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# Motivational Skills of The School Principal in Relation to Teachers Attitude and Performance in Can-Untog Elementary School

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## ABSTRACT

This study determined the significant relationship between Motivational Skills of School Principal in relation to Teachers Attitude and performance in Can-untog Elementary School, Ormoc City District 2, Schools Division of Ormoc City. A proposed Instructional Supervisory plan was formulated based on the result of the study. The descriptive-evaluative and correlational method were utilized to determine the relationship between the motivational skills of the School Head to the elementary teachers' attitude and performance in Can-untog Elementary School. The findings of the study will be the basis for a proposed Instructional Supervisory plan. The relationship Between The motivational skills of School Principal to the teachers' attitude and performance. The findings of a test looking at the connection between teachers' attitudes and performance and school principals' motivational abilities are shown in Table 5. The results show a strong association between these factors, underscoring the critical role that motivational leadership plays in shaping teachers' attitudes and levels of performance in the classroom.

Based from the results in table 4, it shows that in the motivational skills and teachers' attitude, The correlation coefficient shows a strong positive association between teachers' attitudes and school principals' motivational abilities. This implies that positive attitudes among teachers are greatly influenced by the successful motivating techniques displayed by principals, such as encouragement, support, and acknowledgment. Instructors are more likely to display qualities like adaptability, empathy, cooperation, and a dedication to professional development when their principals inspire and motivate them. These optimistic outlooks are essential for fostering cooperation among students and a supportive learning environment in the school community.

In the Motivational Skills and Teachers' Performance, Similarly, the performance of teachers and the motivational abilities of school principals have a substantial positive relationship, Teachers can be inspired to perform at better levels of efficacy and efficiency by principals who possess good motivational skills. This could entail establishing precise guidelines, giving insightful criticism, and offering chances for career advancement. Teachers are more likely to perform admirably in their teaching roles when they feel appreciated and driven, which enhances student results and contributes to the success of the school as a whole.

The results in table 4 implies that the vital role that motivational leadership plays in educational environments. The motivational abilities and attitudes of principals have a significant impact on the behavior and attitudes of their teaching staff. Principals have the power to improve teacher morale, job satisfaction, and commitment to the mission and goals of the school by creating a favorable work environment and providing support for professional growth. In the end, these elements lead to a more successful and cohesive school environment where instructors and students can flourish. The

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results indicate how much school principals' motivating abilities affect teachers' attitudes and effectiveness. It is essential that educational leaders give the development and improvement of motivational leadership competencies top priority going forward. This can entail regular professional development for principals, specialized approaches to building a supportive school climate, and continual feedback systems to guarantee teachers' continued motivation and progress. Schools can increase their ability to provide exceptional instruction and efficiently assist students' overall development by investing in motivated leadership.

*Keywords — Motivational Skills      School Principal      Teacher Attitude      Performance*

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## I. INTRODUCTION

Establishing the tone and direction of the school is a major responsibility of the principal. Their capacity for motivation can encourage and enable educators to flourish in their positions, which will improve the educational outcomes for students. An environment that is supportive and motivating for teachers and students to flourish can be established by a principal. The motivational abilities and attitudes of teachers have a direct impact on how effective they are in the classroom. Engaging, supportive, and enthusiastic teachers can better engage their students, which will improve their academic performance and learning experiences. Better results can arise from teacher-student relationships that are based on motivation and respect.

Barmby (2006) indicates that the performance of the task of teachers is attributed to altruistic, intrinsic and extrinsic reasons. Teachers are unique and have needs - maintenance of a reasonable and stable standard of living, reassurance for the future and ability to obtain the basic necessities of life - as such they have different levels and types of motivation considering their differing needs and uniqueness.

Teachers with strong motivational abilities can involve students in the learning process in an efficient manner. Teachers can encourage students to take an active role in their education by fostering a stimulating and encouraging learning environment. This will boost motivation and interest levels, which will ultimately improve student performance. Students can benefit greatly from the emotional support that teachers and principals can offer when they exhibit empathy, understanding, and encouragement. Strong bonds based on mutual respect and trust can give students a sense of security, worth, and academic motivation. In order to establish a supportive learning environment that promotes peak performance, emotional support is necessary.

