
MOTIVATIONAL SKILLS OF SCHOOL ADMINISTRATORS TOWARDS PERFORMANCE AND ATTITUDE OF ELEMENTARY TEACHERS

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ABSTRACT

This study determined the significant relationship between Motivational Skills of School Administrators towards The Performance And Attitude Of Teachers in St. Vincent Learning Center of Baybay, Leyte Inc.. A proposed Instructional Supervisory plan was formulated based on the result of the study. This study utilized the descriptive-correlational research design investigating the relationship between the motivational skills of school administrators and teachers' attitudes, effective data collection is crucial. The first step involves developing comprehensive instruments to measure the motivational skills of administrators and the attitudes of teachers. For assessing administrators' motivational skills, researchers can design a survey or questionnaire that evaluates specific behaviors such as encouragement, recognition, goal setting, and support provided to teachers. The test of relationship between motivational skills, performance, and attitudes of teachers reveals significant and robust correlations, underscoring the interconnectedness of these variables in the educational environment. The computed correlation coefficient between motivational skills and performance, indicating a strong positive relationship. This suggests that higher levels of motivational skills among school administrators are associated with improved performance outcomes for teachers. In a similar vein, the correlation between motivational skills and teacher attitudes yields a coefficient of 0.78, which also reflects a strong relationship. These findings point to the critical role that motivation plays in shaping both performance and attitudes in the educational context. The significance of the relationship between motivational skills and performance aligns with existing literature. When administrators exhibit strong motivational capabilities, they create a conducive environment that fosters teacher engagement, commitment, and ultimately, student success. This reflects the notion that effective leadership is pivotal in inspiring and enhancing teacher performance. In this study, the high correlation emphasizes that when administrators utilize motivational strategies effectively, they contribute to improved instructional quality and better student outcomes. Similarly, the strong correlation between motivational skills and teacher attitudes can be understood through the lens of educational psychology. When school administrators model motivational behaviors, it fosters a positive atmosphere where teachers feel valued and motivated. This, in turn, shapes their attitudes toward their work, encouraging a proactive and committed approach to teaching. The findings from this study reinforce the idea that the motivational climate established by administrators plays a crucial role in shaping the attitudes of teachers, which can have profound implications for the overall school culture. Furthermore, the decision to reject the null hypothesis (H_0) in both cases indicates that the observed relationships are statistically significant. This reinforces the necessity for educational leaders to prioritize the development of their motivational skills. A strong emphasis on fostering motivation not only enhances teacher performance but also cultivates a positive and collaborative work environment. Such an environment is essential for sustaining high levels of teacher engagement, which is directly linked to improved student outcomes. The results implied that the significant relationships identified between motivational skills, performance, and attitudes indicate that

educational leaders must actively cultivate their motivational abilities. These findings suggest that professional development programs should focus on enhancing motivational skills among administrators to positively influence teacher performance and attitudes. By prioritizing motivation in leadership practices, schools can foster an environment that promotes excellence in teaching, ultimately benefiting students and the broader educational community.

Keywords — Motivational Skills Teacher's Performance Teacher's Attitude School Administrator

I. INTRODUCTION

The role of school administrators has grown more complex and important in the changing educational landscape. The work attitude of teachers in private schools can be directly impacted by the motivational skills that administrators possess. These skills are critical in determining how effective educational institutions are; they cover a wide range of aspects of school management, such as staff development, strategic planning, resource allocation, and performance evaluation. Setting clear goals, fostering a supportive learning environment, and assisting teachers in their professional development are all aspects of effective leadership.

When compared to public schools, private schools frequently operate under different circumstances. While they may have greater latitude in terms of curriculum design, instructional strategies, and administrative procedures, they also deal with particular difficulties such as limited resources, a wide range of student demands, and competitive pressures. Private school administrators have to overcome these obstacles while upholding strict requirements for the caliber of instruction. This research attempts to determine how administrative and supervisory leadership abilities impact teacher effectiveness and tackle particular issues faced by private schools. With this knowledge, management techniques that are more suited to the particulars of private education may be improved.

