
Motivational Skills of School Head and Teachers' Attitude and Performance in Leyte Agro-Industrial School

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Abstract — This study was aimed to investigate the Motivational Skills of School Head and how it affects teachers' Work Attitudes. The population of this study comprised all the 55 teachers of Leyte Agro-Industrial School. Two sets of questionnaires were used as research instruments to rate the School Head's Motivational Skills in Instruction, Internal Relations, Organizational Management, Administration, and External Relations and the Teaching Attitude Inventory. The coefficient of Contingency was used to determine the relationship between Motivational Skills and Teacher' attitudes.

Results show that there is a significant positive relationship between Motivational Skills and Teachers' Attitudes given the computed values of the following categories; Instructional $r(53) = .35, t=5.343$, , Internal Relations $r(53) = .62, t=7.778$, Organizational Management $r(53) = .30, t=5.112$, Administration $r(53) = .67, t=7.887$ and $r(53) = .67, t=7.887$, and External Relations $r(53) = .34, t=5.431$. This reveals that as the School Head's Motivational Skills level increases, the level of Work Attitudes of Teachers positively increases and vice versa.

It is concluded that the School Head's Level of Motivational Skills is directly related to Teachers' Attitudes. The School Head of Leyte Agro-Industrial School has exhibited better performance given the high Motivational Skills level resulting in teachers showing highly positive Work Attitudes in terms of Personal and Career Aspects.

It is recommended that further studies be conducted involving students and external stakeholders to triangulate the result. The Department of Education should craft programs and activities that promote harmonious relationships in schools, especially School Head- Teachers relationship.

Keywords — *Motivational Skills; Teachers' Attitude; Performance*

I. Introduction

Teachers who are well motivated to perform in their multi-faceted roles play a vital role in developing young minds. Well-motivated teachers are teachers who work and perform best.

The present-day situation in the Leyte Agro-Industrial School still portrays signs where improvement must take place. Overwhelming school discipline problems on students' behavior and attitude pose a tremendous challenge for the teachers to improve. Another challenge for the teachers is the demand to produce quality results based on an achievement test. These are the scenario that basically besets the t perform the expected role as teacher and manager. Nevertheless, the reward is compensatory. The development plan, tenure ship program, career pathing, high salary, good incentives are some of the teachers' motivations to work hard and perform best.

It is within this framework that this study must be pursued. This study focuses on the motivational skills of the school head and their relationship to the teaching attitude of teachers. Specifically, the role of the school head and teachers require execution of the details of the activities as they apply in the school setting. The teachers' environment requires distinct characteristics that need a separate set of roles that school managers must perform.

The motivational skills of the school head must be geared towards bringing all concerned stakeholders in the school towards their collective goals and objectives for the improvement of the school. It is a capacity to draw their interest and energy in working collaboratively to accomplish their organizational vision and mission. Teachers' performance must be associated with identifying and seizing every opportunity that will result in the school's progress, development, welfare, and the community where it is located.

Successful schools indicate that teaching attitude and motivation are necessary for improvement and change (Deal and Peterson, 2008). Without the school teachers being the front liners in providing support for risk-taking, encouraging student leadership, and working on the myriad or processes necessary for implementing improvement, the change would be improbable to succeed. And without the solid motivational support of the school head, teachers would go astray and demotivate. Especially in this time of the pandemic, where face-to-face classes are not yet allowed, the teachers are challenged to perform their duties and responsibilities due to restrictions.

School teachers who are influential leaders have superb interpersonal and human relationship skills; can excellently approach conflict management and resolve ambiguities satisfactorily; manage time wisely by integrating a cluster of demands vying for the attention of other stakeholders. They anticipate and adapt to changes in the environment by formulating new action plans, preparing for contingencies, and assessing and evaluating the effects of schooling on learners in times of pandemic.

Teachers are the key elements in influencing learning in any educational process. They are the front liners whose position demands excellent performance and interpersonal values in directing with the students. They are the moral agents of setting the quality of the environment and promoting relations with people characterized by mutual affection and scientific understanding (Ornstein, 2011).

The researcher is a High School Teacher for eight years with the insight to deeply measure the effect of change and extend the best technical assistance to both the school head and other teachers in their respective workplaces. It is the desire of the researcher to deeply measure the motivational approach of the appointed school head and its relation to the teachers' attitude and performance.

This study determines the relationship between the motivational skills of the School Head and the Attitude and Performance of Teachers in Leyte Agro-Industrial School, Leyte. The findings of the study will be the basis for a proposed enhancement plan.

