind, spirit and hands. They see to it that they never leave their work until they see their output. Engagement is not just because job satisfaction but engagement happens when employees see the connection between their work and their life. When employees find meaning of their life because of their work and they feel that they grow because of their work, they will commit themselves to the work. Thus, the leader must find ways what contribute to the employees' engagement. There are several factors that contribute to employees' engagement which include the content of the job itself, the team the employees are working with, the supervisors who supervise them and the organization as a whole.

Mortimer (2010), a project manager, identified several key factors that can contribute to the work engagement of employees and these key factors are corporate values, ethical leadership, organizational citizenship, teamwork and communication. A leader should see to it that values statement should be stated clearly to remind the employees on how they should behave. Those values must be seen first through ethical leadership behavior of the leader. Such ethical leadership behavior can influence a positive work climate in which the employees feel that they belong to the organization or own the organization. Such kind of ownership motivates the employees to sacrifice and work beyond what is required. Within such an environment, a teamwork can function well to contribute more to the organization. However, given those aspects are in place, members of the organization cannot be united without communication. The job of a leader is to share information that is affecting the organization to the employees.
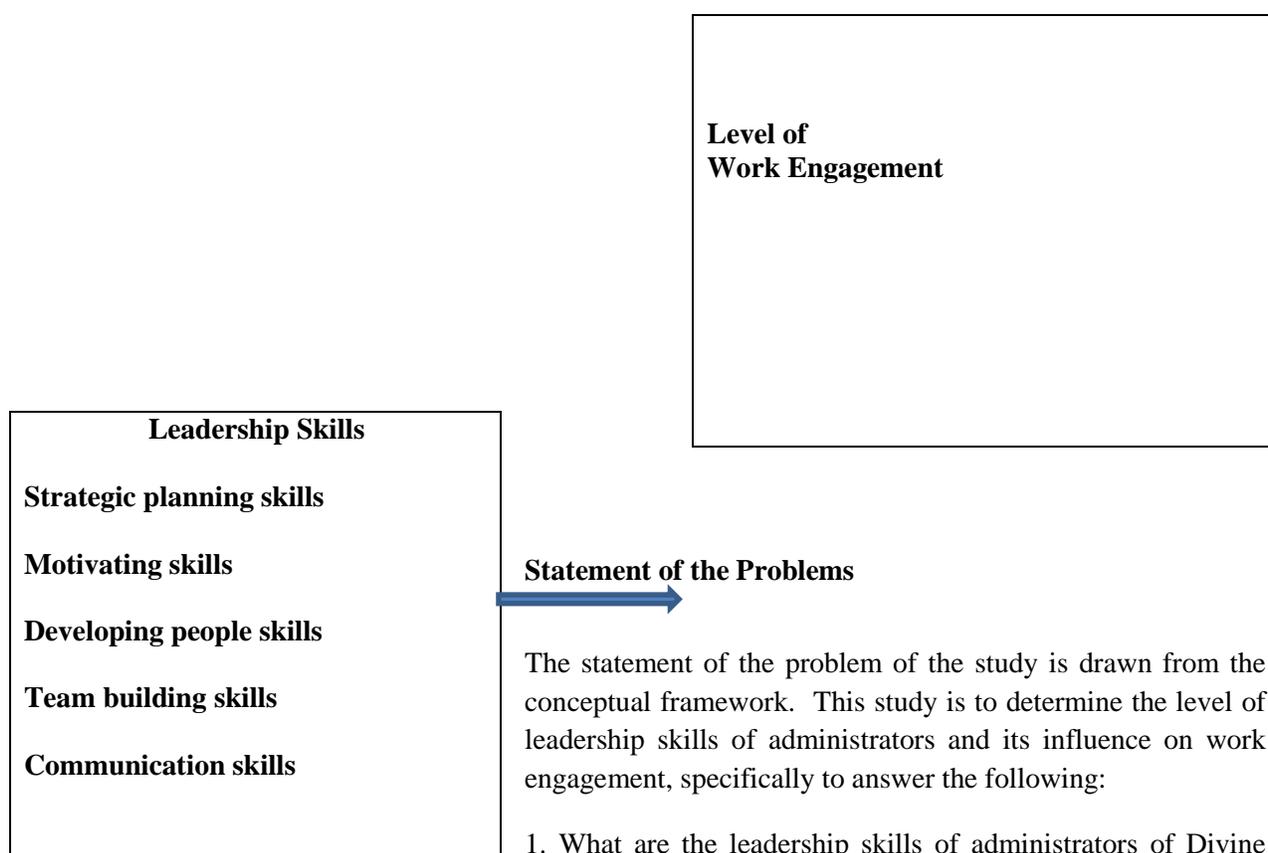
According to Heathfield (2017) employees' engagement occurs when the strategic goals of the business are aligned with the employees' goals, the glue that holds the strategic objectives of the employees and the business together is the frequent and effective communication that reaches and informs the employees at the level and practice of his/her job. She argued that engaged employees have the information that they need to understand exactly and precisely what they do at work every day affects the business goals and priorities. Further, according to her, the engagement becomes even better when leadership is committed to performance development plan which can be reflected through developing employees at all levels.

