

Motivation And Satisfaction – Based Instruction Plan for Public School Teachers

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Abstract- This study determined on the school heads motivational strategies and their relationship to the teachers' teaching job satisfaction of the select Public schools of Bohol, Dumaguete and Bayawan Division during the school year 2023-2024 as basis for motivation-based leadership plan. There were seventy five (75) total respondents of this study headed by four (4) school principals for each school and seventy one (71) teaching staff of the four (4) selected public schools of Bohol, Dumaguete City and Bayawan City Division. The researcher employed descriptive design using the quantitative and qualitative approach in this research study. This frequency distribution research made use of quantitative and qualitative approach and interview method in qualitative approach. This study utilized a researcher-adapted and modified instruments. The questionnaire is divided into four (4) parts: (1) the respondents' profile, The second one extent of motivational leadership strategies of school heads with four indicators as to positive characteristics and behaviors, behavior, teaching learning effectiveness. The third (3) instrument is the teachers' satisfaction. There are 38 items in the questionnaire which are patterned from the two sets of factors—hygiene and motivators—as described by Herzberg in his theory (FGD) interview. As to the extent of motivational leadership strategies as demonstrated by school heads. Findings revealed that leadership rooted in trust, growth, and thoughtful role assignments created a ripple effect on teacher motivation and classroom success. On the issues and concerns the most pressing concern, limited teacher involvement, communication gaps, and insufficient personalization in leadership practices. On the basis of the findings, a conclusion was drawn. On the test on significant relationship there is a strong and significant positive correlation between school heads' motivational strategies particularly in terms of behavioral dimensions and positive characteristics and various facets of teaching-related job satisfaction. In the light of the findings, it is recommended that the output of the study would be implemented.

Keywords: Administration and Supervision, Motivation and Satisfaction-based Instruction, Descriptive Design, Bohol and Negros Oriental, Philippines.

I. INTRODUCTION

Rationale of the Study

Effective educational leadership has a profound impact on the educational environment and the outcomes achieved by students by providing strategic direction, fostering a positive school culture, and implementing instructional best practices, educational leaders create an environment that nurtures learning, supports student achievement, and enhances overall educational quality (Johnson & Fournillier, 2023). One key characteristic is visionary leadership, which involves setting a clear and inspiring vision for the school or educational organization. Effective leaders articulate a compelling mission and goals, creating a sense of purpose and direction for all stakeholders. They also possess strong communication skills, engaging with staff, students, parents, and the wider community to build relationships and foster a shared understanding of the vision (Gardner-McTaggart, 2022).

It is therefore the responsibility of the principal as a leader in the school to encourage others to use the abilities and resources available to the maximum possible level. Furthermore, organizational management strategies play a crucial role in creating a conducive learning environment within educational institutions. These strategies involve various aspects of planning, resource allocation, decision-making, and creating a positive school culture. By implementing effective organizational management strategies, educational leaders can establish an environment that supports student learning, engagement, and overall well-being. One important organizational management strategy is strategic planning. Educational leaders must engage in strategic thinking and develop a clear vision and mission for the school or educational institution. This involves setting goals,

defining priorities, and aligning resources and initiatives to support the achievement of those goals. By engaging in strategic planning, educational leaders ensure that the organization has a clear direction and a focused approach to providing a conducive learning environment for students (Çetiner & Mızrak, 2021). Thus, leadership style is linked to job performance. Thus, leadership style is linked to job performance. Teachers with low levels of perception of leadership styles can cause decreased productivity (Oco et al., 2022). This was also observed in the study of Catid (2022), who stated that low satisfaction could lead to low performance and outputs of teachers. (Oco et al., 2022). This was also observed in the study of Catid (2022), who stated that low satisfaction could lead to low performance and outputs of teachers.

In this scenario there's a need to implement these motivational strategies to the fullest level and get rid of behaviour which is not in accordance with the established norms and standards in order to produce positive outcome in promoting the welfare of the school and contribute to sound leadership for the assistance of the students.

There's a need quality leadership to promote effective, self-motivated leadership increased team productivity, higher employee morale, better goal attainment, improved problem-solving abilities, a more positive work environment, and a stronger sense of ownership and accountability among team members. The researchers wants to find out, if those motivational strategies by school heads are applicable and could draw an impact to the teachers job satisfaction.

II. THEORETICAL BACKGROUND

The "Great Man Theory" Thomas Carlyle in 19th century sometime in 1841 in the context of behavior suggests that certain individuals are born with innate qualities and characteristics that naturally predispose them to leadership roles, essentially meaning "great leaders are born, not made," and their actions significantly shape events due to their inherent abilities like intelligence, charisma, and courage; this theory is often criticized for overlooking the influence of social and situational factors on leadership. The "Great Man Theory" is primarily associated with the Scottish historian and essayist Thomas Carlyle, who

popularized the concept in the 19th century through his work "On Heroes, Hero-Worship, and the Heroic in History" published in 1841; essentially stating that history is largely shaped by the actions of exceptional individuals, often referred to as "great men", who possess innate leadership qualities.

Behavioral leadership theory focuses on how a leader's actions and behaviors contribute to their success, rather than their innate traits. It emphasizes what leaders do, rather than who they are. The key theorist associated with the Behavioral Leadership Theory is Kurt Lewin, whose leadership experiments in the 1930s and 1940s laid the foundation for this approach, which focuses on observable leader behaviors rather than innate traits; other important contributors include researchers from the University of Michigan like Rensis Likert and Daniel Katz, and Robert Blake and Jane Mouton who developed the "Managerial Grid" model further defining behavioral leadership styles. It is being supports by the transformational leadership theory by Burkus, 1978. Transformational leadership is a relatively new approach to leadership that focuses on how leaders can create valuable and positive change in their followers. James MacGregor Burns first introduced the concepts of transformational leadership when studying political leaders, but this term is now used when studying organizations as well. Burns described two leadership styles: transactional and transformational.

Transactional leaders focus on gaining compliance by giving and withholding rewards and benefits. Transformational leaders focus on "transforming" others to support each other and the organization as a whole. Followers of a transformational leader respond by feeling trust, admiration, loyalty, and respect for the leader and are more willing to work harder than originally expected. Another researcher, Bernard M. Bass, added to the work of Burns by explaining the psychological mechanisms that underlie transformational and transactional leadership. Bass' work established that transformational leaders demonstrate four factors: individual consideration, intellectual stimulation, inspirational motivation (charismatic leadership), and idealized influence (McEwens, 2016). Transformational leadership theory is supported by nearly 30 years of research correlating transformational leadership to positive performance.

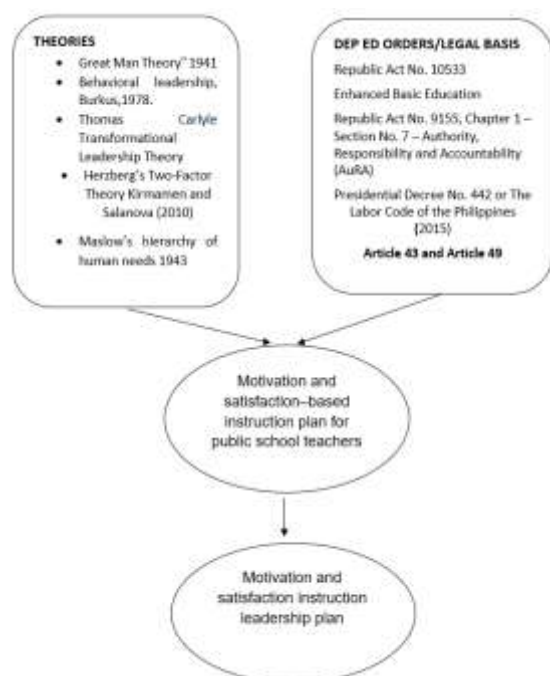


Figure 1 Theoretical Framework

outcomes including individual, group, and organizational level variables. It also solidified the need to study followers in leadership research. Transformational leadership was the first developed and validated theory to emphasis morals and values in leadership. However, research on the theory is primarily based on the multifactor leadership questionnaire, which has produced inconsistent results. Research has also focused heavily on senior-level leaders. Transformational leadership also has the potential to be used negatively by leaders “faking it.” Regardless, transformational leadership theory is a valuable and widely used approach to studying and teaching leadership (McEwens, 2016).