For private schools, the quality of education is the first priority, and it is directly related to how well the management runs the school. In order to improve teaching and learning outcomes, strong administrative and supervisory leadership must establish clear standards, provide the required resources, and foster a positive school climate. This project aims to investigate the ways in which different leadership qualities support the attainment of high standards in education and the creation of an atmosphere in which teachers can flourish. Administrators can improve overall educational quality and support teachers more effectively by implementing and improving their leadership practices with the help of the insights gathered from this research.

Lastly, by offering actual data on the connection between private school teachers' work attitude and school administrators' motivational skills abilities, this study adds to the larger body of research on education. Private schools offer distinct contexts that call for specialized research, even if public education settings receive a lot of attention in the literature. The study closes this research gap and contributes important insights that can improve leadership skills in a variety of educational settings. The knowledge acquired can be used in both public and private educational settings, advancing our understanding of efficient school administration and how it affects student performance.

Motivational skills are crucial for administrators in educational settings as they play a significant role in inspiring and encouraging teachers to perform at their best. However, challenges often arise when administrators lack the necessary skills to effectively motivate their teaching staff. This can lead to a lack of enthusiasm and engagement among teachers, ultimately impacting their job satisfaction and performance.

One common problem is the failure of administrators to recognize and dedication of teachers. Without acknowledgement and positive reinforcement, teachers may feel undervalued and demotivated, leading to a decrease in their job satisfaction. Additionally, a lack of clear communication and feedback from administrators can leave teachers feeling uncertain about their performance and progress, further contributing to dissatisfaction in the workplace.

The high administrative workload can prevent school leaders from dedicating sufficient time to support and inspire their teachers. When administrators are overwhelmed with bureaucratic tasks, they may neglect the crucial aspect of building meaningful relationships with their staff, which is essential for fostering a positive and motivated work culture.

Another issue that can hinder motivational skill among administrators is the failure to tailor motivational strategies to the individual needs and preferences of teachers. Each teacher is unique and may respond differently to various motivational techniques. When administrators adopt a one-size-fits-all approach, they may overlook the specific factors that drive motivation for each teacher, resulting in ineffective strategies and reduced job satisfaction among the teaching staff.

Furthermore, a lack of professional development opportunities and support from administrators can also impact the motivational skills of school leaders. Without access to training and resources to enhance their motivational abilities, administrators may struggle to effectively inspire and empower their teachers. This can create a negative cycle where teachers feel unsupported and disengaged, leading to decrease work satisfaction and overall performance in the educational institution.

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 Administrators towards The Performance And Attitude Of Teachers in St. Vincent Learning Center of Baybay, Leyte Inc.. 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 skills of the School Head of St. Vincent Learning Center of Baybay, Leyte Inc., 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 Performance Of Teachers Based On COT?
3. What is the nature of the teaching attitude among teachers in the aspects of:
 - 3.1 Performance Attitude; and
 - 3.2 Career Attitude?
4. Is there a significant relationship between the Following:

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- 4.1 motivational skills of the school administrators and Teachers' Performance;
 - 4.2 motivational skills of the school administrators and Teachers' Attitude;
 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 Following:

- 1 motivational skills of the school administrators and Teachers' Performance;
- 2 motivational skills of the school administrators and Teachers' Attitude;