Conceptual Framework

The conceptual framework of the study is motivated by the idea that leadership skills of School Administrators are considered a great motivator to improve work engagement of employees in their work. The frameworks illustrate the relationship between leadership skills which are composed of strategic planning skills, motivating skills, developing people skills, team building skills and communication skills and work engagement. Theory is that leadership skills influence work engagement.

Independent Variables   **Dependent Variables**

Level of Work Engagement

Leadership Skills
Strategic planning skills
Motivating skills
Developing people skills
Team building skills
Communication skills

Statement of the Problems

The statement of the problem of the study is drawn from the conceptual framework. This study is to determine the level of leadership skills of administrators and its influence on work engagement, specifically to answer the following:

1. What are the leadership skills of administrators of Divine Word Colleges in Region I, in terms of:

a. Strategic planning skills

b. Motivating skills

c. Developing people skills

d. Team building skills

e. Communication skills

2. What is the level of work engagement of employees of Divine Word Colleges in Region I ?

3. Is there a relationship between leadership skills and work engagement?

Assumption of the Study

1. The questionnaires of the study are valid and reliable.

2. The respondents are answering the questionnaires objectively and honestly

3. Methodologies are correct

Hypothesis

The study hypothesized that there is no relationship between leadership skills and work engagement of employees.

Scope and Delimitation of the Study

The study is only to determine the level of leadership skills and its effect on work engagement. It covers only the administrators and employees of Divine Word Colleges in Region I, Philippines. The Colleges include Divine Word College of Vigan, Divine Word College of Bangued and Divine Word College of Laoag.

Definition of Terms

Strategic planning skills refers to the ability of administrators to formulate strategic direction of their schools in terms of vision, mission, objectives, key result areas, performance indicators and action plan or strategies

Motivating skills defined as the ability of administrators to find different ways to motivate employees so that employees are engage in their work.

Developing people skills is considered as the ability of administrators to analyze the problem of non-performance and to determine the needs to develop the ability of employees to perform their job.

Team building skills is the ability of administrators to form a team and manage the team in order for the team members contribute their skills to achieve the organizational goals.

Communication skills is the ability of administrators to communicate effectively to the employees related to organizational or school concerns in order for the employees to know what is going on and to inspire the employees to participate in the developing the school.

Work engagement is defined as the ability of employees to put their heart and effort to their job and finally helping the school to grow.

Chapter II: Related Literature and Related Studies.

In order to strengthen the theory of this study, several related literatures and related studies are presented. There are many related literatures in line with leadership skills theories but there are few literatures discussing about work engagement. There are only few books that are specifically

dedicated to discuss work engagement. In line with related studies, there are few studies on the relationship between leadership skills and work engagement of employees. There are several studies along leadership skills and job satisfaction and since work engagement is caused by satisfaction, therefore related studies of this paper are more from moral leadership and job satisfaction studies.