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 behaviour 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 behaviour 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.

Herzberg's two factor theory of motivation. This theory seeks to investigate what will make employee to be satisfied and dissatisfy 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 dissatisfy as hygiene factor and that which causes them to be satisfy 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, 201

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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,

III. THE PROBLEM

Statement of the Problem

This study determined the school heads motivational strategies and their relationship to the teachers teaching job satisfaction in the select Public schools of Bohol, Dumaguete and Bayawan Division during the School Year 2023-2024 as basis for motivation and satisfaction instruction leadership plan.

Specifically, it sought to answer the following queries:

1. What is the profile of the respondent groups as to:
 - 1.1 School head
 - 1.1.1 age and gender;
 - 1.1.2. civil status,
 - 1.1.3 highest educational attainment,
 - 1.1.4 length in service;
 - 1.1.5 relevant trainings, seminars, and workshops attended;
 - 1.2 Teachers

- 1.1.1 age and gender;
 - 1.1.2. civil status,
 - 1.1.3 highest educational attainment,
 - 1.1.4 length in service;
 - 1.1.5 performance rating, and
 - 1.1.6 relevant trainings, seminars, and workshops attended?

2. As perceived by the school heads themselves and teachers, what is the extent of motivational strategies as demonstrated by school heads as to the following:

- 2.1 positive characteristics;
- 2.2 behaviors; and
- 2.3 teaching-learning effectiveness?

3., What is the level of teaching related in teaching job satisfaction of the teachers in terms of:

- 3.1. physical condition;
- 3.2. compensation (rewards and incentives);
- 3.3. decision – making; and
- 3.4. relationship?

4. Is there a significant relationship between the school heads extent of motivational strategies and teaching job satisfaction?

5. What are the issues and concerns related to motivational strategies and satisfaction perspective?

6. Based on the findings, what motivation and satisfaction-based instruction plan can be designed?

Statement of Null Hypothesis

There is no significant relationship between the extent of motivational strategies and teaching job satisfaction.

Significance of the Study

Motivational strategies were highly significant in leadership as they directly influence a team's performance.

Department of Education. The study helped them in tending to the issue on the impacts of administrators' motivational strategies to the performance of teachers.

School Heads. The administration gained clearer insights into the factors contributing to job performance among teachers.

Teachers. The school was the main focus of the study and the basis of the findings proposed for the improvement of this study and it help improve and maintain the teaching commitment of the teachers towards their performance as an employees of an aspiring excellent school.

Researchers. It served as an enrichment and enlightenment in knowing more of school leadership, motivational needs and productivity and efficiency of school leaders of the select schools under study.

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

IV. RESEARCH METHODOLOGY

This chapter presented the research design, research environment, respondents of the study, instrumentation, data gathering and procedure and data analysis. This research was designed to collect data in order to provide comprehensive responses to the research questions on the motivational strategies of school heads and teachers' teaching job satisfaction at the selected public schools included in the study.

Design

The researchers 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 are used, the researchers will usually detach from the study and the final output is context free.

Qualitative data was concerned with non-statistical methods of inquiry and analysis of social phenomena.

It draws on an inductive process in which themes and categories emerge through analysis of data to be collected by such techniques such as interviews.

Samples were usually small and were often purposively 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 flow of the study was patterned according to Daniel Stufflebeam's input, process and output.

The input of the study deals with profile derived from school heads/teachers as to age, gender, civil status, highest educational attainment, number of years in service, performance of teachers and appropriate trainings, seminars and workshops attended; extent of school leadership; extent of the extent of motivational strategies as demonstrated by school heads and the teachers teaching job satisfaction and the teachers teaching job satisfaction.

Process. The process of the study included the permission from the schools division superintendent and the principals from each school for the administration of the questionnaire, validating the data, presenting the data including the statistical treatment thereof and analysis and interpretation of data.

The throughput of the study deals with the descriptive-correlational method of research.

Output. The results of the data that served as bearing for the motivation-based leadership plan, which will serve as the output of the study that the researcher will propose.

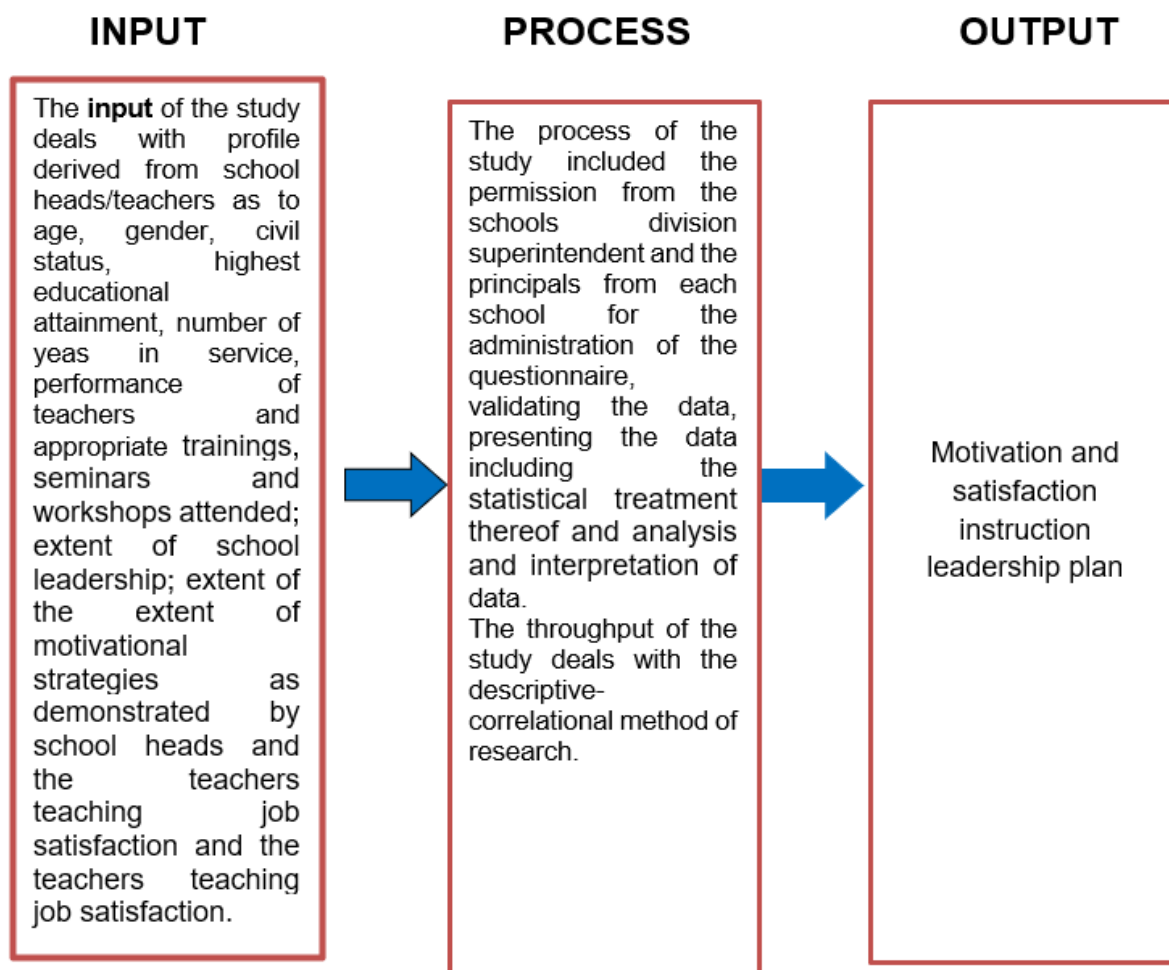


Figure 2 FLOW OF THE STUDY

Environment

Enzo Nicolai T. Teves high school was established in 2011 under the leadership of Dr. Ofelia R. Hermosa, the Schools Division Superintendent, and Ms. Christine Lorraine T. Tijing, the school head. The land for the school, which covers an area of 2.7 hectares, was generously donated by former Congressman Arnie A. Teves. In 2018, the school was renamed from Malabugas High School to Enzo Nicolai T. Teves High School, in honor of the late Enzo Nicolai, the son of Congressman Teves.

