

# Motivation Driven Supervision Strategies Manifested by School Heads to Foster Teaching Efficacy of Teachers

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**Abstract-** *This research assessed the motivational supervision strategies of school heads and teaching efficacy of teachers of the selected public elementary schools in Bohol, Bohol Division, during the school year 2024-2025 as basis for enhanced instructional management plan. The study used a descriptive-correlational method, the quantitative-qualitative approaches. This study utilized a researcher-adapted and modified instruments. There were fifty two (52) total respondents. The questionnaire is divided into four parts to assess the motivational strategies of school heads and teachers teaching motivation as to the findings. On the extent of motivational strategies manifested by school heads as to Positive Characteristics/Behaviors, data illustrates that teachers generally agree that school heads manifest positive leadership traits. It is highlighted that school heads demonstrate motivational behaviors to a high extent. As to the teaching-Learning Effectiveness the data shown teachers strongly agree that school heads actively reinforce motivational approaches that improve teaching and learning effectiveness. When it comes to effort performance teachers demonstrate a Motivated level of effort and performance orientation. As to correlation between the extent of school heads motivational strategies and level of teachers teaching motivation. There is a strong and significant correlation between school heads' motivational strategies and teachers' teaching motivation across all indicators. In the light of the findings it is recommended that the output of the study which is the enhanced instructional management plan will be implemented.*

**Keywords:** *Administration and Supervision, Motivation Driven Supervision Strategies, Teaching Efficacy of Teachers, Descriptive Design, Bohol, Philippines.*

## I. INTRODUCTION

### Rationale of the Study

In the educational context, the subject motivation has earned significant attention through the years, with equal enthusiasm being shown on the study of

motivation among teachers and among students. This is expected because of the common assumption that the two are correlated: motivated teachers are presumed to teach more effectively and that students can only be motivated if the teachers are themselves enthused about the practice of teaching itself. Teacher motivation have focused mostly on two main types of variables: intrinsic and extrinsic motivation. Intrinsic motivation is activated by actions in which the person discovers innate satisfactions, such as finding the act of teaching as interesting and enjoyable in its own right. Thus, the rewards are intrinsic to the activity as proven when the reward areas of the brain are activated during the act. In contrast, extrinsic motivation refers to rewards or incentives for participating in the activity. It is something found after the act, such as prizes or recognition based on a reward structure (Elliot et al., 2017). In other words, intrinsic motivation happens when individuals achieve their work for the pleasure and satisfaction they gain from it, while extrinsic motivation follows when the underlying motives are more instrumental (Kırkıç & Yahşi, 2021). Motivation is a goal-oriented characteristic that chains a person attain objectives. It pushes an individual to work hard at attaining goals. A head of office must possess leadership traits to impact motivation. However, there is no specific plan for motivation. As a head of office, one should keep an open outlook on human nature. Knowing diverse needs of subordinates will certainly make the decision-making procedure easier. Both an employee as well as manager must possess leadership and motivational traits. To become an efficient leader, you must be self-motivated. As a head he must know his identity, needs and must have a strong desire to do anything to attain goals. If self-motivated, he can motivate others to achieve their goals and to blend their personal goals with the common goals of the organization. School leaders are presented with the real challenge to come

up with motivational strategies to foster growth in school. The drive, the encouragement and the positive reinforcement make a difference in promoting the welfare of the teachers. There is a need to employ the needed motivational strategies to yield positive outcome and result.

#### Theoretical Background

Maslow's hierarchy of human needs is one of the motivational theories associated with Abraham Maslow in 1943, a psychologist by profession. The theory is also a content theory of motivation which focuses on the factors within persons that starts, energizes, direct, maintain and stop behaviour. It can motivate or discourage human behavior in the sense that its positive influence causes satisfaction while its' negative influence cause dissatisfaction and causes one to react either positively or negatively. Peretomode defined motivation as a complex socially learned pattern of behavior involving situations, needs, desires, mechanisms and results. It embraces all factors in an employee's development to accomplish personal as well as organizational goals. According to Peretomode motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals.

However, teachers' motivation is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their task. Teachers' motivation and its influence on quality assurance in the Kenyan educational system. However, the declining standard of the Kenyan educational system has aroused the need for quality assurance in the system. This includes maintaining quality standards in all aspects of the educational system coupled with special attention given to all human resources, especially teachers that are seen as important inputs that affect changes, create innovations and implement educational policies. Adequate and priority attention must be given to their welfare, for sustainability and development of the educational system. For productivity, efficiency, effectiveness, quality delivery and quality outcomes in the educational

system which will guarantee quality assurance; their motivational needs counts.