Related Literature

One cannot undermine the importance of leadership skills in improving organizational performance. One cannot imagine having a leader who has no skills on how to execute his/her duties and responsibilities as a leader. Leadership is always associated with vision-mission or strategic direction, inspiration, motivation, development and communication. According to Wart (2008) effective leaders are able to formulate motivating vision and create a situation where the vision is shared by all employees within the organization. Sharing a vision-mission to the employees is important in order for the employees to know the direction of the organization where it is going. Thus, according to Gallos, (2008), Bertocci and Bertocci, (2009) communication skills are also crucially important to be possessed by organizational leaders. Gallos (2008) as cited by Dudovskiy (2014) explains the importance of communication skills for organizational leaders. Organizational communication is referring to the fact that leaders need to communicate with different organizational stakeholders in a daily basis, and each category of these stakeholders pursues varying aims and objectives.

Though having a vision is a prerequisite of leadership, however, leadership is not all about direction and communication. Given the importance of these two aspects of leadership, however, leadership is also about motivation. Motivation here refers to how the leader motivates his /her employees to carry out the vision and mission and objectives of the organization. Though the leader has the ambitious vision-mission but if employees have no motivation to carry out such vision and mission, then it is just nothing. Campbell, Dunnette, Lawler and Weick as cited by Nader (n.d), motivation is defined as "the extent to which persistent effort is directed toward a goal". In such case, motivation refers to the amount of effort put in the job. The concern here is the amount of effort the employees can dedicate to the accomplishment of the job and long-term vision of the organization. Another concern is the individual employee's willingness to stay with the tasks until it is complete.

Speaking of leadership, vision-mission and motivation, it can be assumed that the leader and employees are two important sides that cannot be ignored. The leader may have the vision-mission but if there are no employees who can carry them out, then the vision-mission can never be achieved. In addition, to achieve the vision-mission, motivation is not just enough, skills should also be considered. Motivation without skills is like excitement without substance. Furtheremore, without skills one cannot contribute to the achievement of the organizational goals. Therefore skills of employees have to be developed. It is along this line of thought, Clemmer (n.d) argues that leaders should invest heavily in growing and developing people, and that makes a difference between leader and manager. Managers may see people as objects to be commanded and controlled, while leader sees employees as human person to be developed. However, developing people is not just focused on the improvement of skills but it also includes leadership skills. It is one of the jobs of a leader to identify potential leaders to be a leader in the future. This is one of the indicators of a successful leader (Maxwell, 1995).

Though individual development is necessary in terms of their skills and self-leadership, the attainments of organizational goals however are not achieved by having skills alone but it is the output of the whole work team. Therefore, it is necessary for a leader to create a work climate in which people can work together as a team. Effective teamwork is composed of different individuals with different talents and skills to contribute. Each member of the team has skills, talents, experience, and education. Each is expected to contribute. Each member must fulfill his or her own obligations for the team to succeed. The team, like a chain, is only as strong as its weakest member. This is also one of the most important jobs of a leader to build teamwork. Strong leaders build strong teams composed of people who work together in a cooperative way. They adapt their styles to suit any given situation and create an environment where the team flourishes. The leader's role is to understand what views are held by individual member of the team and refine them into common categories of values that can bind the group together. These values reflect deeply held personal beliefs and provide strong motivation for the group as a whole, as well as serve as an impetus for collaboration and commitment (Martinelli, 2010 as cited by Sohmen, 2013). Besides, having common categories of values, a strong leader must provide the substance that holds the team together in common veal towards the right objectives. Keeping the sense of team spirit alive despite of the many problems in execution, another quality of a leader should have. Further, he also defines a positive work tone and ethics for the team to follow.