The school was located at Barangay Malabugas, just a ten-minute drive from Bayawan City proper. As of the current academic year, Enzo Nicolai T. Teves High School serves 494 Junior and Senior high students. The school boasts a range of facilities, including one four-story building with 10 classrooms, two two-story

buildings with four classrooms each, three duplex buildings with six classrooms, and one dedicated Technical-Vocational and livelihood workshop.

The faculty consists of 19 dedicated teachers, supported by one Administrative Assistant (ADAS), two security guards from the Local Government Unit (LGU), and one utility staff member funded by the school's Maintenance and Other Operating Expenses (MOOE). The school continues to grow, providing quality education to the youth of Barangay Malabugas and surrounding areas.

Enzo Nicolai T. Teves High School was becoming one of the most prominent schools in the Schools Division of Bayawan City. The institution has earned numerous awards. It also maintained a consistent 100% passing rate in both NC II in Organic Agricultural Production

and NC I in Automotive Servicing for the past five years.

Pagatban High School was established through the efforts of Corazon D. Cadalso with the assistance of Brgy. Officials and local government representatives of Bayawan City, Negros Oriental. It was founded in June 2010. It is easily accessible by all forms of vehicles and located 8 kilometers away from the city's center. The land area was approximately 10,000 square meters. The school begins operations as an annex of Bayawan National High School. Mrs. Cadalso supervised the 34 first year students then in August 2010 Mrs. Annaluz Macabuingil was assigned to Pagatban High School and took on the duties of an advisor and a subject teacher. The following year, two teachers were added to manage and handle the first and second year students. In the same year, the school transitioned from a make shift classroom to a new 2CL Building constructed by the City of Bayawan.

At present, PHS has 259 students with 2 storey 3 CL, 2 3CL Building, 3 2CL Building and 1 TVL Laboratory, 11 teachers, 1 head teacher, 1 administrative assistant.

Batinguel Elementary School opened its first doors in 1939 in one of the residential houses in the community. When Japanese troops arrived it was closed. It resumed operation in 1945 on a new site which is the present site. This is a 10,000 sq. meter area that is purchased by the City Government in 1956 the school became a complete elementary school located along Palinpinon Road, Brgy. Batinguel, Dumaguete City.

The school has a total of 38 teachers, 1 principal, 2 assistant principals, 1 administrative officer, 1 administrative assistant, 1 school guard, 2 Administrative aides and 1 night watchman.

This Enhanced School Improvement Plan focuses on the three components namely: 1. School's Situation, 2. Integration of the Continuous Improvement Process and 3. Monitoring and Evaluation System. The First and Second Chapters contain the school's current situation and other salient data relative to the strategic planning and how the school relates its eSIP to DepEd's vision, mission and core values. On the other

hand, the Third and Fourth Chapters, BATES' strategic plans are revealed and presented. The Gap Analysis, Identification of Priority Improvement Areas and the Root Cause Analysis are discussed in this component. Lastly, on the Fifth and Sixth Chapters are the monitoring and evaluation mechanism as well as the risk management. This explains the system and procedures to monitor and evaluate the success of the Annual Implementation Plan (AIP) and the SIP. This part also identifies key personnel who will work to monitor and evaluate all aspects in the eSIP.

Calinga-an Elementary School was a distinguished institution committed to academic excellence, character development, and holistic learning. The school has an area of 4,827 square meters and 2 kilometers away from the district's center. It is situated at the hillside in Calinga-an, Sevilla, Bohol. Established in 1957 as primary school with two teaching force. The school has built a strong reputation for providing high-quality education that nurtures intellectual curiosity, creativity, and leadership skills.

With a dedicated team of educators, modern facilities, and a learner-centered approach, and with the cooperation of Brgy. officials, it became an Elementary School in 2016 with 4 teachers and 1 school head composes of 58 learners at present.

Through innovation and a commitment to continuous improvement, Calinga-an Elementary School remains a pillar of educational excellence, empowering learners to achieve their full potential and become responsible global citizens.

Respondents

There were seventy five (75) total respondents of this study headed by four (4) school principals for each school and seventy one (71) teaching staff of the four (4) selected public schools of Bohol, Dumaguete City and Bayawan City Division.

Displayed below is the school and the number of respondents involved in this study.

Table 1
Distribution of Respondents

NAME OF SCHOOL	GROUP OF RESPONDENTS					Percent (%)
	Principal		Teaching Staff		Total	
	M	F	M	F		
Enzo Nicolai T. Teves High School	1	0	7	9	17	22.67
Pagatban Junior and Senior High School	1	0	2	9	12	16.00
Batinguel Elem.School	1	0	6	34	41	54.66
Calinga-an Elementary School	0	1	0	4	5	6.67
TOTAL	3	1	15	56	75	100.00

Instrument

This study utilized a researcher-adapted and modified instruments. The questionnaire is divided into four (4) parts: (1) the respondents' profile, The second one is the extent of motivational leadership strategies of school heads with four indicators as to positive characteristics and behaviors, behavior, teaching learning effectiveness.

The third (3) instrument is the Job Satisfaction Questionnaire. This questionnaire measures the level of job satisfaction. It was developed and validated by Miguel in 1980 and has been adapted and modified by Galacio in 1985 to suit the educational setting (Salazar 1989). There are 38 items in the questionnaire which are patterned from the two sets of factors—hygiene and motivators—as described by Herzberg in his theory.

The response modes to this questionnaire are arranged in numeric scales with the following interpretation.

5- Very Satisfied, which means that the respondent is happy with conditions or characteristics connected with his/her job all the time

4- Satisfied, which means that the respondent is happy with conditions or characteristics connected with his/her job most of the time.

3- Neither Satisfied nor Dissatisfied, which means that the respondent is generally in different with the conditions nor characteristics.

2- Dissatisfied, which means that the respondent is not happy with the conditions nor characteristics of his/her job most the time.

1- Very Dissatisfied, which means that the respondent is not happy with the conditions nor characteristics of his/her job all the time.

Lastly is the Interview the guide questions. A self-constructed interview guide is to be used for each focus group discussion (FGD) interview.

Data Gathering Procedures

To gather the needed data, the researchers asked a letter of permission from the Schools Division Superintendent to seek approval for the conduct of the study. Permission was secured from each principal or school heads of the respondent-schools to facilitate the identification of the teacher-respondents. Similarly, teachers are given a letter of consent to indicate that they are willing to serve as respondents of the study.

The respondents were given a set of questionnaires for the needed data. They were scheduled for personal interviews depending upon the availability of their time and place where they were convenient. The researcher administered the open-ended questionnaires so that follow up questions could be raised based on the responses gathered. The researcher's personal observations were taken down to validate the answers and the narrations given by the key informants. Hence, this study made used of observations, in-depth interviews, discussions and narrative analysis of the experiences.

Likewise, the filled-out questionnaires were personally gathered by the researcher on the dates scheduled by the respective school heads after consulting with the teacher-respondents and their students.

After which, the data were collated, tallied, and subjected to statistical analysis for further interpretation of data.

Statistical Treatment of Data

The gathered data were tabulated for the analysis using the following:

1. Frequency and Simple Percentage was used to determine the profile, distribution of the respondents in the public elementary schools of the three select schools of Samar Leyte Division.
2. The Weighted Mean and Standard Deviation was used to determine the accurate job satisfaction and the teachers' performance.
3. Pearson r correlation coefficient using SPSS was used to determine the relationship between job satisfaction towards teachers' performance.
4. Chi-square test was used to determine the significant relationship between teachers' level of emotional intelligence towards teachers' performance.

