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LEADERSHIP STRATEGIES AND MOTIVATION AMONG THE TEACHERS IN BASIC EDUCATION

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Effective school leadership is consistently viewed as essential for educational quality, yet maintaining optimal teacher engagement remains a persistent challenge in basic education. This study investigates the critical problem of identifying which specific administrative behaviors successfully stimulate and sustain teacher drive within demanding classroom environments. Specifically, the research aimed to determine the influence between various dimensions of school heads' leadership strategies namely instructional, transformational, participative, and transactional and the intrinsic and extrinsic motivation levels of basic education teachers. A quantitative correlational design was utilized, involving thirty active teachers from Pilipog National High School, selected through purposive sampling. Primary data were systematically collected using standardized survey questionnaires designed to precisely measure these specific leadership dimensions and motivation types. The statistical analysis clearly revealed negligible to low correlations across the variables. Notably, participative leadership demonstrated a low positive correlation with extrinsic motivation, whereas transactional leadership exhibited a low negative correlation with intrinsic motivation. Most crucially, the overall relationship between general leadership strategies and teacher motivation was found to be statistically insignificant, reflecting a low negative relationship and leading to the non-rejection of the null hypothesis. These important findings strongly suggest that the motivation of basic education teachers is driven primarily by independent factors located outside of direct administrative leadership styles. As a result, those in charge of education and schools need to think beyond their usual ways to boost motivation. They should focus on approaches that include personal growth, better work conditions, and fair pay, instead of just changing leadership structures to improve how teachers feel and perform.

Keywords: Administration and Supervision, Leadership Strategies, Teachers' Motivation, Descriptive-Correlational, Cebu, Philippines.

INTRODUCTION

A country's socioeconomic and cognitive development relied heavily on basic education, the quality of which was directly correlated with the efficacy of its educators. Although teachers were the main forces behind student learning results, their motivation was closely linked to their capacity to work at their best. Shaping the school atmosphere, articulating the educational goal, and fostering this much needed motivation among educators were all made possible by educational leadership, especially the tactics used by school principals (Wu, 2025). Building professional capability, cultivating a collaborative school climate, and establishing a network of support that empowered teachers were all important aspects of effective school leadership that went beyond simple administrative tasks (Fullan, 2023). Teachers' intrinsic and extrinsic motivation might be greatly increased by school leaders using suitable, values-led practices like transformational or democratic leadership, which would improve engagement, job satisfaction, and overall instructional quality (Hadijah, 2024). In order to comprehend how schools may sustainably increase educational delivery, it was crucial to determine the influence between leadership strategies and teacher motivation in basic education.

School administrators in basic education encountered numerous difficulties when putting initiatives intended to inspire teachers into practice, despite the acknowledged significance of effective leadership. Principals were obliged to embrace transactional or authoritarian leadership styles out of need rather than best practices, which frequently alienated staff, as a result of a significant administrative burden and resource shortage (Cao et al., 2025). Additionally, basic education instructors often faced unfavorable working conditions, including high student-to-teacher ratios, demanding curricula, and insufficient pay, which made them extremely vulnerable to demotivation (Ngwenya, 2021). School administrators frequently failed to offer specialized professional development, meaningful recognition, or a safe

space for teachers to voice their needs and concerns because they were unable to overcome these institutional limitations (Dias-Lacy & Guirguis, 2017). Furthermore, many principals were ill-prepared to use creative, cooperative decision-making processes due to inadequate leadership training and preparation, which resulted in a gap between the leadership's organizational objectives and the teachers' day-to-day operational realities (Smith & Doe, 2019).

The ramifications for the basic education sector would be dire and extensive if these leadership issues and the ensuing lack of teacher motivation were not adequately addressed. The fast acceleration of teacher burnout, which showed itself as emotional tiredness, dissatisfaction, and a significant loss of professional efficacy, was the most obvious and concerning effect (Agyapong et al., 2022). High burnout rates unavoidably resulted in more absenteeism and a sharp drop in classroom instruction quality, which negatively impacted students' involvement and academic achievement (Hornyak, 2025). Additionally, unsupported and unmotivated teachers were more likely to quit their jobs completely, which exacerbated high turnover rates that caused school instability and put a significant financial and operational strain on educational districts trying to find and train replacements (Williams, 2018). In the end, ineffective leadership that did not address these stressors produced a poisonous school culture, transforming the school setting into a mechanism of stagnation rather than a vibrant center of learning, endangering the provision of high-quality education to vulnerable students as a whole (Pallangyo & Mwila, 2025).