A team may contribute to the success of the organization; however, it cannot accomplish its goal if there is no communication at all. Therefore, another important factor that keeps an organization alive is effective communication. Effective communication is the degree to which someone tells others something and ensures they understand what was said. Effective communication ensures that intended message is passed from sender to receiver. Along this line, Ginett, Curphy and Hughes (1999) argue that a good leader communicates feelings and ideas, solicits ideas from others, articulates arguments, advocates positions and persuades others. According to Klimoski and Hayness (1980) communication is positively correlated with subordinates' satisfaction as well as productivity and quality of service rendered. Supporting the same line of thought, Fietchner and Krayer (1986) argue that effective communication skill is important because it provides leaders and followers with greater access to information relevant to the importance of   organizational decisions.

Related Studies

Studies related to leadership styles and job satisfactions seem to be increasing. However, studies related to leadership skills and work engagement seems to be few. Leadership styles and leadership skills are still part of the essence of leadership and therefore, related studies in line with leadership styles and work engagement can also be reviewed under the current study. The following studies have been conducted in line with leadership skills and job satisfaction and work engagement.

Taran, Schuck, Gutierez and Baralt (n.d) conducted a review of literature on the effect of leadership styles in employee engagement. Their review focused on finding out the relationship between leadership styles and engagement in the workplace. In their review of leadership styles, they found out that transformational leaders seem to be more self-confident to lead the way toward a culture of engagement. However, they also found that transformational leadership does not stand alone in creating environment of engagement but it has to be supported by transactional leadership styles. Transactional

leaders need to set structure where transformational leaders built on the structure that was already there and developed a more cohesive work unit.

In line with transformational leadership styles, Gozukara and Simsek (2016) conducted a study on the role of transformational leadership in employees' work engagement. The study examined the effect of transformational leadership on work engagement by focusing on the mediator roles of job autonomy and organizational identification. The results supported the study hypotheses, demonstrating that transformational leadership had a positive effect on work engagement, and job autonomy and organizational identification fully mediated the relationship between transformational leadership and work engagement. The findings from this research specifically highlight the significant impact of job autonomy and organizational identification on work engagement within the context of leadership.

One important aspect of transformational leadership is its ethical dimension. Along this line, a study conducted by SAJIP (2014) on the influence of ethical leadership on trust and work engagement found a positive relationship between trust in the leader and work engagement, between ethical leadership and work engagement and between ethical leadership and trust in the leader. According to the study, a climate in which the employees are engaged in their work can be created through the trustworthiness of the behavior of the leader and the confidence the followers display in the leader. The increase in work engagement happens when the employees trust the leader to be fair in the distribution of outcomes. The same is case with ethical leadership and work engagement. The study found that employees who perceive their leaders acting ethically tend to improve their work engagement. The reason why ethical leadership leads to work engagement is because they all have the main drive of value-based leadership.

Other studies along leadership styles and organizational commitment reveal the same findings that leadership positively correlate to organizational commitment and work commitment. High level of employee's commitment is related to supervision that is not overly tight or close. Mowday, Porter, and Steers (1982) found that organizational commitment of employees is related to initiating structure leadership behavior. The study suggests that organizational commitment is strongly related to leadership styles. According to Mowday, et.al, consideration of leadership behavior is positively correlated to organizational commitment. The more considerate the leader is, the greater the commitment of employees to the organization. Related to such findings, David (1990) in his study on principal's leadership and organizational commitment found that teachers feel committed to their school and their job when the principal's leadership styles are supportive and enabling. The study also pointed out that a democratic leadership styles is significant to the teacher's organizational commitment. This finding coincides with the theory that job satisfaction must be present to develop organizational commitment.

Looking further into the connection between leadership and work engagement, Bedarkar and Pandita (2013) conducted a study on the drivers of employee engagement impacting employee performance. They try to identify the key drivers of employee engagement. Their study reveals that there are three drivers in improving employees' work engagement.These are communication, work life balance and leadership. The study emphasizes that communication plays important role in ensuring employee engagement. Employees require clear communication from superiors to relate their role with the leadership vision. Poor communication is a barrier to engagement. Engagements are affected by internal communication which effectively convey the organizational values to employees and thus obtain their support in reaching organizational goals. In her study, Welch (2011) as cited by Bedarkar and Pandita

has developed a conceptual model, which explains the impact of communication on employee engagement. This model recognizes engagement as a three component construct. These three components are emotional, cognitive and physical dimensions. These constructs are further linked with three other dimensions, namely, dedication, absorption and vigor. This model also integrates organizational commitment as an antecedent of engagement. It links senior management leadership communication' with employee engagement.