The entire learning environment of a school can be greatly impacted by the attitudes and motivational abilities of teachers and school administrators. Students can be encouraged to participate more actively in their studies and work toward academic success in a supportive and encouraging environment. Teachers and school administrators act as role models for the students. Students' behavior, work ethic, and attitudes toward learning can be influenced by their attitudes, work ethic, and motivational abilities. Students who witness positive role modeling may be inspired to take up similar virtues and virtue-based behaviors.

Here are the problems and obstacles that the Researcher encountered when selecting the problem that focused on the school principal's motivational skills, teachers' attitudes, and students' performance. First, Subjectivity and bias are two of the difficulties that come with evaluating motivational skills and attitudes which makes it difficult to measure and assess their effects on students' performance in an objective manner. Second, scarce information and assets. It can be difficult to compile extensive data in order to evaluate the connection between learners' performance and motivational skills and attitudes.

These are the reasons why the teacher focuses on the motivational skills of School Principal and its relation to the teachers attitude as well as to their performances.

This study determined the significant relationship between Motivational Skills of School Principal in relation to Teachers Attitude and performance in Can-untog Elementary School, Ormoc City District 2, Schools Division of Ormoc City. A proposed Instructional Supervisory Plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of the motivational skill of the School Head of Can-untog Elementary 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. What is the Performance teachers based on the IPCRF?
4. Is there a significant relationship between the ff:
  - 4.1. School Principal's motivational skills and Teachers' attitude; and
  - 4.2. School principals motivational skills and teachers' performance?
5. What Instructional Supervisory Plan can be proposed based on the findings of the study?

#### Statement of Hypothesis

H0 – There is no there a significant relationship between the ff:

1. School Principal's motivational skills and Teachers' attitude; and
2. School principals' motivational skills and teachers' performance.

## II. METHODOLOGY

**Design.** A The descriptive-evaluative and correlational method were utilized to determine the relationship between the motivational skills of the School Principal to the teachers' attitude and performance in Can-untog Elementary School. The findings of the study will be the basis for a proposed Instructional Supervisory plan. This design makes it possible to evaluate both variables in a methodical manner, which makes it easier to investigate any possible correlations between them. This study attempts to clear or validate on the degree to which motivational skills of School Principal relates to the performance of teachers as well as their attitude towards works. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the significant relationship between the between Motivational Skills and the performance of Teachers as well as their attitude The main local of the study is in Can-untog Elementary School. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher were the 1 School Principal and 14 Teachers. The information for the analysis was gathered using three (3) distinct survey instruments: The information for the analysis will be gathered using two (2) distinct survey instruments: 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. 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. 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. The 3rd tool used was the IPCRF to gauge the teachers performance. The proposed instructional supervisory Plan was taken based on the findings of the study.

**Sampling.** There were 15 total number respondents who are included in the study. The respondents of the were the 1 School Principal, 14 Teachers were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones.

**Research Procedure.** The researcher prepared the research design which is the descriptive-correlational research design and tools to gauge the performance and attitude of the teachers. The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Schools Division of Ormoc City for approval in conducting the study to the said school, After which, the approved letter coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) in District 2 for hereto be notified.

The researcher was distributed the researcher survey questionnaires to the teacher-in-charge to be answered by the teachers. After one month, the questionnaires was retrieved and consolidated and will be subjected to statistical treatment using Pearson's-r. Data was collated and submitted to appropriate statistical treatment.

The results were analyzed and interpreted in order to find out if there were significant relationship between the Motivational skills of School Principal to the performance and attitude of teachers. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent in Schools Division of Ormoc City being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Orientation of the participants was done. Answering and retrieval of the research tools followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed instructional Supervisory Plan.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers were done.

**Treatment of Data.** The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool.



The Simple Percentage and weighted mean was employed to determine the extent of Motivational Skills of School Principal, Attitude and Performance of teachers.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the Motivational Skills of School Principal, Attitude and Performance of teachers.