II. METHODOLOGY

Design. This study utilized the descriptive-correlational research design investigating the relationship between the motivational skills of school administrators and teachers' attitudes, effective data collection is crucial. The first step involves developing comprehensive instruments to measure the motivational skills of administrators and the attitudes of teachers. For assessing administrators' motivational skills, researchers can design a survey or questionnaire that evaluates specific behaviors such as encouragement, recognition, goal setting, and support provided to teachers. This instrument might include Likert-scale items where administrators rate how frequently they engage in these motivational practices. On the other hand, teachers' attitudes can be measured through a separate survey or questionnaire that assesses their job satisfaction, engagement, and overall perceptions of the support they receive from administrators. Teachers might rate their level of agreement with statements regarding their motivation, sense of accomplishment, and the impact of administrative support on their professional experience. By gathering data from these instruments, researchers can obtain a clear picture of the motivational dynamics within the school environment. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the Motivational Skills of School Administrators towards The Performance and Attitude of Teachers. The main local of the study is in St. Vincent Learning Center of Baybay, Leyte Inc., is one of the private schools in the division of Baybay City. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher were the 1 School Head 13 Teachers. The information for the analysis was gathered. The study instruments 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 proposed instructional supervisory Plan was taken based on the findings of the study.

Sampling. There were 14 total number respondents who are included in the study. The respondents of the were the 1 School Head, 13 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 Motivational Skills of School Administrators towards The Performance and Attitude of 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 Baybay City Division 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 School Principal of the Division of Baybay City for his awareness.

The researcher was distributed the researcher survey questionnaires of the School Head that were answered by the teachers. After one month, the questionnaires were retrieved and consolidated and was 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 Motivational Skills of School Administrators towards 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 Baybay City Division 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 the School Head, Teachers, and 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 Administrators towards The Performance And Attitude Of Teachers.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the Motivational Skills of School Administrators towards The Performance and Attitude of Teachers.

III. RESULTS AND DISCUSSION

TABLE 1
MOTIVATIONAL SKILLS OF SCHOOL ADMINISTRATORS

	Indicators of Motivational Skills	Weighted Mean	Interpretation
1	Using data to inform instruction	4.00	Very High
2	Developing a coherent educational program across the school	3.60	Very High
3	Using assessment results for program evaluation	3.68	Very High
4	Evaluating teachers and providing instructional feedback	4.00	Very High
5	Directing supplementary, after-school or summer instruction	3.66	Very High

6	Planning professional development for prospective teachers	3.70	Very High
7	Developing relationships with pupils	4.00	Very High
8	Communicating with parents and guardians	4.00	Very High
9	Attending school activities like sports events	4.00	Very High
10	Counseling staff about conflict with others	4.00	Very High
11	Talking to teachers about students' problems	4.00	Very High
12	Interacting socially with other school staff	4.00	Very High
13	Developing a safe school environment	4.00	Very High
14	Dealing with concerns from staff	4.00	Very High
15	Managing budgets and resources	3.77	Very High
16	Maintaining campus facilities	3.77	Very High
17	Managing personal, school-related schedule	3.77	Very High
18	Interacting/networking with other principals	3.78	Very High
19	Managing student discipline	3.67	Very High
20	Fulfilling compliance requirements and paper works	3.67	Very High
21	Managing student attendance-related activities	3.73	Very High
22	Implementing standardized tests	3.66	Very High
23	Managing student attendance-related activities	3.67	Very High
24	Fulfilling special education requirements	3.72	Very High
25	Communicating with the district to obtain resources	3.80	Very High
26	Working with local community numbers/organizations	3.60	Very High
27	Utilizing district office communications to enhance goals	3.70	Very High
28	Sourcing out funds through fundraising	3.72	Very High
	Grand Mean	3.81	Very High

Legend: 3.26- 4.00 – Very High

2.51-3.25 – High

1.76- 2.50- Low

1.00-1.75- Very Low

The results of the study on the motivational skills of school administrators indicate a remarkably high level of proficiency across various indicators. With a grand mean of 3.81, school administrators demonstrate a strong commitment to fostering an effective educational environment. This reflects their essential role in not just managing but also inspiring

both staff and students. Each of the indicators listed reveals significant facets of how these administrators engage with their educational community, with many scoring the highest rating of "Very High," suggesting a well-rounded approach to their responsibilities.