Related to the same study on the drivers of employee engagement especially the influence of leadership style, Popli and Rizvi (2016) conducted a study on leadership and work engagement. Their study used a multi-cross-sectional descriptive design. The result of their study revealed a significant relationship between leadership styles and employee engagement. Their study highlighted the importance and the significant role of employee engagement and the role leadership styles play in developing a culture of engagement. Appropriate leadership styles and human resource (HR) practices that drive engagement need to be fostered in organizations to drive performance. In line with such finding, Bobcock-Roberson and Strickland (2010) in their study on the relationship between Charismatic leadership style, work engagement and organizational citizenship behaviors found that there is a significant relationship between charismatic leadership style and work engagement. Supporting the same finding on the relationship between leadership style and work engagement, Hassan and Ahmed (n.d) conducted a study on authentic leadership, trust and work engagement. It tries to examine how authentic leadership contribute to work engagement. The results indicated that authentic leadership promoted subordinates' trust in leader, and contributed to work engagement. Also, interpersonal trust predicted employees' work engagement as well as mediated the relationship between this style of leadership and employees' work engagement.

The above studies point out the same finding that leadership contributes to the performance and work engagement of employees. Leadership does not refer only to the leadership styles but their skills in leading and managing the workplace. Leaders who do not know where to lead and how to lead the workforce can cause confusion and frustration on the part of employees.

Chapter III: Research Methodology

In order to carry out the study, an appropriate research methodology is utilized. Therefore, this part will discuss research design, data gathering instruments, population, locale of the study, data gathering procedures and statistical treatment of data.

Research Design

Since the study is a quantitative research, thus, the study used descriptive method of research to assess the level of leadership skills of lower level managers and work engagement of employees. It involves the description, recording, analysis and interpretation based on the data gathered through questionnaires and statistically computed. This is a fact finding with adequate interpretation. It assesses,

determines and reports the way things are. In other words, it describes the data that have been collected on research sample, describes "what is" about the data gathered.

In line with the current study, descriptive assessment and descriptive correlational method were deployed. The study assessed the leadership skills of lower level managers and work engagement of employees. This was to identify what the dominant leadership skills among lower level managers were and what particular leadership skills affect the work engagement of employees.

Locale of the Study

The locale of the study was Divine Word Colleges in Region I, Philippines, which include Divine Word College of Vigan, Divine Word College of Bangued and Divine Word College of Laoag. All those schools are run by the Divine Word Missionaries Congregation. These colleges are within Region I, Philippines.

Population

The population of the study was taken from the employees of these three Colleges run by the religious congregations or organizations. 250 employees were chosen to answer the questionnaires. Purposive sampling was used to meet the required data for the study.

Data Gathering Instruments

The study utilized questionnaires. The questionnaires were distributed to employees of the three private Catholic colleges in Region I. Questionnaires were composed of five parts. These are strategic planning skills, motivating skills, developing people skills, communication skills, team building skills and work engagement.

Data Gathering Procedures

In the process of data gathering, the researcher sent letters to the Presidents of the three colleges in Region I, requesting the Presidents to allow the researcher to flow his questionnaires in his college. The researcher personally met the Presidents and employees and requested them to answer the questionnaires.

The retrieval of questionnaires was arranged between the President's representative and the researcher with the help of employees and faculty of the three colleges.

Statistical Treatment of Data

In consistent with the study as descriptive research, the descriptive statistics is used to measure the weighted mean and the Pearson r will be used to measure their correlations.

The following ranges of values with their descriptive interpretation will be used:

Statistical Range	Descriptive Rating
4.21-5.00	*Very good/Very High(VG/VH)*
3.41-4.20	*Good/High(G/H)*
2.61-3.40	*Somewhat good/Moderate (SWG/M)*
1.81-2.60	*bad/Low(B/L)*

Findings

The findings of the study are presented according to the arrangement of the statement of the problems presented at chapter I.