### III. RESULTS AND DISCUSSION

**TABLE 1**

#### MOTIVATIONAL SKILLS OF SCHOOL HEAD

<b>Instructional</b>	<b>Weighted Mean</b>	<b>Percentage</b>
1.Using data to inform instruction	3.85	Very High
2.Developing a coherent educational program across the school	3.85	Very High
3.Using assessment results for program evaluation	3.85	Very High
4.evaluating teachers and providing instructional feedback	3.78	Very High
5.Directing supplementary, after-school or summer instruction	3.78	Very High
6.Planning professional development for prospective teachers	3.78	Very High
<b>INTERNAL RELATIONS</b>		
1. Developing relationships with pupils	3.78	Very High
2. Communicating with parents and guardians	3.78	Very High
3. Attending school activities like sports	3.78	Very High
4. Counseling staff about conflict with others	3.78	Very High
5. Talking to teachers about students problems	3.54	Very High
6. Interacting socially with other school staff	3.54	Very High
<b>ORGANIZATIONAL MANAGEMENT</b>		
1. Developing a safe school environment	3.65	Very High
2. Dealing with concerns from staff	3.71	Very High
3. Managing budgets and resources	3.71	Very High
4. Maintaining campus facilities	3.78	Very High
5. Managing personal, school-related schedule	3.54	Very High
6. Interacting/networking with other principals	3.54	Very High
<b>ADMINISTRATION</b>		
1. Managing student discipline	3.78	Very High
2. Fulfilling compliance requirements and paper works	3.78	Very High
3. Managing student services such as records and reporting	3.78	Very High
4. Implementing standardized tests	3.85	Very High
5. Managing student attendance-related activities	3.76	Very High
6. Fulfilling special education requirements	3.85	Very High
<b>EXTERNAL RELATIONS</b>		
1. Communicating with the district to obtain resources	3.71	Very High
2. Working with local community members/organizations	3.71	Very High
3. Utilizing district office communications to enhance goals	3.78	Very High

4. Sourcing out funds through fundraising	3.78	Very High
<b>AVERAGE</b>	<b>3.74</b>	<b>Very High</b>

Legend: 3.25- 4.00 – Very High  
 2.50- 3.24 - High  
 1.75-2.54 – Low  
 1.00-1.74- Very Low

Table 1 presents the Extent of Motivational skills of School Principal in terms of Instructional, Internal Relations, Organizational Management, administration, and external relation. It provides a thorough summary of school heads' motivational abilities in a number of domains, emphasizing their competence in organizational management, administration, instructional leadership, internal relations, and external relations. The weighted mean ratings are a reflection of stakeholders' opinions about how well school heads perform in five crucial areas, which are vital to the general success and operation of educational establishments.

Based from the results in table 1, it shows that Instructional Leadership with a weighted mean score of 3.85 (very high), school leaders demonstrate proficiency in leveraging data to inform instruction, creating cohesive educational programs, and applying assessment results for program evaluation. These high scores show that program coherence and data-driven decision-making are highly valued, both of which are essential for improving student outcomes and instructional effectiveness. In the Internal Relations it has a 3.78 highest weighted mean with a very high percentage, School heads are commended for their capacity to build rapport with students, interact with parents and guardians, and participate in school-related events. The development of a supportive and valued school community that includes kids, parents, and staff depends heavily on these interpersonal abilities.

On the other hand, Organizational Management has a very high percentage also having a highest weighted mean of 3.78, School heads receive great marks for creating a secure learning environment, effectively allocating funds and resources, and upkeep of campus infrastructure. These proficiencies are essential for guaranteeing the seamless functioning of the educational institution and creating a favorable atmosphere for instruction and learning while in Administration, School head show competence having a 3.78 highest weighted mean in administering standardized examinations, managing student services, managing compliance requirements, handling special education needs, and controlling student discipline. Ensuring that school operations comply with regulatory standards and cater to the different needs of students is contingent upon the performance of these administrative functions. When it comes to obtaining resources, school heads are excellent at interacting with the district office, working with local community people and organizations, using communications from the district office, and earning money through fundraising. These initiatives demonstrate the principals' capacity to establish alliances and obtain outside funding in order to raise academic standards and improve the programming offered by the schools.

