

A School Managers' Motivational Strategies Towards an Effective Elementary School Operation Framework

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Abstract — The research study investigates the motivational strategies implemented by school managers to enhance the operational framework of elementary schools. The effectiveness of an elementary school largely depends on the motivation and engagement of its stakeholders, including teachers, staff, and students. The research explores diverse motivational approaches employed by school managers to create a positive and conducive environment for learning and professional growth.

The study utilizes a mixed-methods research design, combining qualitative interviews with school managers, teachers, and staff, along with quantitative surveys to gather data on motivational practices. Through a comprehensive analysis, the research aims to identify key motivational factors, such as leadership styles, recognition programs, professional development opportunities, and collaborative decision-making processes.

By understanding the impact of these motivational strategies, the research seeks to provide valuable insights into the development of effective elementary school operation frameworks. The findings aim to contribute to educational leadership literature and offer practical recommendations for school administrators, policymakers, and educators seeking to improve the overall educational experience within elementary schools. Ultimately, this study addresses the critical role of motivation in shaping a positive and successful learning environment, fostering a sense of community, and promoting continuous improvement in elementary school operations.

I. Introduction

The essence of personnel management is the rational formation of the personnel management system, the competent selection and distribution of personnel, in general, the planning of personnel work, conducting personnel marketing, as well as determining the personnel potential and the organization's personnel needs. Currently, the educational system of Uzbekistan is actively being modernized, in particular, significant steps have been taken to move to the new state educational standards. This creates the need for educational institutions to improve the quality of education and training of schoolchildren. To solve this problem, it is necessary to create an effective system of interaction of all participants of the educational process. Here, the school management and the pedagogical team play the main role. (Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes, 48-51, 2022).

This study will focus on the extent of school managers' motivational strategies and teachers' job satisfaction framework. Clayton Alderfer's ERG theory of motivation, namely: existence needs, relatedness needs, and growth needs can be used in determining the school managers' motivational strategies. Furthermore, to investigate the teachers' job satisfaction, Frederick Herzberg's theory of motivation and hygiene factor will be utilized but limited to the following areas: working conditions, relationship with co-workers, recognition, and achievement.

Scope and Limitation

This study attempted to determine the extent of the school managers' motivational strategies and teachers' job satisfaction towards an effective elementary school framework for Dolores II District, Division of Eastern Samar for the school year 2022-2023. The respondents were limited to 25 school managers and 110 teacher respondents from Dolores II District.

The study focused on the determination of the school managers' motivational strategies in terms of the following factors from Alderfer's ERG theory of needs, namely: a) existence needs, b) relatedness needs, and c) growth needs, while the teachers' job satisfaction used Herzberg's motivation-hygiene theory (two-factor theory) in the following areas: a) working condition, b) relationship with coworkers, c) recognition, and d) achievement.

II. Methodology

Method of Research Used

The descriptive method of research was used in this study. Calderon and Gonzales (2011:62) noted that descriptive method of research may be defined as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends and cause-effect relationships and then making adequate and accurate interpretation about such data with or without the aid of statistical methods.

Since this study attempted to find out the motivational strategies employed by school managers and their relationship to the level of teachers' job satisfaction, the descriptive method of research was the most appropriate method.

The sources of data in this study as shown in Table 1 were the 25 public elementary school managers and 110 teacher respondents of Dolores II District, for the school year 2022-2023.

Table 1
Distribution of the School Managers and
Teacher Respondents

No. of School Managers	Percentage	Teacher Respondents	Total
25	100	110	135

III. Conclusion

Based on the hypothesis of the study, it is concluded that motivational strategies has a significant influence on teachers' job satisfaction in terms of working condition, relationship with co-workers, recognition and achievement.

Part I. Demographic Profile

In terms of Age, Majority of the respondents aged 31-40 yr. old with a frequency of 55 or 40.74%.

In terms of Sex, Majority of the respondents are female with a frequency of 91 or 67.41%.

In terms of Years of Service, Majority of the respondents has 6-10 years of service with a frequency of 96 or 71.11%.

Part 2. Extent of Motivational Strategies Employed By School Managers' That Motivate Their Teachers Based on the Following Aspects As Perceived By The Teachers and the School Managers Themselves

In terms of Existence Needs, majority of the respondents chose as the school manager, I provide faculty with exclusive use of well-ventilated faculty chambers and restrooms.

In terms of Relatedness Needs, majority of the respondents chose both As the school manager, I treat all teachers with equality, privacy, and mutual regard and As the school manager, I show willingness to work and connect with all the teachers.

In terms of Growth Needs, majority of the respondents chose as the school manager, I encourage and assist teachers in maintaining their stature and demeanour in a manner that upholds their dignity.

Part 3. Level of Teachers' Job Satisfaction

In terms of Working Condition, majority of the respondents chose The school managers provide us required audio-visual materials to faculty members and disseminate free instructional supplies.

In terms of Relationship with Co-workers, majority of the respondents chose The school managers involve us in problem-solving and decision-making processes that are directly related to our work.

In terms of Recognition, majority of the respondents chose both The school managers value the teachers who attend workshops and seminars and We sense genuine appreciation and respect from our school managers.

In terms of Achievement, majority of the respondents chose both The school managers celebrate and acknowledge our accomplishments at the collegiate, district, and division levels in which we participated and During meetings and recognition ceremonies, we are praised for our accountability and responsibility with regard to well-executed assignments.

Part 4. Motivational Strategies has A Significant Influence On Teachers' Job Satisfaction

In terms of Working Condition, which denotes that the increase in the Teachers Job Satisfaction in terms of Working Condition is attributed to the Motivational Strategies. These explains that we have enough evidence to show that the Teachers Job Satisfaction in terms of Working Condition is significantly affected by the Motivational Strategies.

In terms of Relationship with Co-worker, which denotes that the increase in the Teachers Job Satisfaction in terms of Relationship with Co-worker is attributed to the Motivational Strategies. These explains that we have enough evidence to show that the Teachers Job Satisfaction in terms of Relationship with Co-worker is significantly affected by the Motivational Strategies.

In terms of Recognition, which denotes that the increase in the Teachers Job Satisfaction in terms of Recognition is attributed to the Motivational Strategies. These explains that we have enough evidence to show that the Teachers Job Satisfaction in terms of

Recognition is significantly affected by the Motivational Strategies.

In terms of Achievement, which denotes that the increase in the Teachers Job Satisfaction in terms of Achievement is attributed to the Motivational Strategies. These explains that we have enough evidence to show that the Teachers Job Satisfaction in terms of Achievement is significantly affected by the Motivational Strategies.

IV. Recommendations

In view of the findings and conclusion, the following are recommended to further enhance the motivational strategies on teachers' job satisfaction:

1. The school manager must provide audio-visual materials to faculty members and disseminate free instructional supplies.

2. The school manager must be concerned with teachers' physical, mental, and social health.
3. The school manager must show genuine appreciation and high regard on the part of the teachers.
4. The school manager must promote moral purpose to enhance commitment and sense of purpose towards the school's objectives.
5. The school manager must express sincere gratitude and respect for us.
6. The school managers must empower the faculty when performing a task or initiating a program assigned to them.
7. The school managers must designate us and provide us with the authority and opportunity to hold a position in school activities in order to accomplish the desired objectives.
8. The school manager must acknowledge and appreciate the competence we possess and the progress we've made.

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