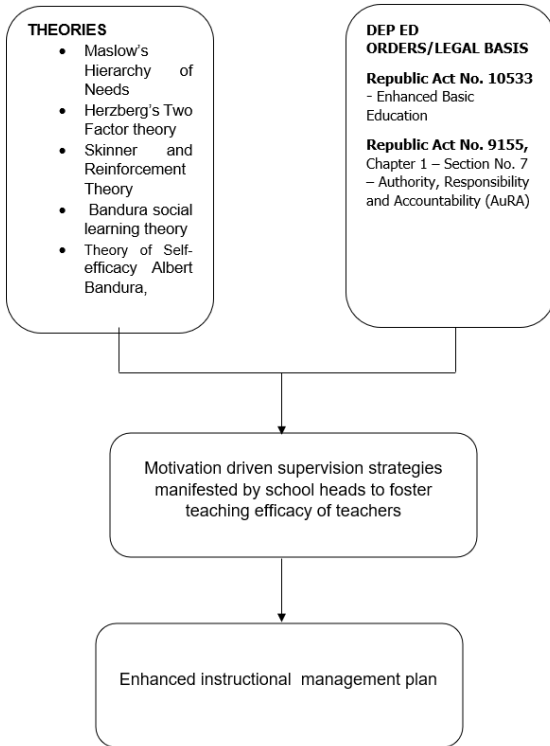
Another supporting theory is the theory of social learning by Albert Bandura's Social Learning (1977). Theory posits that individuals learn behaviors by observing, imitating, and modeling others' actions, not solely through direct reinforcement. Key components of this observational learning process include attention, retention, reproduction, and motivation, while the concept of reciprocal determinism highlights the dynamic interaction between personal factors, behavior, and the environment.

It is supported by Herzberg's two factor theory of motivation. This theory seeks to investigate what will make employee to be satisfied and dissatisfied in the work place. To them, the factors that can cause job satisfaction are not the same as those that will cause job dissatisfaction. They see how these two factors as distinct from each other. Proponents of this theory referred to the two factors in the environment that causes workers to dissatisfied as hygiene factor and that which causes them to be satisfied as motivator. According to Herzberg, the hygiene factor will decrease performance of workers in the workplace and some of these factors are: policy and administration, technical supervision and salary. They further sees motivating factors as those that will make workers work hard such factors are achievement, recognition and responsibility of the work itself and conclude that the opposite of satisfaction is not dissatisfaction (Stoner, 2017).

It is supported by Skinner and the Reinforcement theory. This theory have much to give managers in organizations as regard motivating their employees at work. To them, an individual's behavior can be seen as a function of its consequences. As Skinner holds that it is the external environment that helps to shape the individual behaviour. They posit this theory has been used in many domains in life such as animals training, raising children and even motivating employees in the workplace. This theory pays more attention on observable behavior rather than the personal states like the needs theories do. In sum, this asserts that stimuli are used to shape behaviour. When an individual behavior is motivated, that motivated behaviour tends to be repeated, whereas, that which is not motivated

will not be repeated. They posit that, there are two types of reinforcement. These include positive and negative reinforcement. Positive reinforcement will cause a behavior to be repeated while negative will cause the avoidance of a bad behavior not to be repeated (Stoner, 2017).

unfavorable circumstances as things they can control, they are easily able to recover from disappointments. On the other hand, individuals with a low sense of self-efficacy view hard tasks with trepidation and consequently try to avoid doing them. When faced with difficulty, they focus on the skills they lack rather than on their capabilities easily losing heart and suffering from stress or depression.



Theoretical Framework  
 Figure 1

This investigation is framed by the Theory of Self-efficacy as formulated by Albert Bandura, a Canadian American psychologist at Stanford University. Bandura laid out the fundamentals of the theory in his book *Self-Efficacy: The Exercise of Control*. According to Bandura, self-efficacy is an individual's belief in their capacity to act in the ways necessary to reach specific goals. This belief is not concerned with "the number of skills you have, but with what you believe you can do with what you have under a variety of circumstances" (Bandura, 1997).