Based from the results in table 1, it implies that the diverse responsibilities of school heads, including their roles as managers, administrators, liaisons with the community, and instructional leaders. Their efficacy in inspiring stakeholders, upholding organizational efficiency, and cultivating a positive learning environment is demonstrated by their high ratings in each of these dimensions. In the future, ongoing professional development aimed at strengthening these competencies could increase their impact and guarantee long-term improvements in student outcomes and school performance. Achieving comprehensive educational excellence will depend critically on efforts to capitalize on these strengths through cooperative initiatives involving educators, parents, district officials, and community partners.

**TABLE 2**
**TEACHING ATTITUDE AMONG TEACHERS**

<b>PERSONAL ATTITUDE</b>	<b>Weighted Mean</b>	<b>Percentage</b>
1. Maintains confidentiality	3.93	Very High
2. Accepts and acts upon criticisms and suggestions	4.00	Very High
3. Shows flexibility	4.00	Very High
4. Express empathy	4.00	Very High
5. Cooperates with academic and non-academic personnel	4.00	Very High
6. Adapts to different personalities and situations	4.00	Very High
7. Respects person in authority	4.00	Very High
8. Observes fairness and impartiality in dealing with students	4.00	Very High
<b>CAREER ATTITUDE</b>		
1. Shows interest in the teaching profession	4.00	Very High
2. Reflects and evaluates performance continuously	3.93	Very High
3. Updates self of current trends in education	4.00	Very High
4. Supports school rules and regulations	4.00	Very High
5. Attends conference and in-service training	4.00	Very High
6. Prepares and submits lesson plans and other requirements according to schedule	4.00	Very High
7. Maintains accurate class records and students data	3.93	Very High
<b>AVERAGE</b>	<b>3.99</b>	<b>Very High</b>

Legend: 3.25- 4.00 – Very High  
 2.50- 3.24 - High  
 1.75-2.54 – Low  
 1.00-1.74- Very Low

Table 2 presents the Teaching Attitude among teachers. it presents a comprehensive analysis of instructors' attitudes towards teaching, which are divided into two categories: personal and career. The assessments of each category have high weighted mean scores, indicating exceptional levels of performance and adherence.

Based from the results in table 2, it shows that in personal attitudes, Teachers have excellent personal dispositions, as seen by their high evaluations for a variety of characteristics. Respecting authority (4.00), exhibiting flexibility (4.00), demonstrating empathy (4.00), cooperating with academic and non-academic personnel (4.00), maintaining confidentiality (weighted mean 3.93), accepting and acting upon criticisms and suggestions (4.00), adapting to different personalities and situations (4.00), and upholding fairness and impartiality in dealings with students (4.00) are all highly rated. Together, these qualities create a classroom atmosphere that is encouraging and friendly, promoting cooperation, trust, and efficient communication between educators, students, and coworkers. On the other hand, in career attitude, Teachers also exhibit a strong dedication to their work and ongoing professional development when it comes to their career perspectives. Their interest in teaching is consistently demonstrated (4.00), they participate in reflective practices to assess their performance (3.93), they stay current on educational trends (4.00), they support school policies and procedures (4.00), they attend conferences and in-service training (4.00), and they carefully prepare and turn in lesson plans and other assignments on time (4.00). Their commitment to professional standards and accountability is further demonstrated by their maintenance of accurate class records and student data (3.93).

Based from the results in table 2, it implies that teachers exhibit great intrinsic desire, professional dedication, and a commitment to upholding high ethical and professional standards, as evidenced by the high scores obtained in Table 2 for both personal and career attitudes. These mindsets are essential for fostering student engagement, academic success, and overall school effectiveness in addition to creating a favorable learning environment. The ability of educators to adjust, work together, and always strengthen their dedication to their jobs. They not only improve overall educational quality but also the school's good culture with their strong personal and professional attitudes. In the future, it will be crucial to create a welcoming atmosphere that upholds and values these qualities. Furthermore, opportunities for continuous professional development aimed at improving teaching abilities and staying current with educational innovations would support and strengthen these positive attitudes and practices among educators. Schools may continue to offer engaging learning opportunities that give kids confidence and set them up for success in the future by fostering these attributes.