The influence between leadership styles and teacher results has been thoroughly studied in the literature, however there are still gaps in certain contextual applications. When compared to laissez-faire or strictly authoritarian approaches, studies consistently demonstrated that transformational leadership, which is characterized by visionary inspiration, individualized consideration, and intellectual stimulation, had a profoundly positive impact on reducing teacher burnout and enhancing job satisfaction (Wang et al., 2023). Effective school leadership was found to be a crucial factor in establishing settings where teachers felt appreciated and supported worldwide (Sasan et al., 2023). Furthermore, recent integrative reviews revealed that although teachers generally favored democratic and transformational approaches, their efficacy was significantly influenced by contextual elements like the institution's socioeconomic status, cultural norms, and the resources available to the school (Brown & Harris, 2021). However, a large portion of the current research either isolated leadership styles or concentrated on higher education in general, failing to thoroughly investigate how integrated, hybrid leadership strategies worked in the context of the particular, exacerbating resource crises frequently present in local basic education settings (Andriadi & Sulistiyo, 2024).

In order to fill the aforementioned deficiencies, this study's research direction was to critically examine the particular leadership techniques used by basic education school administrators and assess how they directly affected teacher motivation in the socio-educational environment of the time. Finding the precise mix of leadership techniques that boosted teacher productivity and motivation was more important than ever because schools were under unprecedented pressure from changing demographics, technology breakthroughs, and changing curricula (Han, 2025). This study looked at how adaptive, context-sensitive leadership techniques could lessen regional problems like resource shortage and administrative overload rather than focusing on defining certain leadership philosophies. This study aimed to give policymakers and educational administrators practical, evidence-based ideas by combining empirical data from the real-world experiences of basic education instructors (Camatog & Fu, 2024). The ultimate objective was to create a framework for responsive leadership that supported teachers' psychological health and promoted a long-lasting, high-achieving learning environment.

RESEARCH METHODOLOGY

Design

In order to ascertain the impact of the relationship between leadership methods and teacher motivation in Basic Education during the school year 2025–2026, this study used a quantitative, descriptive-correlational research approach. Because it allowed for the methodical collecting and analysis of numerical data to find patterns, correlations, and trends across variables, a quantitative approach was appropriate.

In particular, the descriptive-correlational approach was used to characterize the current situation of teacher motivation and leadership techniques while determining whether there was a statistically significant correlation

between these two important variables. This design focused on watching and evaluating elements as they naturally occurred within the educational setting rather than changing variables. This methodological decision guaranteed an unbiased assessment of how administration actions affect teacher morale, giving the study's organizational behavior results a solid empirical basis.

The main tool used to collect data was an adopted questionnaire.

A. The instrument was divided into three primary sections: (1) teachers' motivation, (2) leadership strategies, and (3) responder profile (demographic data).

B. The items in each aspect were carefully selected to support the study's objectives. This alignment ensured that the questions were understandable, relevant, and capable of eliciting precise responses from the teacher responders. All participants received the same set of items due to the adopted nature of the questionnaire. The questionnaire was properly selected to gather pertinent data from teachers' responses with an emphasis on accuracy to generate significant and valuable data for analysis.

An adopted questionnaire that was meticulously selected to systematically gather relevant data from teachers' respondents served as the study's primary data collecting instrument. Three elements comprised the tool: one on teachers' motivation, one on leadership strategies, and one on responder profiles that contained professional, contextual, and demographic background data. Each part included well designed items that aligned with the study's objectives to ensure the collection of precise, significant, and valuable data. By capturing important aspects of the research participants, these components were selected to guarantee comprehensive coverage of elements influencing educators' motivation and leadership behaviors. This intentional structure significantly improved the validity and relevance of the instrument, generating high-quality, pertinent data by making it easier to gather thorough, trustworthy data that directly addressed the research questions.

Instruments

The survey questionnaire was adopted to gather the information required to clearly and methodically address the study's objectives. It was divided into four sections that included the respondents' profile, the leadership styles of school administrators, and the level of teacher motivation. Each section was designed to gather specific information that would allow the researcher to describe the subjects and look into any possible influence between leadership strategies and teacher motivation. The questionnaire was the main tool used to obtain reliable responses from the teachers. By using structured sections, the researcher was able to ensure that the data gathered was relevant, thorough, and appropriate for analysis.