A strong sense of self-efficacy fosters human achievement and personal well-being. Instead of viewing challenges as threats to avoid, a person with high self-efficacy considers them as situations to be mastered rather than threats to avoid. Regarding

Tehseen & Hadi (2020) argue that teacher motivation has been affected by different factors such as low morale, with minimal participation in decision making, poor working condition and inadequate incentives. The results also indicate that teachers may leave the profession because they lack sufficient motivation. Leadership is a critical aspect of all social endeavors. In schools, talented leadership is essential to student achievement. School leadership impacts all facets of education: teacher motivation, shaping the conditions and the environment in which teaching and learning occurs, and interaction with the broader community. Republic Act No. 9155, Chapter 1, Section No. 7, Letter E, Paragraph 3 states that consistent with the national educational policies, plans and standards, the school heads shall have the Authority, Responsibility and Accountability (AuRA) in managing all affairs of the school.

It is supported by Republic Act No. 10533 which is an act enhancing the Philippine Basic Education System by strengthening its curriculum and increasing the number of years for basic education, appropriating funds therefor and for other purposes. It is hereby declared the policy of the State that every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and one's self (www.officialgazette.gov.ph, 2019).

## II. THE PROBLEM

### Statement of the Problem

This research assessed the motivational supervision strategies of school heads and teaching efficacy of teachers of the select public elementary schools in Bohol and Leyte Division, during the School Year 2024-2025 as basis for enhanced instructional management plan.

Specifically, it sought to answer the following queries:

1. What is the profile of the:
  - 1.1 School heads
    - 1.1.1 age;
    - 1.1.2 gender;
    - 1.1.3 length of service;
    - 1.1.4 highest educational attainment, and
    - 1.1.5 relevant trainings, seminars and workshops attended?
  - 1.2 Teachers
    - 1.2.1 age
    - 1.2.2 gender;
    - 1.2.3 employment status;
    - 1.2.4 position;
    - 1.2.5 highest degree obtained;
    - 1.2.6 total Number of Years in Teaching;
    - 1.2.7 Area of specialization, and
    - 1.2.8 grade level taught?
2. As perceived by the respondent groups, what is the extent of supervision motivational strategies manifested by school heads in terms:
  - 2.1 positive characteristics;
  - 2.2 behaviors;
  - 2.3 teaching-learning effectiveness,and
  - 2.4 productivity and efficiency?
3. As perceived by the teachers themselves, what is the level influence of supervision motivation to school teachers in the following aspects:
  - 3.1. self-efficacy;
  - 3.2. interest - enjoyment, and
  - 3.3. effort classroom management performance?
4. Is there a correlation between the extent of school heads motivational strategies and level of teachers teaching motivation?
5. What are the issues and concerns related of the supervision motivation efficacy of school heads / teachers?

6. Based on the findings, what enhanced instructional management plan can be designed?

### Statement of Null Hypothesis

HO2: There is no correlation between the extent of school heads motivational strategies and level of teachers teaching motivation.

### Significance of the Study

Department of Education. The agency of the government is responsible in sponsoring the welfare of the school heads and teachers. It is important to provide them assistance of their task.

School Heads. They are responsible for the implementation of the school plans and programs through sound school leadership, motivational strategies and efficiency contributing to the welfare of the school and possessing quality school leadership and stress reliever activities.

Teachers. They are the frontline of education of the said undertakings through promoting quality learning with the sound leadership of the school heads.

Learners. are the recipients of the said undertaking in fostering quality learning through improved motivational strategies of teachers resulting to productivity and efficiency contributing to the growth and welfare of the learners.

Researcher. It will serve as an enrichment and enlightenment the school heads the knowledge on how to establish a more enhanced leadership.

Future Researchers. This study will serve as an added reference if they make researches similar in nature.

## III. RESEARCH METHODOLOGY

This section presented the research design, flow of the study, research environment, respondents of the study, instrumentation, data gathering procedures, statistical treatment of data and scoring procedure. This research was designed to collect data in order to provide comprehensive responses to the research questions as reflected in this study.

**Design**

The researcher employed descriptive design using the quantitative and qualitative approach in this research study. This frequency distribution research made used of quantitative and qualitative approach and interview method in qualitative approach.