1. a. *What is the leadership skill of administrators of Divine Word Colleges in Region I, in terms of planning skills?*

Table 1: Planning Skill

Strategic Planning Skills	$\bar{X}$	DR
1. Has a clear overall vision or concept of his institution's or department's purpose, function and responsibility	3.84	G/H
2. Keeps abreast of new ideas, trends, challenges or events that may affect his institution	3.74	G/H
3. Sets clear objectives and strategies for his institution or department effectively.	3.76	G/H)
4. Articulates a clear and compelling sense of the organization's vision and objectives.	3.80	G/H
5. develops performance indicators to measure their institution's or department's success.	3.74	G/H
6. Has the ability to adapt and change the focus of the institution's or department's work	3.73	G/H
7. makes sure that all departments' goals are compatible with the overall institution's goals	3.75	G/H
Overall	**3.77**	**G/H**

Legend:

4.21-5.00   *Very good/very High (VG/VH)*
3.41-4.20   *Good /High(G/H)*
2.61-3.40   *Somewhat good /Moderate(SWG/M)*
1.81-2.60   *bad / Low(B/L)*
1.00-1.80   *very bad/ Very Low (VB/VL)*

As shown in table I, as a whole, it reveals that the planning skill of administrators of Divine Word Colleges in Region I was rated at 3.77 which is interpreted as good or high. Singly, the table reveals that each question was also rated within the range of 3.73 – 3.84 which is interpreted as good or high. None of the questions were rated very good or very high.

1.b. What is the leadership skill of administrators of Divine Word Colleges in Region I, in terms of motivating skills?

Table 2: Developing People Skill

Developing People	$\bar{X}$	DR
1. Provides an accurate and thorough performance appraisal for their employees for developmental purposes.	3.71	G/H

2. Uses a performance appraisal to identify strength and weakness of employees for further training	3.64	G/H
3. Teaches and coaches employees skillfully to help them carry out their duties and responsibilities	3.70	G/H
4. Gives constructive feedback effectively (regularly, firmly, humanely).	3.60	G/H
5. . Deals with performance problems in a timely manner and help employees understand their specific performance problems.	3.58	G/H
6. Identifies the needs of the organization and employees' deficiencies in carrying out duties and responsibilities and sends them for further training and development	3.56	G/H
7. Identifies potential employees for positions and prepares them before they assume their positions	3.60	G/H
Overall	**3.63**	**G/H**

Legend:

4.21-5.00	*Very good/very High (VG/VH)*
3.41-4.20	*Good /High(G/H)*
2.61-3.40	*Somewhat good /Moderate(SWG/M)*
1.81-2.60	*bad / Low(B/L)*
1.00-1.80	*very bad/ Very Low (VB/VL)*

In terms of developing people skill, as a whole the computed mean shows that developing people skill was rated at the level of 3.63 which means good or high. Taking it singly, the data shows that each questions was also rated within the same range, between 3.58- 3.71 which is still interpreted as good or high. However, comparing it to planning skill, developing people skill was evaluated lower.

1.c. *What is the leadership skill of administrators of Divine Word Colleges in Region I, in terms of developing people skills*?

Table 3: Communication Skill

Communication	$\bar{X}$	DR
1. . Communicates well on a one-to-one basis (clearly, positively, humanely and with respect).	3.74	G/H
2. . Keeps up-to-date on what is going on with the institution and disseminate to the employees	3.67	G/H
3. Keeps his employees well informed on news that affect them and their jobs	3.62	G/H
4. Has the ability to communicate with people in a professional manner when under stress	3.65	G/H
5. Communicates information in a timely manner	3.65	G/H
6. Takes the time to explain their decisions, opinions and recommendations	3.59	G/H
7. Communicates to groups in an articulate, concise, and clear manner.	3.64	G/H
8. Confidently states his opinion when there is a conflict or concern.	3.69	G/H
9. Takes time to listen to employees' problems	3.63	G/H
10. Actively seeks employees' opinions regarding work affecting their area of responsibility	3.64	G/H
11. Keeps an open mind when hearing employees' opinions or ideas	3.70	G/H
Overall	**3.66**	G/H