Scoring Procedure

In order to determine the extent of motivational strategies as demonstrated by school heads and the level of teaching job satisfaction of the teachers, the following ranges and categories are to be used.

The interpretation of findings were based on the following parameters:

I. Parameters Limits on the Extent of Motivational Strategies as demonstrated by school heads

Scale	Range	Category	Description
4	3.26 – 4.00	Strongly Agree	Strongly favours the statement with little disagreement
3	2.51 – 3.25	Agree	Favours the statement with a little disagreement
2	1.76 – 2.50	Disagree	Not in favour with the statement but with a little agreement
1	1.00 – 1.75	Strongly Disagree	Strongly is not in favour with the statement without a little agreement.

II. Parameter Limits on the Level of Teaching Job Satisfaction of the teachers

Scale	Range	Category	Description
5	4.21 – 5.00	Very Satisfied	Happy with the condition all the time
4	3.41 – 4.20	Satisfied	Happy with the condition most of the time
3	2.61 – 3.40	Neither Satisfied nor Dissatisfied (NSD)	Generally in different with the condition
2	1.81 – 2.60	Dissatisfied	Not happy with the condition most of the time
1	1.00 – 1.80	Very Dissatisfied	Not happy with the condition all the time

V. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

RESPONDENTS PROFILE

School Head

Understanding the profile of school heads is crucial in examining the role of motivational-driven leadership, especially in its influence on instruction-related satisfaction. The data collected reflect the demographic and professional characteristics of the school heads involved in the study. These characteristics provide a context for interpreting their leadership practices and how these might relate to the contentment of instructional personnel.

Table 2

Age	f	%
Over 55 years old	0	0.00
51–55 years old	2	40.00
46–50 years old	1	20.00
41–45 years old	1	20.00
36–40 years old	1	20.00
31–35 years old	0	0.00
25–30 years old	0	0.00

Under 25 years old	0	0.00
Total	5	100.00
Average		47.00
Std Dev		6.52

The data in Table 1 illustrates that most of the school heads fall within the 51–55 age range (40%), with the remaining respondents distributed evenly across the 46–50, 41–45, and 36–40 age brackets. No respondents are younger than 36 or older than 55. The average age is 47, indicating that the school heads are seasoned professionals likely to have significant leadership experience. With a standard deviation of 6.52, there is moderate variation, suggesting a generally mature and stable leadership demographic, likely bringing consistency and a wealth of experience to their roles.

Table 3
Gender

Gender	f	%
Male	4	80.00
Female	1	20.00
Total	5	100.00

Table 2 highlights that most of the school heads are male (80%), with only one female respondent (20%). This gender distribution may reflect existing trends in educational leadership roles, where males are often more represented in administrative positions. Such a skewed distribution could influence the way motivational strategies are executed and perceived, particularly if gendered leadership styles come into play.

Table 4
Civil Status

Civil Status	f	%
Single	0	0.00
Married	5	100.00
Separated	0	0.00
Widow/Widower	0	0.00
Single Parent	0	0.00
Total	5	100.00

From the data shown in Table 3, all school heads are married. This uniformity suggests a shared life stage which may contribute to similar leadership approaches

or time management practices. Being married may also suggest a sense of stability and personal grounding, which can positively affect leadership focus and interpersonal relationships in the school setting.

Table 5

Highest Educational Attainment	f	%
Doctorate Degree	1	20.00
Master's Degree	4	80.00
Bachelor's Degree	0	0.00
Total	5	100.00

The data in Table 4 illustrates that a significant majority (80%) of the school heads hold a Master's degree, with one having attained a Doctorate. This level of academic attainment reflects a high regard for educational advancement and professional development. Their qualifications suggest that they are well-equipped to lead with insight, theory-based practice, and strategic decision-making that could directly influence instructional satisfaction and motivation among teachers.

Table 6
Length of Service

Length of Service	f	%
Above 36 years	0	0.00
31–35 years	0	0.00
26–30 years	1	20.00
21–25 years	2	40.00
16–20 years	2	40.00
11–15 years	0	0.00
6–10 years	0	0.00
2–5 years	0	0.00
1 year and below	0	0.00
Total	5	100.00
Average	22.00	

Table 5 highlights that all school heads have served for over 15 years, with 80% having between 16 and 25 years of service and one having over 25 years. The average length of service is 22 years, indicating a deep-rooted familiarity with school operations and educational leadership. This extensive experience likely contributes to their competence in adopting motivational strategies that foster instructional

contentment. Their longevity also suggests established relationships with staff, enhancing trust and influence.

Table 7

Performance Rating

Performance Rating	f	%
Outstanding (Above 93)	2	40.00
Very Satisfactory (75–92)	3	60.00
Satisfactory (50–74)	0	0.00
Moderately Satisfactory (30–49)	0	0.00
Unsatisfactory (10–29)	0	0.00
Total	5	100.00
Average	87.30	

From the data shown in Table 6, all school heads received high performance ratings, with 40% rated “Outstanding” and 60% as “Very Satisfactory.” The average performance rating is 87.30, reinforcing the credibility and effectiveness of their leadership. High ratings typically correlate with strong institutional outcomes and reflect positively on their ability to create supportive environments where instructional contentment can thrive.

Table 8

Relevant Trainings/Seminars Attended

Relevant Trainings/Seminars Attended	f	%
National	5	100.00
Regional	0	0.00
Local	5	100.00
Total	10	200.00

Table 7 illustrates that all school heads attended both national and local trainings, indicating their continuous engagement with capacity-building activities. However, none reported participation in regional training. Their exposure to national-level seminars may introduce broader perspectives and leadership innovations, while local trainings ensure contextual relevance. The combination of both levels contributes to a balanced and informed leadership style that can adapt motivation strategies to the needs of instructional staff.

Teachers

The profile of teachers provides essential context in understanding how motivational-driven leadership

influences instruction-related contentment. Key demographic and professional characteristics such as age, gender, civil status, educational attainment, length of service, performance ratings, and training exposure offer insights into the teaching force’s capacity, readiness, and receptivity toward leadership dynamics within their institutions.

Table 9

Age

Age	f	%
Over 55 years old	9	12.86
51–55 years old	7	10.00
46–50 years old	6	8.57
41–45 years old	10	14.29
36–40 years old	12	17.14
31–35 years old	12	17.14
25–30 years old	14	20.00
Under 25 years old	0	0.00
Total	70	100.00
Average	40.30	
Std. Dev.	9.71	

The data in Table 1 illustrates that most of the teaching workforce falls between the ages of 25 and 40, comprising over 54% of the respondents. The average age is 40.30, indicating a well-balanced blend of youthful energy and maturing experience. The absence of teachers under 25 years old suggests hiring trends may lean toward professionals with some degree of maturity or prior experience. Meanwhile, the presence of older age groups (particularly those over 45) adds institutional memory and mentorship potential to the teaching community. Such an age distribution can foster both innovation and tradition in instructional practice.

Table 10

Gender

Gender	f	%
Male	16	22.86
Female	54	77.14
Total	70	100.00

Table 2 highlights that a substantial majority of the respondents are female, making up 77.14% of the teaching population. This reflects a common trend in the education sector, particularly at the basic and

secondary levels, where women often dominate teaching roles. The gender dynamic may influence collaborative practices and the communication climate within schools, which can, in turn, affect how leadership strategies are received and how motivation is cultivated.

Table 11
Civil Status

Civil Status	f	%
Single	19	27.14
Married	49	70.00
Separated	0	0.00
Widow/Widower	1	1.43
Single Parent	1	1.43
Total	70	100.00

From the data shown in Table 3, a large proportion (70%) of teachers are married, while a smaller group remains single. Only 2.86% fall into other civil status categories. The predominance of married individuals may be indicative of a stable workforce, often characterized by established routines and long-term professional commitment. Life responsibilities linked to marital status may also affect teachers' perspectives on work-life balance, potentially shaping their expectations of leadership support and motivational influence.