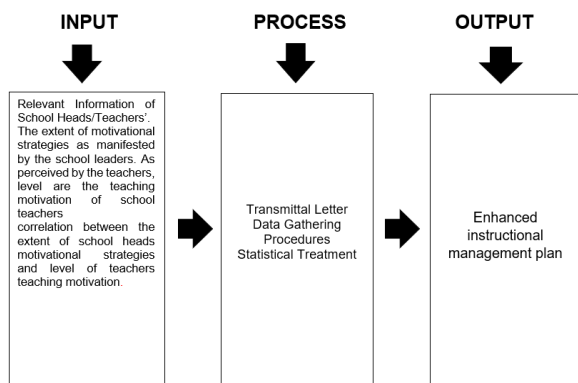
Quantitative data collection methods were entered on the quantification of relationships between variables. Quantitative data gathering instruments established relationship between measured variables. When these methods were used, the researcher was usually detached from the study and the final output was context free.

Qualitative data was concerned with non-statistical methods of inquiry and analysis of social phenomena. It drawn an inductive process in which themes and categories emerge through analysis or data collected by such techniques such as interviews. Samples were usually small and were often purposively to be selected. Qualitative research used detailed descriptions from the perspective of the research participants themselves as a means of examining specific issues and problems under study.

**Flow of the Study**

The input of the study dealt with relevant information derived from school heads and teachers. What level are the teaching motivation of school teachers in the following aspects such as self-efficacy, interest and enjoyment.

The output of the study is the enhanced instructional management plan.



Theoretical Framework

Figure 2

**Environment**

Montesuerte Elementary School, was established in 1940. situated in the rural barangay of Montesuerte, Municipality of Carmen, Province of Bohol., one of the largest barangay in the Municipality of Carmen which is approximately 10 kilometers from the town proper. This barangay is accessible by any land transportation.

It was located on a hilly area, the school has 11, 314 sq.m land area which nestled along the interior road network that connected the barangay to the town proper of Carmen. The school was surrounded by agricultural fields and rolling landscapes typical of the area, providing a serene and conducive environment for learning. At present, it catered to the educational needs not only of children from Barangay Montesuerte.

Presently our school was managed by School Head. It has Fourteen (14) Teachers. Thirteen (13) Teacher III and one (1) Teacher I. We also have one (1) Local Based teacher. We have fourteen (14) Academic classrooms, one (1) e-Classroom. We are equipped with smart TV for instruction.

Majority of our students resided in far flung barangays who often hike 2 to 7 kms daily to and from the school. It was also noted that some students cross streams which caused flood in times of heavy rains and muddy-rough road during wet season.

Cogon-Tagustusan Elementary School and Boyog Elementary School were the identified research locale which were both located in Balilihan, Bohol. Being clustered schools. These two public institutions were managed and supervised by only one school principal. Cogon-Tagustuan Elementary school was situated at Cogon, Balilihan, Bohol along Hanopol-Batuan National Highway. It was established on 1965 and has 8 academic classrooms for its 212 pupils with 9 nationally-funded teachers. It was also 10 kilometers away from the district office and 27.9 kilometers away from the division office. Majority of its pupils are from the two barangays of Balilihan, namely Cogon and Tagustusan. Being highly populated elementary school. It was classified as one of the large schools in the district.

On the other hand, Boyog Elementary School was created to cater the two barangays of Balilihan, namely Boyog Proper and Boyog Sur. It was situated in Boyog Sur, Balilihan, Bohol. Boyog ES was established in the year 1957 as a primary school and later on, was changed to an elementary school in the year 2008. It is 12 kilometers away from the district office and 34 kilometers away from the division office. Being a barrio school, it can be reached by means of motorcycle and private vehicles.

The school has 8 standard classrooms, with functional toilet and electrical connection. It is composed of 5 nationally funded teachers with an enrollment of 54 pupils. With its small number of enrollment, Boyog Elementary School is classified as one of the small schools in the district.

Both schools have the same goal to perform their duties and responsibilities to provide basic quality education to the pupils in order to achieve high level performance in pupils' educational development.

Rivilla Elementary School was located at Barangay Rivilla, Bato, Leyte in the east portion of Bato Leyte. Rivilla Elementary School was formerly Rivilla Primary School. This school was established in the year 2009. The land was owned by Barangay with an area of 6,262 sq meter and a lot of parcels of 300 sq meter were donated for the school. This school is classified as multi-grade from kindergarten to Grade 6.

The school was prone to landslide due to its geographic location. Despite these facts, the serve as an evacuation area for the residents in such calamities most specially typhoon.

Recently our school was managed by School Head Teacher-1. It has four (4) Elementary Teachers. We were equipped with 4 Led TV for instruction.