Specifically, it seeks to answer the following questions:

1. What is the extent of the motivational skill of the School Heads of Leyte Agro-Industrial School as rated by the teachers with regards to:
 - 1.1 Instructional management
 - 1.2 Internal Relations
 - 1.3 Organizational Management
 - 1.4 Administration
 - 1.5 External Relations
 - 1.6 Planning?
2. What is the nature of the teaching attitude among teachers in the aspects of:
 - 2.1 Personal Attitude; and
 - 2.2 Work Attitude?
3. Is there a significant relationship between the motivational skills of the school head and the attitude of teachers?
5. What enhancement can be proposed based on the findings?

II. Methodology

Design. The descriptive-evaluative and correlational method will be utilized to determine the relationship between the motivational skills of the School Head to the secondary teachers' attitude and performance in Leyte Agro-Industrial School. The findings of the study will be the basis for a proposed enhancement plan.

Research Environment. The central locale of the study is the Leyte Agro Industrial School, Poblacion Leyte. Currently it has 1 school head and 55 secondary school teachers. There is 1193 student population.

Research Respondents. The study respondents will be the 55 secondary school teachers who will rate the motivational skills of the school head. All teachers are included, and they will also self-rate their teaching attitude. The performance of the 55 teachers based on the Results-based Performance Management System for S.Y. 2020-2021 will also be utilized.

Research Instruments. Two instruments were utilized in this study. The study instruments were validated tool on motivational skills adapted from the study of Dr. John Stewart of Hamburg University in 2008 on the work motivation among high school teachers that was also utilized in four research studies cited in the year 2010, 2014, 2015, and 2017. There are two indicators of the tool: Personal and Professional. The personal factor is focused on the unique attributes that have a certain effect on the working motivation of the teachers. The second indicator is on professional aspects, which cover indicators based on the social and reinforcement items that motivate teachers to work better. There are ten items for every indicator.

This is the parametric scale on Work Motivation:

Range	Description	Interpretation
4.21 – 5.00	Very High	When the item is 95-100% always observed and manifested
3.41– 4.20	High	When the item is 89-94% often observed and manifested
2.61 – 3.40	Moderate	When the item is 89-94%, sometimes observed and manifested
1.50 – 2.60	Low	When the item is 78-85% seldom observed and manifested
1.00 – 1.80	Very Low	When the item is 75-80% never observed and manifested

The second instrument was the tool for teaching attitude. This is adapted from Edgar Balisenio (2013) validated tool – Teacher and the Teaching Practices. The instrument is composed of the following indicators: Personal Attitude and Work Attitude. The tool was modified and validated to the neighboring school to suit the educational environment as setting of the study. This will be answered by the teachers.

This is the parametric scale on Teaching Attitude:

Range	Description	Interpretation
4.21 – 5.00	Very High	When the item is 95-100% always observed and manifested
3.41– 4.20	High	When the item is 89-94% often observed and manifested
2.61 – 3.40	Moderate	When the item is 89-94% sometimes observed and manifested
1.50 – 2.60	Low	When the item is 78-85% seldom observed and manifested
1.00 – 1.80	Very Low	When the item is 75-80% never observed and manifested

Research Procedure. The researcher sought the school head of Leyte Agro-Industrial School of Poblacion Leyte to conduct the study through a formal transmittal letter signed by the dean of the

graduate studies of Western Leyte College, the Schools Division Superintendent of Leyte. When the go signal to conduct the study will be granted, a short briefing will be done among the teachers involved. Administration of the first tool on Motivational Skills was administered on the first day. The classroom's answering of tools was done to observe the health protocols and social distancing measures and standards. The findings of the study will be tallied and computed based on parametric and non-parametric tools.

Treatment of the Data. The data gathered will be collated, tallied, tabulated and analyzed using the following statistical treatments:

1. To determine the motivational skills of the school head and teaching attitude of the teachers, the **Weighted Mean** was employed
2. To determine the relationship between the two variables: Teaching attitude and motivational skills, the **Coefficient of Contingency** was utilized.

$$C = \sqrt{\frac{\chi^2}{\chi^2 + n}}$$

χ^2 = chi-square

III. Results and Discussion

Table 1
Extent of Motivational Skill of the School Heads

Extent of Motivational Skill	Weighted Mean	Interpretation
A. Instructional		
1.using data to inform instruction	4.00	Often
2.developing a coherent educational program across the school	4.40	Always
3.using assessment results for program evaluation	4.50	Always
4.evaluating teachers and providing instructional feedback	4.60	Always
5.directing supplementary, after-school or summer instruction	4.10	Often
6. planning professional development for prospective teachers	3.90	Often
Average mean	4.25	Often
B. Internal Relations		
1.developing relationships with pupils	4.50	Always

