
**MOTIVATED TO LEAD: EXPLORING THE RELATIONSHIP
BETWEEN WORK ROLE MOTIVATION AND CAREER
ADVANCEMENT AMONG SCHOOL ADMINISTRATORS**

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DOI: <https://doi-doi.org/101555/ijrpa.9373>**ABSTRACT**

This study examined the relationship between work role motivation and career advancement among school administrators in the Division of Cotabato. Anchored on Self-Determination Theory, the study employed a mixed-methods research design that integrated both quantitative and qualitative approaches. Data were gathered from school administrators using structured questionnaires and supported by qualitative insights from focus group discussions. The findings revealed that administrators demonstrated very high levels of work role motivation across intrinsic motivation, role clarity, goal orientation, introjected regulation, and external regulation. Similarly, career advancement was rated very high in terms of professional competence, leadership and management effectiveness, interpersonal capacity, and innovation adaptability. Statistical analysis showed significant relationships between work role motivation and career advancement, with goal orientation emerging as the strongest predictor. Qualitative results further supported these findings by highlighting administrators' strong sense of responsibility, commitment to goals, and adaptability in leadership practices. The study concludes that work role motivation plays a crucial role in shaping career advancement and recommends strengthening leadership development programs and institutional support systems.

INTRODUCTION

School administrators play a vital role in sustaining school performance, supporting teachers, and ensuring effective educational delivery across instructional, managerial, and relational domains. Their ability to perform these responsibilities is largely influenced by their level of work role motivation, which affects their productivity, decision-making, and leadership

effectiveness. However, most motivation frameworks are based on Western contexts and may not fully reflect the realities of school administrators in the Philippines, particularly in diverse and resource-constrained environments. In addition, increasing accountability demands brought about by recent educational reforms have intensified the pressures faced by school leaders, making it essential to understand what drives their motivation and professional growth. Despite this, there is limited research that integrates work role motivation and career advancement within a localized context. This study, therefore, aims to examine the relationship between work role motivation and career advancement among school administrators in the Division of Cotabato and to generate insights that can inform leadership development and policy improvement.

METHODS

This study utilized a mixed-methods research design consisting of quantitative and qualitative phases to provide both statistical and experiential insights into the relationship between work role motivation and career advancement. The quantitative component employed a descriptive-correlational design to determine the levels of work role motivation and career advancement and to examine the relationships between these variables. The qualitative component used a descriptive approach to explore the lived experiences and perspectives of school administrators regarding their motivation and career development. The respondents were school administrators from the three congressional districts of the Division of Cotabato, selected through stratified random sampling for the quantitative phase and purposive sampling for the qualitative phase. Data were collected using a structured questionnaire that measured dimensions of work role motivation, including intrinsic motivation, role clarity, goal orientation, identified regulation, introjected regulation, and external regulation, as well as career advancement indicators such as professional competence, leadership effectiveness, interpersonal capacity, and innovation adaptability. Data analysis involved the use of mean to determine levels, Pearson correlation to examine relationships, regression analysis to identify significant predictors, and thematic analysis for qualitative data. Ethical considerations such as informed consent, confidentiality, voluntary participation, and data integrity were strictly observed.

RESULTS

The results revealed that school administrators demonstrated very high levels of work role motivation across all dimensions. Intrinsic motivation obtained a grand mean of 4.93,

indicating that administrators are highly driven by internal satisfaction and commitment to their roles. Role clarity also recorded a high mean of 4.87, suggesting that administrators clearly understand their responsibilities and expectations. Similarly, goal orientation (4.79), introjected regulation (4.25), and external regulation (4.33) were all rated very high, reflecting strong internal and external motivational influences. In terms of career advancement, administrators likewise exhibited very high levels across all indicators, including professional competence and expertise (4.59), leadership and management effectiveness (4.80), interpersonal and relational capacity (4.87), and innovation and change adaptability (4.87). Correlation analysis showed that there is a significant relationship between work role motivation and career advancement, with goal orientation demonstrating the strongest association across all dimensions. Regression analysis further confirmed that specific motivational factors significantly influence career advancement. Qualitative findings supported these results by revealing themes such as a strong sense of responsibility, goal-driven leadership, adaptability in managing change, and commitment to professional growth.

DISCUSSION

The findings of the study highlight the significant role of work role motivation in shaping the career advancement of school administrators. The very high levels of intrinsic motivation indicate that administrators are deeply committed to their work and derive satisfaction from fulfilling their responsibilities, which contributes to sustained leadership performance. The strong presence of goal orientation further suggests that administrators who focus on achieving clear targets and outcomes are more likely to demonstrate effective leadership and professional growth. The results also show that both internal and external motivational factors influence administrators' behavior, with intrinsic motivation supporting long-term engagement and external regulation ensuring alignment with institutional expectations. The significant relationships between motivation and career advancement emphasize that leadership effectiveness is not solely based on position but on how administrators are driven to perform their roles. Qualitative findings reinforce the importance of adaptability, interpersonal relationships, and continuous learning in achieving career advancement. However, reliance on external pressures and internal obligations may pose risks to administrators' well-being, highlighting the need for supportive leadership environments that promote balanced motivation.

CONCLUSION

This study concludes that work role motivation is a critical factor influencing career advancement among school administrators in the Division of Cotabato. Administrators demonstrate high levels of motivation and leadership effectiveness, with goal orientation emerging as the most influential factor in professional growth. The findings suggest that aligning motivational factors with institutional goals enhances leadership performance and supports career development. It is therefore recommended that educational institutions strengthen motivation-based leadership programs, provide continuous professional development opportunities, and implement support systems that promote administrators' well-being. These initiatives can contribute to more effective school leadership and improved educational outcomes.