Our students resided within the barangay who often walk daily to and from the school. It is also noted that some students cross streams which cause flood in times of heavy rains and muddy-rough road during wet season.

Guinob-an Primary School, nestled in the quiet and close-knit community of Purok Centro, Guinob-an, Sevilla, Bohol, has been a beacon of education since its founding in 1993. Located just three kilometers from the town center and conveniently situated along the highway, the school remains accessible and welcoming to learners and visitors alike.

The school was composed of three functional classrooms and was currently under the competent leadership of Mrs. Janet T. Cutin, the designated Cluster Head. It is staffed by three dedicated educators: one kindergarten teacher, a master teacher overseeing Grades 1 and 2, and a school-in-charge handling Grades 3 and 4.

Despite its strategic location, the school has consistently faced enrollment challenges due to its proximity to two larger institutions. As of the current school year, the total enrollment stands at just 32 learners:

- Kindergarten: 7 pupils
- Grade 1: 6 pupils
- Grade 2: 5 pupils
- Grade 3: 4 pupils
- Grade 4: 10 pupils

While the numbers may be modest, they allow for an enriching educational experience through individualized instruction. Teachers are able to closely monitor each student's progress, provide tailored support, and ensure no learner is left behind. Every student also enjoys the opportunity to participate actively in all school programs and activities, cultivating both academic growth and self-confidence. Guinob-an Primary School took pride in nurturing not only academic excellence but also creativity, discipline, and positive values. The school's small population fosters a family-like atmosphere where every child is known, valued, and encouraged to shine. Over the years, the school has become a favorite site for charitable outreach initiatives. Numerous individuals, civic groups, and even international benefactors have visited the school to generously share school supplies, learning materials, and other donations. These acts of kindness have greatly contributed to the learners' holistic development and motivation.

Guinob-an Primary School maintained strong ties with parents, community members, and stakeholders. They were actively invited to participate in school events, especially those that promote unity, cooperation, and shared responsibility. This spirit of collaboration played a crucial role in the success of the school's programs and activities.

Additionally, the school's allocated budget was well-managed and sufficient to meet its basic operational needs, further supporting the delivery of quality education.

Guinob-an Primary School remained a humble yet impactful institution—shaping young minds, fostering talent, and building a stronger community, one learner at a time.

Ewon Elementary School (DepEd ID 118666) was located in Barangay Ewon, an inland barangay in the Municipality of Sevilla, Bohol. It was about 5 kilometers from the poblacion (town center). Barangay Ewon has a population of ~800 residents. Slightly more females (51%) than males (49%). Languages spoken include Sinugbuanong Bisaya, Tagalog, and Bol-anon.

It was a pure multigrade school: meaning it offers multi-grade combined classes for Grades 1 & 2, Grades 3 & 4, Grades 5 & 6, and also has a separate Kindergarten. Enrollment (SY 2017-2018) was about 80–81 students total. This is roughly 10% of the barangay's population. The teaching staff consists of 4 female teachers, including the head teacher.

Many households were engaged in agriculture as their main livelihood. Some were market vendors or government employees. A significant portion of students come from indigent households; about 40% of the student population is part of the government's "4Ps" program (Pantawid Pamilyang Pilipino Program – a conditional cash transfer program). Barangay Ewon is characterized by being relatively peaceful, with no major crime issues reported in recent years.

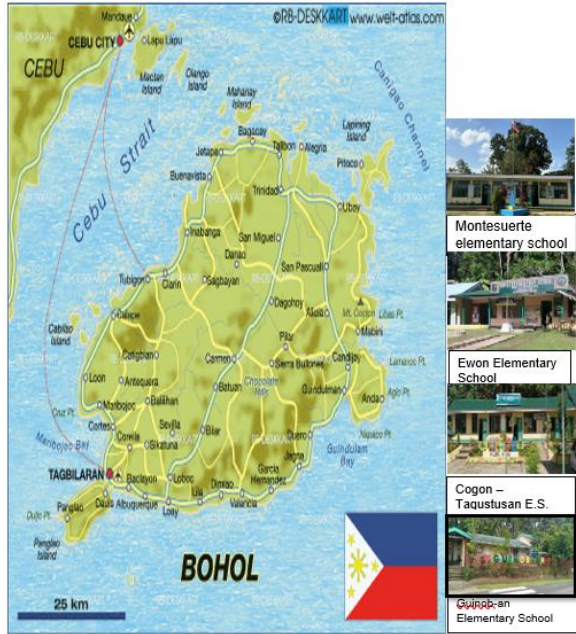
The school has good performance in national/regional assessments. For example, in the National Achievement Test (NAT) for Grade 6 (SY 2014-

2015), Ewon ES scored *significantly higher* than regional and national averages in several subjects. Teachers employ various strategies in multigrade instruction: cooperative group learning, visual aids (e.g. PowerPoint), differentiated instruction, etc. There is some extra instructional support—e.g. weekend review sessions for Grade 6 students. Parents are supportive of these.