Table 12
Highest Educational Attainment

Civil Status	f	%
Single	19	27.14
Married	49	70.00
Separated	0	0.00
Widow/Widower	1	1.43
Single Parent	1	1.43
Total	70	100.00

The data in Table 4 illustrates that a significant majority of teachers (74.29%) hold a Bachelor's degree, while a quarter have pursued postgraduate education. Only one teacher holds a Doctorate. This educational profile suggests a well-grounded faculty base, with many likely still open to or currently pursuing professional development. The considerable portion of Master's degree holders also points to an active interest in educational growth, which may align

well with leaders who use motivation as a tool to inspire continued learning and innovation in the classroom.

Table 13
Length of Service

Length of Service	f	%
Above 36 years	0	0.00
31–35 years	0	0.00
26–30 years	4	5.71
21–25 years	6	8.57
16–20 years	15	21.43
11–15 years	15	21.43
6–10 years	15	21.43
2–5 years	12	17.14
1 year and below	3	4.29
Total	70	100.00
Average	12.57	

Table 5 highlights that teachers are generally experienced, with nearly two-thirds having served for more than 10 years. A noteworthy portion, 17.14%, have 2–5 years of service, suggesting a steady influx of newer educators into the system. With an average of 12.57 years of service, the group reflects both seasoned and fresh perspectives. Such a combination can create dynamic collaboration, with experienced mentors and adaptive newer teachers potentially responding well to motivational leadership that acknowledges individual contributions and fosters professional growth.

Table 14
Performance Rating

Performance Rating	f	%
Outstanding (Above 93)	24	34.29
Very Satisfactory (75–92)	46	65.71
Satisfactory (50–74)	0	0.00
Moderately Satisfactory (30–49)	0	0.00
Unsatisfactory (10–29)	0	0.00
Total	70	100.00
Average	86.76	

From the data shown in Table 6, all teachers received high performance evaluations, with no ratings falling below "Very Satisfactory." The fact that 34.29% were rated as "Outstanding" indicates a strong culture of excellence and commitment to quality instruction. An

average performance rating of 86.76 supports the view that these teachers are not only competent but also consistently achieving desirable outcomes. This kind of professional environment is conducive to motivation, particularly when leaders recognize high performance and reinforce a culture of appreciation and development.

Table 15
Relevant Trainings/Seminars Attended

Relevant Trainings/Seminars Attended	f	%
National	24	34.29
Regional	27	38.57
Local	55	78.57
Total	106	151.43

The data in Table 7 illustrates that teachers are actively engaged in training, with most having attended local seminars (78.57%), followed by regional (38.57%) and national (34.29%) events. This exposure to various levels of training shows a workforce invested in continuous learning. The overlap in participation indicates that many teachers have joined multiple

training events. Such professional development experiences enhance competence and adaptability, which leaders can harness by aligning motivational practices with new strategies and insights gained through training.

VI. EXTENT OF MOTIVATIONAL LEADERSHIP STRATEGIES AS DEMONSTRATED BY SCHOOL HEADS

This section presents the perceptions of both school heads and teachers regarding the extent to which school heads demonstrate motivational leadership strategies. The evaluation focuses on three critical areas: positive characteristics, behavior, and teaching-learning effectiveness. Each area is assessed through specific indicators, and responses are quantified using mean scores and standard deviations. The findings provide a deeper understanding of how leadership attributes and actions influence school dynamics and instructional success.

Table 16
Positive Characteristics

Positive Characteristics	Mean	Std. Dev.	Description
1. Is always constructive and optimistic in his leadership of the school either with the use of democratic or autocratic type of leadership	3.77	0.4215	Strongly Agree
2. Is innovative person and encourages teachers to be innovative	3.61	0.4755	Strongly Agree
3. Is an appreciative person and often appreciate teachers	3.87	0.3422	Strongly Agree
4. Is not stiff but flexible in his dealings teachers and students	3.73	0.4452	Strongly Agree
5. Is appreciative and guides the teachers to develop a sense of humor	3.71	0.4584	Strongly Agree
6. Provides personal loyalty to the teachers	3.57	0.4979	Strongly Agree
7. Awards teachers with impressive titles	3.45	0.5012	Strongly Agree
8. Makes diplomatic approach to teacher when he makes mistakes	3.65	0.4791	Strongly Agree
9. Is very punctual and encourages punctuality among teachers	3.49	0.5006	Strongly Agree
10. Always expect better p			

The data in Table 1 illustrates that school heads are widely perceived to exhibit strong positive characteristics, with an average weighted mean of 3.65 indicating a general agreement that these traits are present to a high degree. The highest mean is observed in item 3, “Is an appreciative person and often appreciates teachers,” scoring 3.87 with a low standard deviation of 0.3422, indicating strong agreement and consistency among respondents. This suggests that appreciation is a dominant and well-recognized trait

among school heads, fostering motivation and morale. On the other hand, awarding teachers with impressive titles yielded the lowest mean score of 3.45 and the highest standard deviation at 0.5012, implying that this trait may be less emphasized or applied inconsistently across schools. Overall, the high ratings affirm that positivity and emotional connection are central to leadership effectiveness in the school environment.

Table 17
Behavior

Behavior	Mean	Std. Dev.	Description
1. Acknowledges teachers' achievements	3.75	0.4373	Strongly Agree
2. Cares for teachers' egos	3.75	0.4378	Strongly Agree
3. Is sympathetic and emphatic to his teachers	3.87	0.3422	Strongly Agree
4. Encourages hardworking teachers	3.80	0.4350	Strongly Agree
5. Gives appropriate workload	3.64	0.5363	Strongly Agree
6. Creates professional competition among teachers	3.48	0.5780	Strongly Agree
7. Acts like a role model for the teachers	3.64	0.4832	Strongly Agree
8. Believes in fair play on all matters	3.67	0.4746	Strongly Agree
9. Never compromises on disciplinary issues	3.56	0.5512	Strongly Agree
10. Writes annual confidential reports about teachers realistically and timely	3.51	0.5544	Strongly Agree
11. Motivating through fair and prudent financial management, regular payment of salaries and remuneration, and the provision of necessary instructional technological material	3.49	0.5033	Strongly Agree
12. Ensures the regular payment of salaries to teachers and other remunerations	3.63	0.5396	Strongly Agree
13. Leads and assists his teachers to gain achievable targets	3.69	0.4642	Strongly Agree
14. Handles school financial matters prudently and fairly	3.56	0.4997	Strongly Agree
15. Regularly provides instructional material and technologies for teachers	3.51	0.5033	Strongly Agree

16. Provides extra financial incentives to teachers for extra work done	3.37	0.6385	Strongly Agree
17. Gives appropriate relief time to teachers	3.71	0.4584	Strongly Agree
18. Criticizes teachers constructively	3.79	0.4440	Strongly Agree
19. Expresses his opinions to teachers in an interactive manner	3.80	0.4027	Strongly Agree
20. Applies leave rules equally and fairly	3.76	0.4300	Strongly Agree
21. Develops a habit of self-study among teachers	3.65	0.4791	Strongly Agree
Average Weighted Mean	3.65		Strongly Agree

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

Table 2 highlights that behavioral traits demonstrated by school heads are highly valued by both groups of respondents, with an overall mean of 3.65, reinforcing the consistency of positive perceptions. The most notable item is “Is sympathetic and empathetic to his teachers” with a mean of 3.87 and the lowest standard deviation (0.3422), reflecting both high regard and strong consensus. The behaviors of encouraging hardworking teachers (3.80) and using interactive communication (3.80) also scored significantly high,

reinforcing the importance of engagement and support in teacher motivation. Conversely, the lowest score was recorded on “Provides extra financial incentives to teachers” (3.37, SD = 0.6385), suggesting financial rewards may be inconsistently applied or viewed as less essential compared to relational and emotional support. This pattern reinforces the notion that effective motivational leadership relies more on behavior-driven interaction than material incentives.