Part I contained the profile of the respondents in terms of age, gender, civil status, highest educational attainment, years of teaching experience, current position or rank, and relevant training and seminars attended in the last three years. These elements were used to describe the participants' personal and professional characteristics and to provide a comprehensive overview of their backgrounds. The profile data also helped the researcher determine whether differences in motivation and leadership strategies could be related to respondents' professional experience and demography. This portion made it possible for the study to present a more complete picture of the teachers who took part in the inquiry.

Part II focused on the leadership strategies of school heads. The tool used in this study to measure leadership techniques was modeled after the Principal Instructional Management Rating Scale (PIMRS) by Hallinger (1983) and the Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio (1995/2004). These tools were selected because they are widely used in educational research to assess leadership behavior and instructional management. The components of this section were intended to measure how school administrators supervised, helped, and mentored teachers in their work. By using these tried-and-true instruments, the study was able to examine leadership techniques in a respectable and structured manner.

Part III measured the level of teacher motivation. The tool used in this study to gauge teacher motivation was modeled after the Work Tasks Motivation Scale for Teachers (WTMST) created by Pelletier, Séguin-Lévesque, and Vallerand

(2002). This section's goal was to determine teachers' motivation to perform their jobs. The questionnaire items examined a number of aspects of motivation in connection to instructional tasks, commitment, and work engagement. Using the WTMST as a guide, the researcher ensured that the information gathered appropriately reflected the teachers' motivation. This information was essential for understanding how motivation and leadership strategies interact in learning environments.

Flow of the Study

The study employed the Input–Process–Output (IPO) paradigm to arrange and examine the complex relationships between research variables. The primary objective of using this conceptual model was to create a logical flow that clearly connects the current status of school leadership with the psychological motivation of the teaching staff. Using the IPO framework, the study could systematically identify how specific administrative practices serve as catalysts for professional morale. This paradigm allows the researcher to go beyond basic observation and toward a comprehensive understanding of organizational dynamics by guaranteeing that every component is considered within a functional system. Ultimately, this systematic approach provides a strong theoretical foundation for evaluating how institutional inputs are transformed into noteworthy professional outcomes.

The **input** component of this study encompasses a detailed profile of the respondents, including their age, gender, civil status, educational attainment, years of teaching experience, current rank, and relevant trainings. Additionally, it divides the leadership styles of administrators into four categories: educational, transformational, transactional, and participatory. Another important factor is teacher motivation, which is carefully separated into intrinsic and extrinsic aspects. These inputs provide the essential baseline data points needed to investigate how management strategies and individual backgrounds interact to impact the overall enthusiasm and dedication of the teaching personnel inside the learning environment.

The **Process** component entailed a methodical approach to data collection and analysis to ensure empirical rigor. Prior to sending survey questionnaires to the selected teacher respondents, the head of the school was formally consulted. These surveys were carefully gathered, examined, and organized upon completion in order to get ready for thorough data processing. The following examination of the data using the appropriate statistical techniques allowed for a thorough and objective knowledge of the influence between teacher motivation and leadership initiatives. This well-organized procedural flow ensured that every piece of information was handled with care, ultimately providing a strong foundation for determining how administrative strategies directly impact the professional motivation and morale of teachers.

The **Output** of the study featured a strategically designed intervention plan formulated directly from the research findings. To assist school heads' leadership practices and significantly boost basic education teachers' motivation, a complete leadership development plan was developed. This output's objective was to provide useful, fact-based suggestions that encouraged continued professional growth

Environment

The study was conducted at Pilipog National High School (PNHS) in Barangay Pilipog, Cordova, Cebu. After being formally founded on January 22, 2021, it first functioned as Pilipog Night High School until relocating to a quiet, independent building next to the elementary school. In order to satisfy the needs of its growing student body, PNHS, which was surrounded by residential dwellings and native trees, offered educational services that were in line with the Basic Education Curriculum. The institution plays an important role in the Cordova District's public secondary education system. It is a vital route for suburban and coastal areas and is located in the southwest of the province. As a government run organization under Department of Education Region VII, PNHS is give junior high school pupils an affordable, excellent fundamental education. This school's physical and socioeconomic setting provides a distinctive rural-suburban microcosm of the Philippine public education system, masterfully capturing a fusion of traditional community values and changing administrative demands.