The school was reachable via "the provincial road" and located along it. One geographic note: there is a hydropower dam in Ewon/Sevilla ("Ewon Sevilla Hydro Power Plant"). The dam and water management may affect or be part of the local environmental context.

The Katipunan Elementary School was located at Brgy. Katipunan, Bato, Leyte was donated on September 16, 1968 by Mr. & Mrs. Lucio Gupita in consideration of their love, affection for the people of Brgy. Katipunan Bato, Leyte and their desire to be of assistance to the educational upbringing of the young students whose parents are due to their financial difficulties in life in which they cannot afford to send their children to distant schools. The school of Brgy. Katipunan which is approximately 12 kilometers from the town proper. Its area is 10459 sq.m. and it is accessible to all means of transportation.

The school has five (5) teachers headed by a Teacher-In-Charge. It has four academic buildings funded by the DepEd and one (1) semi-concrete cottage funded by School MOOE with LGU counterpart used as a school head office. It is complete school from Kinder to Grade 6 with one section for Kinder, MG 1&2, MG 3&4 and MG 5&6. Then majority of the students reside within the barangay. The school has a wide and clean plaza and banana field. It has electricity, internet connectivity and free potable water supply from the barangay.



Location Map for the Research Site Environment (Bohol Division) Figure 3



Location Map for the Research Site Environment (Leyte Division) Figure 4

#### Respondents

The respondents of the study were the school heads and teachers. There were fifty two (52) total respondents, five (5) school heads and forty four (44) Teaching staff. They were through the used of the non-random purposive sampling. The inclusion criteria that they were school heads and teachers of the schools mentioned, they have been in the profession for more than a year; and that they were willing to participate and cooperate.

Table 1 Distribution of Respondents

NAME OF SCHOOL	GROUPS OF SCHOOL HEADS / TEACHERS					Percent (%)
	SCHOOL HEADS		TEACHERS		Total	
	M	F	M	F		
MONTESUERTE ELEMENTARY SCHOOL	1	0	1	14	16	30.77
COGON-TAGUSTUSAN ELEMENTARY SCHOOL	1	0	0	9	10	19.23
BOYOG ELEMENTARY SCHOOL	0	0	0	5	5	9.62
RIVILLA ELEMENTARY SCHOOL	1	1	0	4	6	11.53
EWON ELEMENTARY SCHOOL	0	1	0	4	5	9.62
GUINOB-AN ELEMENTARY SCHOOL	0	0	0	3	3	5.77
KATIPUNAN ELEMENTARY SCHOOL	0	3	1	3	7	13.46
TOTAL	3	5	2	42	52	100.00

**Instrument**

The instrument that was utilized in this study was an adopted questionnaire taken from the study of Apoline (2015) on motivational strategies used by principals in the management of schools: the case of some selected schools in Bohol Division but some modifications and revisions were made in order to collect the needed data. The questionnaire was divided into four parts. The first part of the questionnaire dealt with the relevant information as to school heads/teachers' age, gender, employment status, position, highest educational attainment, number of years in service and number of appropriate trainings, seminars and workshops, area of specialization and grade level taught. The second part of the questionnaire was the extent of the motivational strategies which was a 41 item statements and a 4 point Likert Scale: 4 for Strongly Agree, 3 for Agree, 2 for Disagree and 1 for Strongly Disagree.

The third part of the questionnaire dealt with the classroom management practices of teachers, the researcher made use of the standardized questionnaire developed by Sugai and Colvin (2004) and revised by Washburn, S. (2010). Survey was slightly modified by the researcher to suit the level of the respondents who were rating the teachers. Instrument assesses a variety of classroom management practices such as classroom structure and predictability, classroom expectation, effective instructional delivery, classroom engagement, instructional evaluation, positive interaction, strategies for appropriate behavior, strategies for inappropriate behavior, development of caring and supportive environment, and building responsibility and provision of opportunities to students to improve management skills of teachers.