Table 18
Teaching-Learning Effectiveness

Teaching–Learning Effectiveness	Mean	Std. Dev.	Description
1. The allotment of duties to teachers according to their interests and choices enhances their performance and effectiveness in the teaching-learning process	3.83	0.3811	Strongly Agree
2. Teachers' job security measures by the principal enhance the effectiveness of the teachers in their career	3.76	0.4603	Strongly Agree
3. The provision of ample chances for teachers' professional growth helps in boosting the performance and effectiveness of teachers in their careers	3.79	0.4124	Strongly Agree
4. Self-study for professional growth among teachers	3.65	0.4791	Strongly Agree
5. Appropriate placement of teachers in positions where their individual abilities can be fully utilized increases their teaching performance and effectiveness	3.79	0.4124	Strongly Agree
6. Financial incentives to teachers for extra work done motivate them to perform better and more effectively in their various functions	3.73	0.4746	Strongly Agree
7. Assistance and guidance by principals in achieving target goals and objectives augment teachers' effectiveness in the education process	3.57	0.6404	Strongly Agree
8. Timely recommendations of teachers for promotion enhance their performance in their teaching functions	3.80	0.4350	Strongly Agree

9. Principals' trust in teachers' abilities to achieve desired goals leads to improved performance and effectiveness among teachers	3.77	0.4524	Strongly Agree
10. Financial incentives to teachers for better performance lead to increased performance and effectiveness	3.67	0.4746	Strongly Agree
Average Weighted Mean	3.74		Strongly Agree

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

From the data shown in Table 3, school heads are perceived to strongly contribute to enhancing teaching-learning effectiveness, as reflected in the high overall mean of 3.74. The highest individual score of 3.83 was observed for “The allotment of duties based on teacher interests,” indicating that personalized task assignments significantly boost motivation and instructional effectiveness. Similarly, providing opportunities for professional growth and appropriate placement of teachers also received high ratings (3.79), emphasizing that alignment of roles and development pathways directly enhances educational performance. The lowest mean score (3.57) was seen in “Assistance and guidance by principals in achieving goals,” which, despite still being within the “Strongly Agree” range, may suggest some room for improvement in strategic or goal-oriented leadership support. These findings reveal that leadership rooted

in trust, growth, and thoughtful role assignments creates a ripple effect on teacher motivation and classroom success.

VII. LEVEL OF TEACHING RELATED SATISFACTION OF THE TEACHERS

This section presents the teachers’ level of satisfaction with various aspects of their professional experience. The indicators cover four domains: physical condition, compensation, decision-making, and relationships. Each domain was assessed using descriptive statistics mean and standard deviation to measure overall satisfaction and highlight specific strengths or areas for improvement. The following tables summarize the perceptions of the respondents.

Table 19
Physical Condition

Physical Condition	Mean	Std. Dev.	Description
1. The nature of my work.	4.60	0.6367	Very Satisfied
2. The time allotted to complete assigned tasks in my work.	4.25	0.7369	Very Satisfied
3. The interest and concern that the management shows for my job.	4.59	0.6172	Very Satisfied
4. The clarity of procedures, rules and regulations in the organization.	4.47	0.7941	Very Satisfied
5. The comforts of physical working conditions (place of work, light, noise) in my job.	4.37	0.8346	Very Satisfied
6. The teaching of new skills by my administrator.	4.37	0.7123	Very Satisfied
7. The appreciation given by my administrator and co-workers for the job I do for the school.	4.51	0.7600	Very Satisfied
8. The challenge of the nature of my job.	4.32	0.7006	Very Satisfied

9. The fairness of school authorities regarding school promotions.	4.36	0.7286	Very Satisfied
10. The fairness of authority in school.	4.61	0.4903	Very Satisfied
11. The technical facilities for the work in the school.	4.39	0.5426	Very Satisfied
12. The positive for creativity.	4.17	0.6114	Satisfied
13. The delegation of tasks by the job administrator.	4.27	0.5980	Very Satisfied
Average Weighted Mean	4.41		Very Satisfied

Legend: 4.21 – 5.00 Very Satisfied, 3.41 – 4.20 Satisfied, 2.61 – 3.40 Neither Satisfied, 1.81 – 2.60 Dissatisfied, 1.00 – 1.80 Very Dissatisfied

The data in Table 1 illustrates that teachers are very satisfied with the physical conditions of their work, as reflected in the overall mean of 4.41. The highest rating, 4.61, was given to the fairness of school authority, suggesting that teachers feel well-treated and respected by leadership. The nature of their work (4.60) and management's concern for their jobs (4.59) also received high satisfaction levels, indicating alignment between teacher roles and administrative support. However, “opportunities for creativity”

received the lowest score (4.17) and was the only item marked as “Satisfied” rather than “Very Satisfied.” While still positive, this implies that some teachers may feel limited in expressing innovative approaches or ideas. Overall, the physical and administrative environment supports teacher engagement and morale, though more avenues for creative expression could further enhance satisfaction.

Table 20
Compensation

Compensation; (rewards and incentives)	Mean	Std Dev	Description
1. The level of promotions I have reached in my job.	4.19	0.5376	Satisfied
2. The salary I get my job.	3.88	0.7704	Satisfied
3. The security of my job.	4.39	0.5426	Very Satisfied
4. The fringe benefits I presently enjoy.	4.11	0.6605	Satisfied
5. The productivity incentives in my job.	4.13	0.6844	Satisfied
6. The recognition I have received for outstanding job accomplishments.	4.12	0.6967	Satisfied
7. The sense of accomplishment and achievement after I complete the job.	4.52	0.5541	Very Satisfied
Average Weighted Mean	4.19		Satisfied

Legend: 4.21 – 5.00 Very Satisfied, 3.41 – 4.20 Satisfied, 2.61 – 3.40 Neither Satisfied, 1.81 – 2.60 Dissatisfied, 1.00 – 1.80 Very Dissatisfied

Table 2 highlights that teachers are generally satisfied with their compensation, with an overall average of 4.19, just shy of the “Very Satisfied” threshold. The strongest satisfaction is shown in the sense of

accomplishment and achievement (4.52), which reflects the intrinsic rewards of teaching. Teachers also feel very secure in their jobs (4.39), underscoring the value of job stability in fostering satisfaction.

However, their salary received the lowest mean score (3.88) and the highest variability (0.7704), suggesting a broader disparity in opinions likely reflecting differing perceptions based on tenure or expectations. The data suggests that while financial rewards are

important, non-monetary forms of recognition and a sense of purpose also significantly contribute to teachers' satisfaction.

Table 21
Decision-Making

Decision-Making	Mean	Std Dev	Description
1. The tasks I am responsible for in my job.	4.48	0.5541	Very Satisfied
2. The interest I have in the nature of my job.	4.56	0.5261	Very Satisfied
3. The feeling that I have for in my work.	4.16	0.5876	Satisfied
4. The prestige of my job inside and outside the school.	4.51	0.5295	Very Satisfied
5. The conditions of my accomplishments to the realization of the school's goals.	4.56	0.5261	Very Satisfied
6. The opportunities to learn new skills in my job.	4.63	0.5139	Very Satisfied
7. The attitude ,I have for my job.	4.64	0.5363	Very Satisfied
8. The possibilities of being promoted in my job.	4.49	0.6652	Very Satisfied
9. The opportunities for problem-solving in my job.	4.47	0.5022	Very Satisfied
10. My personal commitment to my job.	4.63	0.4869	Very Satisfied
11. The opportunities to participate in decision-making in the job.	4.61	0.5171	Very Satisfied
12. The sense of pride in my job.	4.64	0.5104	Very Satisfied
13. The openness to new ideas by the management.	4.61	0.5171	Very Satisfied
Average Weighted Mean	4.54		Very Satisfied

Legend: 4.21 – 5.00 Very Satisfied, 3.41 – 4.20 Satisfied, 2.61 – 3.40 Neither Satisfied, 1.81 – 2.60 Dissatisfied, 1.00 – 1.80 Very Dissatisfied

From the data shown in Table 3, teachers feel very satisfied with their involvement in decision-making processes, with a strong average of 4.54. The highest-rated indicators are attitude toward job, sense of pride, and opportunities to learn new skills each scoring 4.64. These scores indicate that teachers not only enjoy their work but also feel empowered, valued, and engaged in contributing to school success. Even though feeling toward work scored slightly lower (4.16), it still falls within the “Satisfied” range and does not significantly

detract from the overall positive sentiment. The generally low standard deviations reflect consistent agreement among respondents. This strong sense of ownership and participation likely enhances motivation and reinforces a culture of collaboration.