**TABLE 3**  
**PERFORMANCE OF TEACHERS**

Teachers	Rating	Adjectival Rating
1	4.029	Very Satisfactory
2	4.475	Very Satisfactory
3	4.589	Outstanding
4	4.491	Very Satisfactory
5	4.486	Very Satisfactory
6	4.498	Very Satisfactory
7	4.510	Outstanding
8	4.475	Very Satisfactory
9	4.521	Outstanding
10	4.545	Outstanding
11	4.405	Very Satisfactory
12	4.483	Very Satisfactory
13	4.483	Very Satisfactory
<b>AVERAGE</b>	<b>4.461</b>	<b>Very Satisfactory</b>

Numerical Rating Scale	Adjectival Rating Scale
4.500 - 5.000	Outstanding
3.500 - 4.499	Very Satisfactory
2.500 - 3.499	Satisfactory
1.500 - 2.499	Unsatisfactory
1.000 - 1.499	Poor

Table 3 presents the performance of teachers in terms of Individual Performance and Commitment Review Form (IPCRF). It offers a thorough assessment of teachers' performance using numerical ratings, which are divided into adjectival ratings ranging from "Very Satisfactory" to "Outstanding." The adjectival ratings and weighted mean scores show how effective and high-quality teachers are overall within the school.



Based from the results in table 1, it shows that performance rating of teachers that was evaluated continuously execute at a high level; their individual ratings range from 4.029 to 4.589. Most teachers scored in the "Very Satisfactory" and "Outstanding" ranges, indicating that they are highly proficient in their duties. Notably, a few of educators received excellent scores, demonstrating their extraordinary efficacy as teachers and their impact on the learning outcomes of their students. Teachers are categorized by the adjectival rating scale according to their numerical scores: ratings over 4.500 are considered "Outstanding," ratings between 3.500 and 4.499 are regarded as "Very Satisfactory," and so on. The average score of 4.461, which is in the "Very Satisfactory" range, shows that the teaching staff is performing at a solid overall level.

Based from the results in table 1, it implies that school's teaching quality is expected to improve. The majority of "Very Satisfactory" and "Outstanding" ratings highlight the commitment, skill, and efficiency of educators in providing high-quality instruction. These high evaluations imply that instructors are successfully achieving learning goals, involving students, and making a substantial positive impact on their academic progress. Furthermore, the results demonstrate the school's steadfast dedication to upholding strict criteria for teaching excellence. The teachers' beneficial effects on students' learning outcomes and overall school performance are confirmed by the teachers' consistent "Very Satisfactory" and "Outstanding" ratings. In the future, it will be crucial to support teachers by providing them with resources, professional development opportunities, and recognition in order to maintain and improve their excellent work. By doing this, the school will be able to maintain its supportive learning atmosphere, which encourages students to succeed academically and pushes for ongoing development of teaching strategies.

**TABLE 4**

**TEST OF RELATIONSHIP BETWEEN THE MOTIVATIONAL SKILLS OF SCHOOL PRINCIPAL TO THE TEACHERS' ATTITUDE AND PERFORMANCE**

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Motivational Skills and Teachers' Attitude	0.81	3.221	0.564	Reject Ho	Significant Relationship
Motivational Skills and Teachers' Performance	0.77	3.066	0.564	Reject Ho	Significant Relationship

Table 4 validates the relationship Between The motivational skills of School Principal to the teachers attitude and performance. The findings of a test looking at the connection between teachers' attitudes and performance and school principals' motivational abilities are shown in Table 4. The results show a strong association between these factors, underscoring the critical role that motivational leadership plays in shaping teachers' attitudes and levels of performance in the classroom.