Legend

4.21-5.00	*Very good/very High (VG/VH)*
3.41-4.20	*Good /High(G/H)*
2.61-3.40	*Somewhat good /Moderate(SWG/M)*
1.81-2.60	*bad / Low(B/L)*
1.00-1.80	*very bad/ Very Low (VB/VL)*

As indicated in the data, as a whole, it shows that the level of communication skill of administrators was rated at the level of 3.66 which can be understood as good or high. Taking the questions singly, it also reveals that each question was rated within the same range of means, between 3.59 – 3.74 which is interpreted as good or high.

1.d. *What is the leadership skill of administrators of Divine Word Colleges in Region I, in terms of team building skills?*

Table 4: Motivating People Skill

Motivating People Skills	$\bar{X}$	DR
1. Shows genuine concern for employees as unique individuals	3.72	G/H
2. Gives credit and recognition to employees when they do a good job.	3.70	G/H
3. Generates enthusiasm among employees by providing the necessary support	3.68	G/H
4. Understands what motivates employees to work hard and provides the needed assistance to fulfill those needs	3.60	G/H
5. Appropriately rewards the highest achievers for their contributions	3.57	G/H
6. Recognizes or appreciates the positive aspects of the employees, not the negative ones	3.62	G/H
7. Encourages a positive outlook with employees when there are problems, instead of the negative outlook.	3.66	G/H
Overall	**3.65**	**G/H**

Legend

4.21-5.00	*Very good/very High (VG/VH)*
3.41-4.20	*Good /High(G/H)*
2.61-3.40	*Somewhat good /Moderate(SWG/M)*
1.81-2.60	*bad / Low(B/L)*
1.00-1.80	*very bad/ Very Low (VB/VL)*

As reflected in computed mean, as a whole, the data shows that motivating and appreciating people skills were evaluated at the level of 3.65 which is understood as good or high. This evaluation is supported by the evaluation of individual questions which were all evaluated between 3.57-3.72 which is interpreted as good or high.

1.e. *What is the leadership skill of administrators of Divine Word Colleges in Region I, in terms of communication skill?*

Table 5: Team Building skill

Team Building	$\bar{X}$	DR

1.. Rewards collaborative -oriented behavior	3.68	G/H
2. Encourages cooperation and collaborations between employees and departments	3.69	G/H
3. Fosters a sense of teamwork and builds enthusiasm for group projects and assignments	3.65	G/H
4. Develop good working relationship with or among employees	3.65	G/H
5. Anticipates employee's needs, seek ways to help them, willingly assists them when needed	3.68	G/H
6. Respects the contributions of employees, supports and interacts well with employees	3.60	G/H
7. . Focuses on goals and activities that support the larger organizational goals rather than trivial ones.	3.69	G/H
Overall	**3.66**	**G/H**

Legend

4.21-5.00	*Very good/very High (VG/VH)*
3.41-4.20	*Good /High(G/H)*
2.61-3.40	*Somewhat good /Moderate(SWG/M)*
1.81-2.60	*bad / Low(B/L)*
1.00-1.80	*very bad/ Very Low (VB/VL)*

As gleaned from the data presented, it reveals that as a whole or overall the team building skill of administrators was rated at the level of 3.66 which is translated as good or high. Taking the questions singly, it shows that each question was also evaluated within 3.65-3.69 which can be understood as good or high.