2. communicating with parents and guardians	4.60	Always
3.attending school activities like sports events	4.80	Always
4. counseling staff about conflict with others	4.40	Always
5.talking to teachers about students problems	4.30	Always
6.interacting socially with other school staff	4.00	Often
Average Mean	4.43	Always
C. Organizational Management		
1.developing a safe school environment	4.50	Always
2. dealing with concerns from staff	4.30	Always
3.managing budgets and resources	4.00	Often
4.maintaining campus facilities	4.00	Often
5.managing personal, school-related schedule	4.40	Always
6.interacting/ networking with other principals	3.90	Often
Average Mean	4.18	Often
D. Administration		
1.managing student discipline	4.40	Always
2.fulfilling compliance requirements and paper works	4.50	Always
3.managing student services such as records and reporting	4.60	Always
4.implementing standardized tests	4.00	Often
5.managing student attendance-related activities	4.30	Always
6. fulfilling special education requirements	3.80	Often
Average Mean	4.27	Often
E. External Relations		
1.communicating with the district to obtain resources	4.00	Often
2.working with local community members/organizations	3.90	Often
3.utilizing district office communications to enhance goals	3.80	Often
4.sourcing out funds through fundraising	3.50	Often
Average Mean	3.88	Often

Table 1 shows the extent of motivational skills of School Head among the five categories; Instructional, Internal Relations, Organizational Management, Administration, and External Relations.

In terms of Instruction, the average weighted mean is 4.25, interpreted as Often. This implies evident motivational, instructional skills exhibited by the school head towards the school. Research shows that influential school leaders focus on improving classroom instruction, not just managerial tasks. A natural way for school leaders to take on the role of instructional leader is to

serve as a "chief" coach for teachers by designing and supporting strong classroom-level instructional coaching (Steiner and Kowal, 2021).

Under Internal Relations, the average weighted mean is 4.43 interpreted as often. This also shows a very high rate of skills by the school head under this category. Building relationships are the cornerstone of many aspects of educational leadership. According to Northouse (2015), every situation involving school leaders requires some degree of relational behavior. Building internal relationships—such as trust, collaboration, professional learning communities, distributed leadership, supervision, mentoring, coaching, and family school-community partnerships—reflects the relational nature of the school leader position.

For Organizational Management, an average mean of 4.18, interpreted as Often, also implies an evident manifestation of skills by the school head. Planning, Organization, and Management assume significance in the context of the head for ensuring the quality of primary education and in developing the skills about teacher development (Karnataka D.Ed Curriculum Framework 2012).

A very high average mean rate of 4.27 under Administration shows that the school head often exhibits these motivational skills. According to Paget (2019), the Administration aspect underpins the key to providing a well-rounded education that encompasses the whole child. Effective administration and operations support an education that goes well beyond imparting knowledge. Effective Administration allows teachers to focus on teaching.

Lastly, there is an average mean of 3.88 for External Relations interpreted as often. Among the five categories, External Relations has the lowest average mean rate. Despite this, it still shows a high average rate. The increased involvement of parents and community members in educational processes requires school leaders to develop stronger relationships than ever before (Stronge, Richard, & Catano, 2008). School leaders are called to create meaningful relationships with diverse stakeholder groups representing varied interests, positions, cultures, needs, values, and beliefs about education (Abaya & Normore, 2010; Henry & Woody, 2013).

Table 2
Work Attitude of Teachers

Indicators	Mean	Interpretation
A. Personal Attitude		
1. Maintains confidentiality	4.30	Very Good
2. Accepts and acts upon criticisms and suggestions	4.30	Very Good
3. Shows flexibility	4.28	Very Good
4. Express empathy	4.40	Very Good
5. Cooperates with academic and non-academic personnel	4.50	Very Good
6. Adapts to different personalities and situations	4.30	Very Good
7. Respects person in authority	4.30	Very Good
8. Observes fairness and impartiality in dealing with students	4.42	Very Good
Average	4.36	Very Good
B. Career Attitude		
1. Shows interest in the teaching profession	4.50	Very Good
2. Reflects and evaluates performance continuously	4.05	Good
3. Updates self of current trends in education	4.00	Good
4. Supports school rules and regulations	4.40	Very Good
5. Attends conference and in-service training	4.60	Very Good
6. Prepares and submits lesson plans and other requirements according to schedule	4.30	Very Good
7. Maintains accurate class records and students data	4.30	Very Good
Average	4.30	Very Good
Overall Rating	4.35	Very Good

Table 2 shows the nature of the Teaching/ Work Attitude among teachers in Personal Attitude and Career Attitude.