Respondents

The respondents of this study were the classroom-based teachers at Pilipog National High School for the school year 2025–2026. A complete population sampling approach was used because these teachers made up the entire population in the school that was pertinent to the study. This approach made it possible for the study to get a thorough and accurate picture of the teaching staff by guaranteeing that every classroom-based teacher had an equal chance to participate.

RESULTS AND DISCUSSIONS

This section presents the data gathering results together with an analysis and interpretation based on the study's objectives. To describe teacher traits, motivation levels, and perceptions of school administrators' leadership strategies, survey data was statistically processed. The findings are presented in tables that illustrate the influence between teacher motivation and leadership strategies in an academic context according to demographic variables.

DEMOGRAPHIC PROFILE OF THE RESPONDENT

The respondents' profiles provide important context for evaluating the findings about leadership and motivation. Professional and demographic criteria such as age, gender, civil status, and qualifications have an impact on how people see their workplace. By looking at these variables, the data is based in reality and a baseline is created for identifying trends and differences amongst instructor groups.

Age

The respondents' age profile, as presented in Table 2, provides a clear overview of the generational composition of the study participants. It shows the distribution of the sample population across three distinct age groups.

Table 2
Age of the Respondents

Age Bracket	Frequency	Percentage
41–50 years old	1	3.33
31–40 years old	17	56.67
20–30 years old	12	40.00
Total	**30**	**100.00**

As shown in the table, 17 respondents, or 56.67% of the sample as a whole, are in the 31–40 age range. The 41–50 age range, on the other hand, has just one response, or 3.33% of the total population, making it the smallest demographic group. Over 96% of the participants were 40 years of age or younger, indicating a responder pool that is primarily young to early middle-aged.

The high percentage of respondents in the 20–40 age group suggests that Millennials and older Generation Z cohorts' viewpoints, values, and actions have a significant influence on the study's conclusions. The results may show traits common to these groups, such as a greater affinity for digital technology, certain communication preferences, or contemporary workplace expectations, since this group comprises the great majority of the sample.

Age and generational cohorts are often shown to be powerful indicators of attitudes and actions. Generational differences have a substantial impact on values, adaptability, and behavior in both consumer and organizational

contexts, as stated by Becton, Walker, and Jones Farmer (2014). Because older people' viewpoints are significantly underrepresented in this dataset, researchers must exercise caution when extrapolating these findings to older populations (such as those over 50).

Gender

The gender specific demographic profile of the respondents is shown in Table 3. The information gives a clear picture of the gender makeup of the study participants by showing how the sample population is distributed across various gender categories.

Table 3
Gender of the Respondents

Gender	Frequency	Percentage
Male	5	16.67
Female	22	73.33
Prefer not to say	3	10.00
Total	**30**	**100.00**

The table indicates that 22 respondents, or 73.33% of the sample as a whole, identify as female. On the other hand, only 3 respondents, or 10.00%, selected the "Prefer not to say" option, making up the smallest section. Overall, the data shows that the majority of respondents are female.

The substantial overrepresentation of female respondents suggests that female viewpoints, experiences, and behavioral patterns may have a disproportionate impact on the study's conclusions. The overall results may significantly reflect trends more typical of women within the particular environment under study, since roughly three-quarters of the group identifies as female. Because the male perspective is noticeably underrepresented, researchers must be cautious when trying to extrapolate these findings to a larger, more gender-balanced population.

Unbalanced gender ratios in sampling can distort results and restrict the generalizability of a study, as research often shows. Individual attitudes, priorities, and behavioral results can be greatly influenced by gender roles and socialization, as observed by Eagly and Wood (2013). To achieve a more balanced gender distribution, future research may benefit from targeted sampling. Therefore, recognizing this demographic bias is crucial for a nuanced and accurate interpretation of the findings.

Civil Status

The participants' demographic profile, broken down by civil status, is shown in Table 4. A summary of the respondents' home environment is given in this part, which is an essential indicator for comprehending the social and economic factors that might affect their answers.