Summary on the Level of Leadership Skills of the Administrators of Divine Word Colleges in Region 1

Table 6: Summary

Leadership Skills	$\bar{X}$	DR
Planning	3.77	G/H
Developing People	3.63	G/H
Communication	3.66	G/H
Motivating and Appreciating People	3.65	G/H
Team Building	3.66	G/H
Overall	**3.67**	**G/H**

Legend

4.21-5.00	*Very good/very High (VG/VH)*
3.41-4.20	*Good /High(G/H)*
2.61-3.40	*Somewhat good /Moderate(SWG/M)*
1.81-2.60	*bad / Low(B/L)*
1.00-1.80	*very bad/ Very Low (VB/VL)*

In summary, the data reveals that as whole or overall, leadership skills of administrators were rated at the level of 3.67 which is understood as good or high. This evaluation is supported by the evaluation of different variables under leadership skills which all were rated within the range of 3.65-3.77

which are interpreted as good or high. None of the variables under leadership skills was evaluated as very good or very high. It indicates a need for improvement to be able to reach the very good status.

2. What is the level of work engagement of employees of Divine Word Colleges in Region I ?

Table 7: Work Engagement

Work Engagement	$\bar{X}$	DR
1. I am willingly accepting change	4.06	G/H
2. I am willing to take on new task as needed	4.09	G/H
3. I take the initiative to help other employees when the need arises	4.03	G/H
4. I keep going even when things got tough	3.98	G/H
5. I adapt quickly to difficult situations	3.86	G/H
6. When at work, I am completely focused on my job duties	3.98	G/H
7. I am determined to give my best effort at work each day	4.08	G/H
8. I am often so involved in my work that the day goes by very quickly	3.96	G/H
9. I get excited about going to work	3.94	G/H
10. I feel completely involved in my work	4.01	G/H
11. I am inspired to meet my goals at work	4.02	G/H
12. I understand the strategic goals of my organization	3.92	G/H
13. I see to it that I work to the best I can to meet the objective of my organization	4.07	G/H
14. I see to it that what I do is in line with the organization's objectives	4.07	G/H
Overall	**4.00**	**G/H**

Legend

4.21-5.00	*Very good/very High (VG/VH)*
3.41-4.20	*Good /High(G/H)*
2.61-3.40	*Somewhat good /Moderate(SWG/M)*
1.81-2.60	*bad / Low(B/L)*
1.00-1.80	*very bad/ Very Low (VB/VL)*

Taken as a whole, the gathered data shows that in terms of work engagement, the employees rated themselves at the level of 4.00 which can be interpreted as good or high. Even if the questions are rated singly, it still reveals that the evaluation is within the range of 3.92-4.09 which is also interpreted as good or high.

3. Is there a relationship between leadership skills and work engagement?

Table 8: Significant Relationship between the Leadership Skills and Work Engagement of Employees

Planning	0.4433*
Developing	0.3132*
Communication	0.3187*
Motivating and Appreciating	0.2647*
Team Building	0.4274*
As a Whole	**0.3535***

*Significant at 0.05 Level

When it comes to the relationship between leadership skills of administrators and work engagement of employees, the data reveals that there is a relationship between leadership skills and work engagement of employees at 0.05 significant levels. It concludes that leadership skills of administrators affect the work engagement of employees. Even if all the variables under leadership skills are taken singly, the data shows that all variables such planning skills, developing people skills, communication skills, motivating and appreciating people skills, and team building skills affect the work engagement of employees at 0.05 significant level.

Conclusion

Based on the statement of the problems of the study, the study concludes that the leadership skills of administrators of Divine Word Colleges in R egion I, is considered good or high. All variables under leadership skills are also considered good or high. It is also observed that the administrators' leadership skills have not reached the highest level which is very good or very high. It also revealed that even the work engagements of employees were also at par with rating of leadership skills which is considered good or high.

In terms of correlation between leadership skills of administrators and work engagement of employees, the study concluded that leadership skills of administrators influence the work engagement of employees. In this case, the better the leadership skills are, the better the work engagement of employees. In order to improve work engagement of employees, the administrators need to improve their skills in terms of planning, developing people, communication, motivating and appreciating people and team building skills. Thus the hypothesis of the study is rejected.

Recommendation

The study recommends that the institution should have program development for the administrators to enhance their leadership skills along planning skills, developing people skills, communication, motivating and appreciating people skills and team building skills. Seminars and training along those areas must be initiated.

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