One of the standout indicators is the ability to "use data to inform instruction," which received a weighted mean of 4.00. This emphasizes the importance of evidence-based decision-making in educational settings, where data-driven insights can lead to improved student outcomes. The findings align with research by Fullan (2014), who underscores the transformative power of data in educational leadership, positing that effective administrators leverage data not only for accountability but also for fostering continuous improvement in teaching and learning practices. This strong focus on data utilization illustrates how school leaders can effectively guide their instructional strategies and curricular decisions, ultimately enhancing the learning experience.

Another critical indicator is "developing relationships with pupils," also scoring 4.00. The ability of school administrators to connect with students fosters a supportive and nurturing school climate, which is vital for student engagement and success. By prioritizing these relationships, administrators not only contribute to a positive school culture but also encourage students to feel valued and invested in their education.

Additionally, the high scores in areas such as "evaluating teachers and providing instructional feedback" (4.00) and "communicating with parents and guardians" (4.00) indicate that school leaders recognize the significance of collaboration and communication within the school community. Effective feedback loops between teachers and administrators, coupled with strong lines of communication with parents, are crucial for creating an inclusive educational environment. These practices not only enhance teacher effectiveness but also build a supportive network around students, fostering an environment where everyone is working towards common educational goals.

The results also highlight essential administrative functions, such as "managing budgets and resources" (3.77) and "developing a coherent educational program across the school" (3.60). These indicators suggest that while school administrators excel in motivational skills, there is room for growth in terms of resource management and strategic planning. Adequate training and professional development in these areas could further empower administrators to optimize school operations and resource allocation, ultimately leading to more impactful educational outcomes.

The overall findings show that school administrators possess a robust set of motivational skills, significantly impacting their school environments. The high performance across various indicators underscores their critical role in fostering effective educational practices. This not only enhances teacher performance but also boosts student engagement and achievement, reinforcing the idea that strong leadership is pivotal in education. As the educational landscape continues to evolve, the implications of these findings suggest a need for ongoing professional development tailored to enhance both motivational and managerial skills in school leadership.

Based from the results in table 1, it implies that the high scores on various indicators of motivational skills suggest that school administrators play a vital role in shaping the educational experience. Their ability to utilize data effectively, build strong relationships with students, and maintain open communication with parents is essential for fostering a positive school climate. These findings highlight the importance of continuous professional development in both motivational and administrative capacities to further enhance school leadership effectiveness. The findings underscore the significance of effective motivational skills among school administrators, which are crucial for fostering a positive educational environment. As evidenced by the study, the ability to use data for instructional improvement and the development of meaningful relationships with students are critical components of successful school leadership.

TABLE 2
PERFORMANCE RATING OF THE TEACHERS

A.	Performance Indicators	Weighted Mean	Interpretation
1	Applied knowledge and content within and across curriculum learning areas.	4.76	Outstanding
2	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy.	4.84	Outstanding
3	Applied a range of teaching strategies to develop critical and creative thinking as well as other higher-order thinking skills.	4.46	Outstanding
4	Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	4.76	Outstanding
5	Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	4.57	Outstanding
6	Maintained learning environments that promote fairness, respect and care to encourage learning.	4.79	Outstanding
7	Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds"	4.54	Outstanding
8	Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups"	4.84	Outstanding
9	Used strategies for providing timely, accurate and constructive feedback to improve learner performance.	4.86	Outstanding
	AVERAGE	4.71	Outstanding

Legend: 4.21- 5.00 – Outstanding
 3.41- 4.20 – Very Satisfactory
 2.61-3.40 - Satisfactory
 1.81- 2.60- Fairly Satisfactory
 1.00-1.80- Needs Improvement

The performance rating of teachers reveals an exceptional level of proficiency across several key indicators, with an impressive average weighted mean of 4.71, categorizing their performance as "Outstanding." This strong evaluation highlights the teachers' commitment to educational excellence and their effective application of various pedagogical

strategies that enhance student learning. The consistently high scores across multiple indicators indicate not only the teachers' mastery of content and instructional methods but also their ability to create an inclusive and engaging learning environment. One notable performance indicator is the use of a range of teaching strategies that enhance learner achievement in literacy and numeracy, which received a weighted mean of 4.84. This demonstrates teachers' adeptness at utilizing diverse instructional methods to meet the varied learning needs of students.