Table 22
Relationship

Relationship	Mean	Std Dev	Description
1. The cordially of my relationship with my fellow workers.	4.64	0.5104	Very Satisfied
2. The cordially of my relationship with my administrator.	4.57	0.5244	Very Satisfied
3. The sense of belonging I have when working with my fellow workers.	4.64	0.5104	Very Satisfied
4. The ease of communication between the administrators and teachers.	4.57	0.5244	Very Satisfied
5. The respect of my fellow workers for me in the school.	4.67	0.4777	Very Satisfied
Average Weighted Mean	4.62		Very Satisfied

Legend: 4.21 – 5.00 Very Satisfied, 3.41 – 4.20 Satisfied, 2.61 – 3.40 Neither satisfied, 1.81 – 2.60 Dissatisfied, 1.00 – 1.80 Very Dissatisfied

The data in Table 4 illustrates that relationships within the school environment are a major source of satisfaction for teachers. The highest score of 4.67 was attributed to respect from fellow workers, followed closely by cordial relationships and sense of belonging (both at 4.64). These figures indicate a warm and collaborative working atmosphere that likely contributes to reduced stress and increased productivity. The relatively low standard deviations (e.g., 0.4777 for respect) suggest uniformity in perceptions across the teaching staff. Healthy relationships both horizontal (among peers) and vertical (with administrators) play a vital role in sustaining motivation, well-being, and commitment to organizational goals.

VIII. SIGNIFICANT RELATIONSHIP BETWEEN THE SCHOOL HEADS EXTENT OF MOTIVATIONAL STRATEGIES AND TEACHING JOB SATISFACTION

This section explores whether there exists a statistically significant relationship between the school heads' motivational leadership strategies and the teachers' level of job satisfaction across four key areas: physical condition, compensation, decision-making, and relationship. The analysis is supported by computed r-values and p-values, which provide empirical insight into the strength and significance of the correlations observed.

Physical Condition	r - value	coef	p-value
Positive Characteristics/Behaviours	0.759816	0	
Behavior	0.759816	1.073864	< 0.000
Teaching-Learning Effectiveness	0.759816	0	
Compensation; (rewards and incentives)			
Positive Characteristics/Behaviours	0.737674	0	
Behavior	0.737674	1.024621	< 0.000
Teaching-Learning Effectiveness	0.737674	0	
Decision-Making			
Positive Characteristics/Behaviours	0.723288	0	
Behavior	0.723288	0.746212	< 0.000

Teaching-Learning Effectiveness	0.723288	0
Relationship		
Positive Characteristics/Behaviours	0.814707	0
Behavior	0.814707	0.778409 < 0.000
Teaching-Learning Effectiveness	0.814707	0

From the data shown in the table, it is evident that there is a strong and significant positive correlation between school heads' motivational strategies particularly in terms of behavioral dimensions and positive characteristics and various facets of teaching-related job satisfaction. The strongest relationship was recorded between motivational strategies and relationship satisfaction, with an r-value of 0.814707, which is not only the highest among all variables but also consistent across all three leadership dimensions (positive characteristics/behaviors, behavior, and teaching-learning effectiveness). This suggests that when school heads display motivational traits, particularly those rooted in mutual respect, empathy, and emotional intelligence, it greatly enhances how teachers perceive and experience interpersonal relationships within the school environment.

Equally notable is the relationship between motivational strategies and satisfaction in physical working conditions, which registered an r-value of 0.759816. This implies that the tone set by leadership impacts not only relational dynamics but also how teachers view their daily tasks, environment, and procedural clarity. When leadership is encouraging, appreciative, and structured, it tends to uplift satisfaction in physical and operational dimensions of teaching.

In terms of compensation, which includes rewards and incentives, a substantial correlation was also found with an r-value of 0.737674. Although financial rewards are typically more systemic and policy-driven, the data implies that motivational leadership especially behaviors involving recognition, communication, and fairness still positively shapes how teachers perceive their rewards and benefits, even in areas partially outside the direct control of school heads.

The area of decision-making showed a similarly strong relationship, with an r-value of 0.723288. Teachers

who experience inclusive and empowering leadership tend to report higher levels of satisfaction with how decisions are made and how their voices are acknowledged in the school setting. Leadership strategies that promote shared governance and participatory roles reinforce teachers' sense of value, agency, and connection to institutional goals.

It is worth noting that while the p-values across all behavior-based correlations are less than 0.000, clearly confirming statistical significance, the analysis also reveals a nuanced insight: positive characteristics and teaching-learning effectiveness, as individual categories, do not demonstrate direct effects with the factors of teaching-related satisfaction. This indicates that while traits and outcomes are essential, it is the actual behavior the demonstrated actions and decisions of the leader that solidifies the relationship between motivation and satisfaction. In essence, leadership becomes most impactful when it translates from intention and character into consistent, observable support for teachers' professional and personal well-being.

In conclusion, the findings establish that motivational leadership is significantly and positively associated with teacher satisfaction, particularly when expressed through behaviors that nurture relationships, encourage involvement in decision-making, and enhance day-to-day work conditions. This underscores the vital role of leadership presence, consistency, and emotional engagement in building a satisfied, motivated, and resilient teaching force.

IX. ISSUES AND CONCERNS ON THE TEACHERS JOB SATISFACTION RELATED TO SCHOOL HEADS MOTIVATIONAL STRATEGIES

Understanding the challenges that affect teachers' job satisfaction in relation to school heads' motivational leadership is essential in addressing workplace morale,

performance, and retention. This section presents identified concerns perceived by teachers that may hinder the effectiveness of motivational strategies implemented by school leaders. Each issue is assessed

through its corresponding mean and standard deviation to reflect the level and consistency of concern.

Table 23
ISSUES AND CONCERN

ISSUES AND CONCERNS	Mean	Std Dev	Description
1. Inconsistent recognition	3.49	0.6233	Low
2. Using one-size-fits-all approaches to motivation	3.28	0.7271	Low
3. Lack of meaningful professional development	3.55	0.6215	Low
4. Limited involvement in decision-making	3.64	0.5363	Low
5. Less communication and feedback	3.61	0.6344	Low
6. Excessive workload and lack of emotional support	3.24	0.8517	Low
7. Less genuine interest from the school leadership in addressing teachers' individual needs and challenges,	3.61	0.5903	Low
8. Insufficient support for workload management	3.36	0.9100	Low
9. Need of personalized recognition,	3.49	0.6446	Low
10. Less engagement of creating lesson plan to fit the curriculum	3.33	0.7229	Low
Average Weighted Mean	3.46		Low

Legend: 1.00 Very High, 2.00 High, 3.00 Moderately High, 4.00 Low

The data in Table __ illustrates that all listed concerns were rated within the “Low” range, yet the closeness of the average weighted mean (3.46) to the next level suggests that these issues are still moderately present and warrant attention. The most pressing concern, based on the highest mean (3.64), is limited involvement in decision-making. This implies that despite efforts to be inclusive, teachers still feel underrepresented in key school decisions, which may affect their ownership of tasks and institutional commitment.