Regarding Personal Attitude, a very high average mean rate of 4.36, interpreted as Very Good, implies that the teachers exhibited these personal attributes towards their teaching career. These personal attitudes greatly influence one's behavior and performance in school. Under Career Attitude, a very high average rate of 4.35 interpreted as Very Good, also shows a positive attitude of teachers towards their career.

The above data indicates a remarkable positive level of attitudes of teachers towards work. This further means that teachers are highly motivated and committed to performing the different roles and responsibilities assigned to them.

Table 3.
Test of Relationships between Motivational Skills of School Head and the Teaching Attitudes of Teachers

Variables Correlated to Teaching Attitude	R	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Instructional	0.35	5.343	4.461	Reject Ho	Significant Relationship (Moderate)
Internal Relations	0.62	7.778	4.461	Reject Ho	Significant Relationship (Strong)
Organizational Management	0.30	5.112	4.461	Reject Ho	Significant Relationship (Moderate)
Administration	0.67	7.877	4.461	Reject Ho	Significant (Strong)
External Relations	0.34	5.431	4.461	Reject Ho	Significant (Moderate)

Table 3 shows a significant positive relationship between the Motivational Skills of the School Head and the Teaching Attitudes of Teachers. The five categories of Motivational Skills exhibited a positive correlation with Teaching Attitudes.

The first Motivational Skill (Instructional) is significantly related to Teaching Attitudes given the values; $r(53) = .35, t=5.343$. Internal Relations also has a strong significant relationship to Teaching Attitudes, $r(53) = .62, t=7.778$. In terms of Organizational Management, the computed values $r(53) = .30, t=5.112$, shows a moderately significant positive relationship to Teaching Attitudes. The other two categories, Administration and External Relations, also exhibited a significant positive relationship to Teaching Attitudes given the values; $r(53) = .67, t=7.887$ and $r(53) = .34, t=5.431$ respectively.

The result presented above reveals that as the Motivational Skills of the School Head increases, the higher will also be the level of Work Attitudes of Teachers and vice versa. Based on the study of Beavers (2016) teachers' attitudes toward their work were influenced by eight variables: the support they received from their administrative team, their perception of the administration's consistency and values, their relationship with their principal, the behaviors of their coworkers, their experiences with teacher collaboration, the internal feelings they had about teaching, and the external forces that affected their careers.

On the study conducted by Kursunoglula and Tanriogen (2008), there was a positive relationship between instructional leadership behaviors of their principals and teachers' attitudes towards organizational change.

Table 4.
Proposed Enhancement Plan

Parties Involved	Goal	Actions/ Strategy
Department of Education	Gather feedback from schools for continuous improvement; how to support school needs in realizing district and school visions	Designs programs to support school administrators and providing them enough training on leadership and building strong relationships with internal and external stakeholders
School Head	Assessing the needs of teachers and providing safe and supportive work environment	Craft activities within the school to develop a strong relationship with teachers and staff; create a culture of learning and risk taking. Take seminars or summer courses on teacher leadership.
Teachers	Building their own instructional capacity and deliver desirable work attitudes and goal-oriented behaviors.	Making reflection on actions is necessary to assess one's behavior, attitudes, and school practices.

IV. Conclusion

Based on the foregoing results and findings, the following conclusions were made.

First, the school head has shown positive motivational skills towards his constituents in all five categories; Instructional, Internal Relations, Organizational Management, Administration, and External Relations. This further implies an exemplary performance of the school head taking charge of the different roles and responsibilities in school.

Second, teachers exhibited positive teaching attitudes in both Personal and Career Aspects. This means that teachers are highly motivated towards work maintaining the right attitude and behavior.

Lastly, it is concluded that the School Head's Level of Motivational Skills significantly affects Teachers Work Attitudes. This positive relationship implies that the higher the level of motivation exhibited by the School Head within the school, the better work attitude is shown by teachers and vice versa. The School Head plays a crucial role towards his constituents. Maintaining

a positive environment within the school is very vital in promoting harmonious relationships among teachers and stakeholders.

V. Recommendation

In light of the conclusions, the following recommendations were made.

First, the Department of Education should undertake seminars and programs for School Administrators, strengthening their crucial roles in their respective school assignments. This creates a significant impact on its constituents.

Second, further studies may be conducted to include students and external stakeholders as respondents to triangulate the data.

Lastly, Administrators should conduct a regular forum with their constituents to immediately assess any pressing problems in school.

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