Based from the results in table 4, it shows that in the motivational skills and teachers attitude, The correlation coefficient ( $r = 0.81$ ) shows a strong positive association between teachers' attitudes and school principals' motivational abilities. This implies that positive attitudes among teachers are greatly influenced by the successful motivating techniques displayed by principals, such as encouragement, support, and acknowledgment. Instructors are more likely to display qualities like adaptability, empathy, cooperation, and a dedication to professional development when their

principals inspire and motivate them. These optimistic outlooks are essential for fostering cooperation among students and a supportive learning environment in the school community.

In the Motivational Skills and Teachers' Performance, Similarly, the performance of teachers and the motivational abilities of school principals have a substantial positive link ( $r = 0.77$ ). Teachers can be inspired to perform at better levels of efficacy and efficiency by principals who possess good motivational skills. This could entail establishing precise guidelines, giving insightful criticism, and offering chances for career advancement. Teachers are more likely to perform admirably in their teaching roles when they feel appreciated and driven, which enhances student results and contributes to the success of the school as a whole.

The results in table 4 implies that the vital role that motivational leadership plays in educational environments. The motivational abilities and attitudes of principals have a significant impact on the behavior and attitudes of their teaching staff. Principals have the power to improve teacher morale, job satisfaction, and commitment to the mission and goals of the school by creating a favorable work environment and providing support for professional growth. In the end, these elements lead to a more successful and cohesive school environment where instructors and students can flourish. The results indicate how much school principals' motivating abilities affect teachers' attitudes and effectiveness. It is essential that educational leaders give the development and improvement of motivational leadership competencies top priority going forward. This can entail regular professional development for principals, specialized approaches to building a supportive school climate, and continual feedback systems to guarantee teachers' continued motivation and progress. Schools can increase their ability to provide exceptional instruction and efficiently assist students' overall development by investing in motivated leadership.

#### IV. CONCLUSION

Based from the findings this study, the relationship between teachers' attitudes about teaching and performance and school principals' motivational skills are striking. Teachers' performance and attitude had strong correlation coefficients which firmly reject the null hypothesis and show a significant relationship. This suggests that school principals' motivational skills have a significant impact on teachers' perceptions of their roles and responsibilities as well as their actual performance in the classroom. A work atmosphere where educators are more likely to display good attitudes, increased job satisfaction, and a desire for excellence in their instructional practices is created by principals who effectively inspire and encourage their teaching staff. These results highlight the vital role that motivational leadership plays in cultivating a culture of dedication.

#### V. RECOMMENDATIONS

1. The Instructional Supervisory plan should be implemented to all school heads that could improve the attitude and performance of teachers.
2. Teachers should Engage in Professional Development by taking an active part in the school's planned professional development events. Enhancing teaching abilities, encouraging good attitudes, and utilizing motivational techniques should be the main goals of these sessions. She/he should Provide principals of schools insightful feedback on how motivating activities affect their ability to teach and their level of work satisfaction and Continue to communicate openly with school administrators about your needs, worries, and suggestions for enhancing motivational support.
3. School heads should implement and sustain motivational strategies that acknowledge and value the work that educators do. This includes chances for professional development, acknowledgment of accomplishments, and frequent feedback.

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Plan customized programs for professional development that target particular needs found in evaluations and feedback and encourage a supportive atmosphere that allows educators to feel appreciated, respected, and equipped to succeed in their positions

4. District Supervisors should Monitor and keep a close eye on how district-wide motivational tactics are being applied in each school. Make sure that the attitudes and performance of instructors are consistently and effectively supported as well as Encourage school administrators to work together to exchange successful motivational strategies and best practices.

5. Parents should encourage active participation in school activities and initiatives that boost teachers' effectiveness and morale in order to support educational objectives. Keep lines of communication open with administrators to comprehend and encourage motivational initiatives meant to improve the caliber of instruction.

6. Chief Education Supervisor should Give school principals chances for training and development to improve their capacity for leadership and inspiration.

7. Regarding the aforementioned, the researcher is granting those future leaders the permission to carry out an identical investigation to verify the accuracy of the findings.

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