The fourth part of the questionnaire is the performance level of teachers' capability based on IPCR. Lastly is the interview guide.

**Gathering of Data Procedures**

In the gathering of data, the researchers followed a step-by-step process. First, the researchers made a letter to the Schools Division Superintendent asking permission that allow the researchers to conduct the study among the school heads and teachers. After the permission was granted, the questionnaires were distributed to the respondents. The respondents were

given enough time preferably 15-20 minutes to answer the questionnaire. And after such time, the questionnaires were collected and subjected to further presentation, analysis and interpretation. Then, a final draft was submitted for finalization and correction.

**Statistical Treatment**

To give in-depth to the study, the responses was subjected to statistical treatment with the used of the following non-parametric measures.

**Simple Percentage.** This was the statistical treatment that determines the related information of school heads/teachers as to age, gender, civil status, highest educational attainment, number of years in service and number of appropriate trainings, seminars and workshops and teachers classroom management practices manifested.

**Weighted Mean.** This was the statistical treatment that determines the extent of the school leadership, motivational strategies and productivity and efficiency.

**Chi-square.** This was the statistical treatment that determines whether there was correlation between relevant information and school leadership, relevant information and motivational strategies and relevant information and productivity and efficiency; relationship between school leadership and motivational strategies, motivational strategies and productivity and efficiency.

**Scoring Procedures**

The following are the scoring procedures for the study:

**I. Parameter limits on motivational strategies**

Scale	Range	Category	Verbal Description
4	3.26 – 4.00	Strongly Agree	Greater Extent of motivational strategies manifested by respondents

3	2.51 – 3.25	Agree	Moderate Extent of motivational strategies manifested by respondents
2	1.76 – 2.50	Disagree	Lesser Extent of motivational strategies manifested by respondents
1	1.00 – 1.75	Strongly Disagree	No Extent of motivational strategies manifested by respondents

			have been better.
2	1.76 – 2.50	Slightly Implemented	The teacher has made some attempts at implementation, but overall, his/her effort has not been stable or sustained
1	1.00 – 1.75	Never Implemented	The teacher has not yet implemented-the element described has not been a part of his/her management plan.

II. LIMITS ON EXTENT OF CLASSROOM MANAGEMENT PRACTICES

SCALE	RANGE	RESPONSE CATEGORY	VERBAL DESCRIPTION
4	3.26 – 4.00	Strongly Implemented	YES, the teacher has implemented and followed through, monitoring, and improving the use of the strategy as needed.
3	2.51 – 3.25	Moderately Implemented	The teacher has planned and implemented but struggled with follow-through or improvements along the way. The initial planning could

IV. RESULTS AND DISCUSSIONS

This part presented the results summary, findings, conclusions discussions and proposed appropriate recommendations.

SUMMARY

This research assessed the motivational strategies of school heads and teachers teaching motivation in of selected public elementary schools in Bohol, Bohol Division, during the school year 2024-2025 as basis for enhanced motivation-based management plan.

The study surveyed the following the profile of the respondent group, the extent of motivational strategies manifested by school heads, level are the teaching motivation of school teachers, the correlation between the extent of school heads motivational strategies and level of teachers teaching motivation, the issues and concerns of teachers teaching motivation. The researcher made use of the qualitative of research with the use of the questionnaire as the main tool in the gathering of important data. Quantitative method of research is the method of research in which data were quantified from the response of the questionnaire which were presented, analyzed and interpreted.

## FINDINGS

On the extent of motivational strategies manifested by school heads as to Positive Characteristics/Behaviors, data illustrates that teachers generally agree that school heads manifest positive leadership traits. Several items reflect a strongly agreeable level of manifestation such as constructive optimism, appreciation towards teachers, flexibility, humor encouragement, diplomatic feedback, and high performance expectations.

Behaviors receiving slightly lower but still positive ratings—such as punctuality promotion, awarding teachers with impressive titles, and providing personal loyalty—suggest areas where recognition systems and consistency of practice may still be strengthened.

It is highlighted that school heads demonstrate motivational behaviors to a high extent, indicating supportive leadership practices. Highest-rated items such as acknowledging achievements, encouraging hardworking educators, offering appropriate workload, fostering fairness, and ensuring timely salary payments reflect strong ethical and managerial commitment. These practices reinforce teachers' sense of value and security, which are essential in sustaining professional commitment.