Furthermore, the indicator reflecting the application of a range of teaching strategies to develop critical and creative thinking skills also scores highly, with a mean of 4.46. This suggests that teachers are not only focused on imparting knowledge but are also dedicated to fostering higher-order thinking skills among their students. The emphasis on critical thinking aligns with contemporary educational paradigms that prioritize 21st-century skills. The teachers' outstanding ratings in this area signify their role in preparing students for future challenges by encouraging independent thought and problem-solving abilities.

The ability to establish a safe and secure learning environment, reflected in a mean of 4.57, is another critical aspect of the teachers' performance. A supportive and respectful classroom atmosphere is essential for effective learning, as it fosters student engagement and participation. Teachers' efforts to implement consistent policies and procedures to maintain such an environment underscore their understanding of the importance of emotional safety in promoting academic success.

The performance indicators also highlight the effectiveness of teachers in applying culturally appropriate teaching strategies, with a mean of 4.84. This indicates a strong commitment to inclusivity and responsiveness to the diverse backgrounds of students. This cultural responsiveness not only supports academic achievement but also contributes to the development of students' identity and self-esteem.

The results implied that the outstanding performance ratings of teachers suggest a high level of effectiveness in instructional practices, with significant implications for student learning outcomes. These results indicate that when teachers are equipped with diverse teaching strategies and a strong understanding of their students' backgrounds, they can create more engaging and supportive learning environments. The findings advocate for ongoing professional development to maintain and enhance these skills, ensuring that teachers continue to meet the evolving needs of their diverse student populations.

The findings from the performance rating of teachers indicate an exemplary level of proficiency across key educational indicators, with an overall average score of 4.71, categorized as "Outstanding." The results reveal that teachers effectively employ a range of teaching strategies to foster critical and creative thinking while maintaining safe, inclusive learning environments. Furthermore, the high ratings for culturally responsive teaching highlight the necessity of understanding and addressing the diverse needs of students. Overall, these findings underscore the pivotal role of effective teaching in promoting student success and advocate for continuous professional development in the educational field.

TABLE 3
PERFORMANCE RATING FOR THE PROFICIENT TEACHERS

A.	Performance Attitude	Weighted Mean	Interpretation
1	Maintains confidentiality Plan for implementation of curriculum program based on teachers' instructional needs."	4.40	Excellent
2	Accepts and acts upon criticisms and suggestions assistance on the preparation of lesson plans and assessment materials"	4.52	Excellent

3	Show flexibility appropriate, adequate and economical Instructional materials that suit learners' diverse Needs."	4.62	Excellent
4	Express empathy	4.60	Excellent
5	Cooperates with academic and non-academic personnel	4.53	Excellent
6	Adopts to different personalities and situations	4.49	Excellent
7	Respects person in authority	4.02	Very Satisfactory
8	Observes fairness and impartiality in dealing w/ students	4.44	Excellent
B	CAREER ATTITUDE		
1	Shows interest in teaching profession	4.30	Excellent
2	Reflects and evaluates performance continuously guides him/her to overcome areas of development."	4.21	Very Satisfactory
3	Updates self of current trends in Education	4.56	Excellent
4	Supports school rules and regulation	4.17	Very Satisfactory
5	Attends conference and Inservice training "	4.66	Excellent
6	Prepares and submits lesson plans and other requirements accordingly to schedule	4.80	Excellent
7	Maintains accurate class records and students' data	4.72	Excellent
	AVERAGE	4.46	Very Satisfactory