Other concerns rated closely were less communication and feedback (3.61) and lack of genuine interest in individual teacher needs (3.61), both of which

highlight a communication gap between leadership and teaching staff. These scores suggest a need for stronger relational engagement and active listening from school heads, as consistent and personalized communication significantly contributes to how teachers perceive motivation and support.

Interestingly, lack of meaningful professional development also emerged with a high mean (3.55), suggesting that opportunities for growth are not always aligned with teachers’ actual needs or interests. While schools may provide training, its impact may be diminished if it does not cater to individual goals or instructional challenges.

On the lower end of the spectrum, excessive workload combined with a lack of emotional support received a mean of 3.24, with the highest standard deviation (0.8517) among all items. This wide variation reflects differing experiences among teachers some may feel overwhelmed and unsupported, while others may be more adaptable or receive sufficient backing. The concern of insufficient support for workload management (3.36) aligns with this finding, underscoring a systemic challenge in balancing teaching duties and institutional expectations.

Meanwhile, one-size-fits-all motivational strategies (3.28) and less engagement in curriculum-aligned lesson planning (3.33) point to the need for leadership to adopt more differentiated and responsive motivational approaches that consider teacher diversity in style, subject area, and capacity.

In summary, although the concerns fall under the “Low” category, the ratings indicate recurring themes of limited teacher involvement, communication gaps, and insufficient personalization in leadership practices. These areas subtly affect teachers’ job satisfaction and may erode the full potential of motivational leadership if left unaddressed. The findings suggest a call for more inclusive, responsive, and individually-attuned leadership strategies to elevate teacher morale and ensure a more supportive and productive teaching environment.

X. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

This study determines on the school heads motivational strategies and their relationship to the teachers’ teaching job satisfaction of the select Public schools of Bohol, Dumaguete and Bayawan Division during the school year 2023-2024 as basis for motivation-based leadership plan. The study surveyed the following areas of concern: related to the profile of the respondent groups, the extent of motivational strategies as demonstrated by school heads as to the following positive characteristics, behaviors; and teaching-learning effectiveness. the level of teaching job satisfaction of the teachers in terms of physical condition; compensation (rewards and incentives; decision – making; and relationship. the issues and

concerns on the teachers’ job satisfaction related to school heads motivational strategies. 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

As to the extent of motivational leadership strategies as demonstrated by school heads. High ratings affirm that positivity and emotional connection are central to leadership. It highlights that behavioral traits demonstrated by school heads are highly valued by both groups of respondents. Effective motivational leadership relies more on behavior-driven interaction than material incentives. When it comes to Teaching-Learning Effectiveness school heads are perceived to strongly contribute to enhancing teaching-learning effectiveness, Findings reveal that leadership rooted in trust, growth, and thoughtful role assignments creates a ripple effect on teacher motivation and classroom success.

XI. LEVEL OF TEACHING RELATED SATISFACTION OF THE TEACHERS

This section presents the teachers’ level of satisfaction with various aspects of their professional experience. As to the physical condition data illustrates that teachers are very satisfied with the physical conditions of their work, as reflected. Overall, the physical and administrative environment supports teacher engagement and morale, though more avenues for creative expression could further enhance satisfaction. As to compensation it is being highlighted that teachers are generally satisfied with their compensation, indicating the “Very Satisfied” threshold. The data suggests that while financial rewards are important, non-monetary forms of recognition and a sense of purpose also significantly contribute to teachers’ satisfaction.

In the Decision-Making teachers feel very satisfied with their involvement in decision-making processes.

Relationship it reflects that relationships within the school environment are a major source of satisfaction

for teachers. A warm and collaborative working atmosphere that likely contributes to reduced stress and increased productivity. Healthy relationships both horizontal (among peers) and vertical (with administrators) play a vital role in sustaining motivation, well-being, and commitment to organizational goals.

Significant relationship between the school heads extent of motivational strategies and teaching job satisfaction. This section explores whether there exists a statistically significant relationship between the school heads' motivational leadership strategies and the teachers' level of job satisfaction across four key areas: physical condition, compensation, decision-making, and relationship.

From the data shown, it is evident that there is a strong and significant positive correlation between school heads' motivational strategies particularly in terms of behavioral dimensions and positive characteristics and various facets of teaching-related job satisfaction.

The strongest relationship was recorded between motivational strategies and relationship satisfaction, which is not only the highest among all variables but also consistent across all three leadership dimensions (positive characteristics/behaviors, behavior, and teaching-learning effectiveness).

Equally notable is the relationship between motivational strategies and satisfaction in physical working conditions.

In terms of compensation, which includes rewards and incentives, a substantial correlation was also found. Although financial rewards are typically more systemic and policy-driven, the data implies that motivational leadership especially behaviors involving recognition, communication, and fairness still positively shapes how teachers perceive their rewards and benefits, even in areas partially outside the direct control of school heads.

The area of decision-making showed a similarly strong relationship. Teachers who experience inclusive and empowering leadership tend to report higher levels of satisfaction with how decisions are made and how their voices are acknowledged in the school setting.

It is worth noting that while the p-values across all behavior-based correlations are less than 0.000, clearly confirming statistical significance, the analysis also reveals a nuanced insight: positive characteristics and teaching-learning effectiveness, as individual categories, do not demonstrate direct effects with the factors of teaching-related satisfaction.

In conclusion, the findings establish that motivational leadership is significantly and positively associated with teacher satisfaction, particularly when expressed through behaviors that nurture relationships, encourage involvement in decision-making, and enhance day-to-day work conditions. This underscores the vital role of leadership presence, consistency, and emotional engagement in building a satisfied, motivated, and resilient teaching force.

As to the issues and concerns on the teachers' job satisfaction related to school heads motivational strategies

Understanding the challenges that affect teachers' job satisfaction in relation to school heads' motivational leadership is essential in addressing workplace morale, performance, and retention. This section presents identified concerns perceived by teachers that may hinder the effectiveness of motivational strategies implemented by school leaders. Each issue is assessed through its corresponding mean and standard deviation to reflect the level and consistency of concern.

It is illustrated that all listed concerns were rated within the "Low" range, yet the closeness of the average weighted mean to the next level suggests that these issues are still moderately present and warrant attention. The most pressing concern, based on the highest mean is limited involvement in decision-making.

Other concerns rated closely were less communication and feedback and lack of genuine interest in individual teacher needs), both of which highlight a communication gap between leadership and teaching staff. These scores suggest a need for stronger relational engagement and active listening from school heads, as consistent and personalized communication

significantly contributes to how teachers perceive motivation and support.

Interestingly, lack of meaningful professional development also emerged with a high mean suggesting that opportunities for growth are not always aligned with teachers' actual needs or interests. While schools may provide training, its impact may be diminished if it does not cater to individual goals or instructional challenges.

On the lower end of the spectrum, excessive workload combined with a lack of emotional support received a mean of 3.24, with the highest standard deviation (0.8517) among all items. This wide variation reflects differing experiences among teachers some may feel overwhelmed and unsupported, while others may be more adaptable or receive sufficient backing. The concern of insufficient support for workload management (3.36) aligns with this finding, underscoring a systemic challenge in balancing teaching duties and institutional expectations.

Meanwhile, one-size-fits-all motivational strategies (3.28) and less engagement in curriculum-aligned lesson planning (3.33) point to the need for leadership to adopt more differentiated and responsive motivational approaches that consider teacher diversity in style, subject area, and capacity.

In summary, the findings suggest a call for more inclusive, responsive, and individually-attuned leadership strategies to elevate teacher morale and ensure a more supportive and productive teaching environment.

CONCLUSION

Motivational leadership is significantly and positively associated with teacher satisfaction, particularly when expressed through behaviors that nurture relationships, encourage involvement in decision-making, and enhance day-to-day work conditions. Furthermore, there is a strong and significant positive correlation between school heads' motivational strategies particularly in terms of behavioral dimensions and positive characteristics and various facets of teaching-related job satisfaction.

RECOMMENDATIONS

In the light of the findings, it is recommended that the output of the study may consider for the implementation.

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