As to the teaching-Learning Effectiveness the data shown teachers strongly agree that school heads actively reinforce motivational approaches that improve teaching and learning effectiveness. Highest-rated statements include offering financial incentives for performance, demonstrating trust in teachers, ensuring professional growth opportunities, and providing support in achieving target goals. Productivity and Efficiency on the other hand illustrates that school heads demonstrate productivity-based motivational practices.

Level of teaching motivation of school teachers in term of Self- efficacy. data illustrates that teachers possess a high level of self-efficacy. Teachers expressed confidence in their talent for teaching young learners, sense of competence, and content mastery. Items reflecting self-satisfaction and belief in teaching ability received favorable ratings, suggesting that teachers recognize their strength and preparation in fulfilling their instructional roles.

## INTEREST – ENJOYMENT

It is highlighted that teachers are motivated by interest and enjoyment in teaching. indicating strong positive attitudes toward their profession. Nonetheless, specific items related to long-term enjoyment and fulfillment, compensating for financial challenges, scored comparatively lower.

When it comes to effort performance teachers demonstrate a Motivated level of effort and performance orientation. Teachers highly value being good at their profession and consider personal commitment crucial to success. Recognition, opportunities for advancement, and colleague encouragement also play significant roles in sustaining effort levels.

The slightly lower mean in advancement and recognition items. However, their continued motivation, despite these factors, reflects intrinsic dedication to teaching excellence and meaningful contribution to student learning.

Teachers appear to be internally driven by professional responsibilities and personal values, while still valuing external reinforcement. Their performance motivation is sustained by a balance between self-belief and institutional support, reinforcing the need for both personal passion and organizational structures that reward and acknowledge effort.

## CORRELATION BETWEEN THE EXTENT OF SCHOOL HEADS MOTIVATIONAL STRATEGIES AND LEVEL OF TEACHERS TEACHING MOTIVATION

When it comes to the extent Of School Heads Motivational Strategies here the data illustrates that there is a strong and significant correlation between school heads' motivational strategies and teachers' teaching motivation across all indicators.

Specifically, positive characteristics and behavior of school heads correlate very strongly with teachers' self-efficacy and interest-enjoyment showing that when leaders display optimism, appreciation, flexibility, and supportive personal interactions, teachers feel more confident and enthusiastic.

Similarly, behavioral strategies of school heads exhibit the highest relationships with teacher motivation, particularly with self-efficacy and enjoyment.

For teaching-learning effectiveness strategies, the correlation with effort-performance is very strong.

Lastly, productivity and efficiency strategies also show strong positive correlations across all motivation dimensions, particularly self-efficacy and enjoyment.

These results affirm that teachers thrive in environments where motivational leadership is present. Supportive leadership boosts confidence, emotional fulfillment, and work effort, highlighting that school heads are catalysts in elevating instructional motivation and forming a culture of excellence.

#### ISSUES AND CONCERNS RELATED OF TEACHERS TEACHING MOTIVATION

Data illustrates that issues and concerns affecting teachers' motivation are moderately manifested, meaning that teachers experience these challenges to a noticeable extent but not at. This overall trend suggests that while teachers remain passionate and committed, underlying pressures and unmet needs persist in their professional environment.

Specifically, *heavy workloads and burnout, lack of professional self-sufficiency, and limited career growth opportunities* are among the most manifested concerns, Additionally, *inadequate teaching resources and facilities and disruptive student behavior* are moderately manifested concerns.

It also highlights that *weak institutional support, lack of policy clarity, insufficient communication with staff, and reduced recognition* are also moderately manifested. These findings reveal that teachers desire an improved professional culture grounded in consistent feedback, open communication channels, clear operational systems, and regular appreciation. When these essential components are lacking, motivation can decrease and a sense of professional detachment may emerge.

Other issues such as *difficulty managing aggressive behavior, lack of teacher involvement in decision-making, and insufficient funds/resources* point toward a need for enhanced psychosocial support, participatory governance, and equitable resource allocation.

#### CONCLUSION

There is a strong and significant correlation between school heads' motivational strategies and teachers' teaching motivation across all indicators.

#### RECOMMENDATIONS

In the light of the findings it is recommended that the output of the study which is the enhanced motivation-based management plan will be implemented.

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