Legend: 4.21- 5.00 – Excellent
 3.41- 4.20 – Very Satisfactory
 2.61-3.40 - Satisfactory
 1.81- 2.60- Fairly Satisfactory
 1.00-1.80- Needs Improvement

The performance ratings for proficient teachers reflect a commendable level of professional attitude and commitment to the educational process, with an average weighted mean of 4.46, categorized as "Very Satisfactory." This assessment highlights several critical dimensions of teacher performance, focusing not only on instructional effectiveness but also on personal and professional attitudes that contribute to a positive educational environment. The results indicate that teachers are not only skilled in their subject areas but also embody the professional behaviors essential for fostering student learning and collaboration.

One of the notable indicators is the ability to "accept and act upon criticisms and suggestions" regarding lesson plans and assessment materials, which received a weighted mean of 4.52. This reflects a growth mindset among teachers, suggesting that they are open to feedback and willing to improve their practices. This openness to critique not only enhances teachers' own professional development but also contributes to a culture of continuous improvement within the school.

Another critical performance attitude is "showing flexibility in using appropriate and economical instructional materials," which scored 4.62. This suggests that teachers are adept at modifying their teaching resources to align with the diverse needs of learners. The ability to be flexible in instructional approaches is vital, as it allows educators to respond effectively to the varying learning styles and backgrounds of students.

Empathy also plays a significant role in effective teaching, as indicated by the score of 4.60 for "expressing empathy." Empathetic educators can connect with their students on a personal level, which fosters a supportive and caring classroom atmosphere. This emphasis on empathy underscores the importance of emotional intelligence in teaching, allowing teachers to build strong relationships with their students and create a safe learning environment.

The indicator regarding "maintaining accurate class records and student data," which received a high score of 4.72, highlights the organizational skills of proficient teachers. Accurate record-keeping is essential for tracking student progress and informing instructional decisions. Effective use of data allows teachers to identify learning gaps and implement targeted interventions, thus supporting student achievement.

The results of the performance rating for proficient teachers indicate an overall strong professional attitude, with an average score of 4.46, categorized as "Very Satisfactory." Indicators such as openness to feedback (4.52) and flexibility in instructional practices (4.62) highlight the teachers' commitment to continuous improvement and adaptability in meeting student needs. The significance of empathy (4.60) and accurate record-keeping (4.72) further emphasize the holistic approach necessary for effective teaching.

The results implied that proficient teachers exhibit excellent professional attitudes can significantly contribute to effective teaching and learning environments. Their willingness to accept feedback, demonstrate flexibility, and express empathy are essential traits that enhance student engagement and foster positive relationships. These findings suggest the need for continuous professional development focused on cultivating these attitudes, which can further empower teachers to meet the diverse needs of their students and adapt to the evolving educational landscape.

TABLE 4
TEST OF RELATIONSHIP

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Extent of Leadership Styles vs COT Performance of Teachers	0.83	1.941	0.356	Reject Ho	Significant Relationship (Strong)
COT Performance vs COT Performance of Master Teachers	0.80	1.791	0.356	Reject Ho	Significant Relationship (Strong)

The analysis of the test of relationship between motivational skills, performance, and attitudes of teachers reveals significant and robust correlations, underscoring the interconnectedness of these variables in the educational environment. The computed correlation coefficient between motivational skills and performance is 0.82, indicating a strong positive relationship. This suggests that higher levels of motivational skills among school administrators are associated with improved performance outcomes for teachers. In a similar vein, the correlation between motivational skills and teacher attitudes yields a coefficient of 0.78, which also reflects a strong relationship. These findings point to the critical role that motivation plays in shaping both performance and attitudes in the educational context.

The significance of the relationship between motivational skills and performance aligns with existing literature. When administrators exhibit strong motivational capabilities, they create a conducive environment that fosters teacher engagement, commitment, and ultimately, student success. This reflects the notion that effective leadership is pivotal in inspiring and enhancing teacher performance. In this study, the high correlation emphasizes that when administrators utilize motivational strategies effectively, they contribute to improved instructional quality and better student outcomes.

Similarly, the strong correlation between motivational skills and teacher attitudes can be understood through the lens of educational psychology. When school administrators model motivational behaviors, it fosters a positive atmosphere where teachers feel valued and motivated. This, in turn, shapes their attitudes toward their work, encouraging a proactive and committed approach to teaching. The findings from this study reinforce the idea that the motivational climate established by administrators plays a crucial role in shaping the attitudes of teachers, which can have profound implications for the overall school culture.

Furthermore, the decision to reject the null hypothesis (H_0) in both cases indicates that the observed relationships are statistically significant. This reinforces the necessity for educational leaders to prioritize the development of their motivational skills. A strong emphasis on fostering motivation not only enhances teacher performance but also cultivates a positive and collaborative work environment. Such an environment is essential for sustaining high levels of teacher engagement, which is directly linked to improved student outcomes.

The results implied that the significant relationships identified between motivational skills, performance, and attitudes indicate that educational leaders must actively cultivate their motivational abilities. These findings suggest that professional development programs should focus on enhancing motivational skills among administrators to positively influence teacher performance and attitudes. By prioritizing motivation in leadership practices, schools can foster an environment that promotes excellence in teaching, ultimately benefiting students and the broader educational community.

IV. CONCLUSIONS

Based from the results of the study, Strong evidence of the critical role that successful leadership plays in the educational environment may be seen in the linkages between motivating abilities, teacher performance, and attitudes. Since motivational skills are directly related to improved teacher performance and more positive attitudes toward teaching, the study's substantial positive correlations highlight the significance of school administrators developing these abilities. According to the findings, administrators that actively use motivating techniques not only enhance the quality of instruction but also foster a supportive and cooperative school climate. Better student outcomes and increased teacher commitment.

V. RECOMMENDATIONS

1. The Instructional Supervisory plan should be implemented to all school heads that could improve the performance of teachers and learners.
2. To maximize their performance and enhance their attitudes towards teaching, teachers should actively engage in open communication with school administrators about their motivational needs and challenges. Participating in professional development workshops focused on collaboration and feedback can also empower teachers to share effective practices and foster a supportive network that reinforces a positive teaching environment.
3. School heads are encouraged to prioritize the development of their motivational skills through targeted training programs. By adopting a leadership style that emphasizes recognition and support, they can create an atmosphere where

teachers feel valued and motivated. Regularly soliciting feedback from teachers about their needs and experiences can also help administrators tailor their approaches to better serve their staff.

4. The PSDS should facilitate workshops and training sessions that focus on motivational leadership for school administrators within their districts. By promoting best practices in motivation and encouraging collaboration among schools, the PSDS can help create a cohesive strategy that elevates teacher performance and attitudes across multiple institutions.

5. EPS should implement monitoring systems that evaluate the effectiveness of motivational strategies employed by school administrators. By analyzing data related to teacher performance and attitudes, the EPS can provide tailored recommendations and support to school heads, ensuring that motivational practices are continuously improved and adapted to meet evolving educational needs.

6. Parents are encouraged to participate actively in their children's education by fostering an environment of encouragement and support at home. Engaging with teachers and school administrators can provide valuable insights into how they can contribute to a positive school culture, reinforcing the importance of motivation in their children's academic success.

7. The Chief Education Supervisor should advocate for policies that emphasize the importance of motivational leadership in schools. By providing resources and support for professional development focused on enhancing the motivational skills of school administrators, the Chief Education Supervisor can contribute to a more effective and inspiring educational landscape.

8. Future researchers are encouraged to explore the long-term effects of motivational skills on teacher performance and student outcomes across diverse educational settings. Investigating the specific strategies that yield the most significant impacts can provide valuable insights for educational leaders and contribute to the ongoing development of effective motivational practices in schools.

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