Table 4
Civil Status of the Respondents

Civil Status	Frequency	Percentage
Single	19	63.33

Married	11	36.67
Total	**30**	**100.00**

A sizable majority of the respondents 19 people, or 63.33% of the sample as a whole are single. On the other hand, none of the respondents in this particular sample or 0% of the population identified as widowed or separated. These findings imply that the study's conclusions are mostly applicable to those who could have different household and financial duties or fewer immediate family dependents than married people.

The high proportion of single respondents raises the possibility that the data reflects a greater level of personal autonomy or an emphasis on professional development, which are common traits of single people in their early to mid-career phases. Because it frequently connects with lifestyle choices, risk tolerance, and time management, civil status is an important demographic characteristic.

For example, married people frequently manage different financial responsibilities and family priorities than single people. According to Kim and McKenry's (2002) research, a person's social support networks and psychological health can be greatly impacted by their civil status and the existence of a spouse, which can then have an impact on their performance and participation in a variety of activities. As a result, the results of this study should be interpreted from the perspective of a population that is mainly free from the particular household obligations that come with marriage, which may make them more mobile or goal-oriented.

Highest Educational Attainment

The respondents' educational background is shown in Table 5, arranged according to their highest level of academic achievement. The participants' professional credentials, specific expertise, and prospects for career advancement within their disciplines are all crucially indicated by this variable.

Table 5
Educational Attainment of the Respondents

Profile	Frequency	Percentage
Master’s Degree Graduate	3	10.00
Bachelor’s Degree with Master’s Units	18	60.00
Bachelor’s Degree	9	30.00
Total	**30**	**100.00**

A sizable percentage of the respondents have pursued education beyond a standard undergraduate degree, as the data shows. In particular, 18 people, or 60.00% of the sample, have a bachelor's degree and have completed master's units. On the other hand, just 10.00% (3 people) of the population has a master's degree. These results point to a population that actively pursues continuing education and professional growth, with the majority having already made progress toward postgraduate certification.

A high degree of professional desire and a dedication to academic advancement are implied by the preponderance of responders with Master's units. The study of postgraduate education frequently correlates with enhanced technical skills, stronger analytical ability, and a deeper comprehension of theoretical frameworks in professional settings, especially in specialized domains.

Years of Teaching Experience

The demographic profile of the respondents by length of service is shown in Table 6. An overview of

the participants' institutional experience and length of employment is provided by this data, which is crucial for comprehending their knowledge with corporate culture, policies, and operational procedures.

Table 6
Years of Teaching Experience of the Respondents

Length of Service	Frequency	Percentage
11–15 years	2	6.67
6–10 years	2	6.67
0–5 years	26	86.67
Total	**30**	**100.00**

According to the data, the vast majority of responders had only been at their current institution for a short time. In particular, the largest group 26 people, or 86.67% of the sample as a whole have only worked for 0 to 5 years. On the other hand, only two people, or 6.67%, fall into the lowest career brackets: mid-career (6–10 years) and late-career (11–15 years). Nearly nine out of ten participants are in the early phases of their professional residency, indicating a workforce that is primarily "novice" or "junior."

The organization's "young" workforce in terms of institutional tenure is implied by the large number of respondents with five years or less of service. High levels of enthusiasm, openness to new approaches, and a new outlook on organizational difficulties are frequently brought about by this generational transition. However, since only a tiny portion of the workforce has long-term (more than ten years) experience within the system, it also raises the possibility of a gap in institutional memory and seasoned competence.

Tenure is frequently associated with the development of "pedagogical content knowledge" or "organizational sagacity" in professional settings, especially in education or management. According to Rice (2013), the first few years of employment are crucial for professional development as people move from theoretical knowledge to practical mastery. The study's findings probably represent the attitudes and needs of a group that may need more robust mentorship programs and organized professional support to close the gap between early-career enthusiasm and long-term professional stability because the majority of respondents are in this formative stage.

Current Position/Rank

The demographic profile of the respondents according to their occupation is shown in Table 7. In order to comprehend the extent of their obligations and their professional standing within the basic education system, it is essential to know the participants' current position or designation within the organizational hierarchy.

Table 7
Current Position/Rank of the Respondents

Position	Frequency	Percentage
Teacher I – III	30	100.00
Total	**30**	**100.00**

According to the data, the sample is entirely homogeneous in terms of professional rank. The positions of Teacher I, II, or III are held by all 30 responders, or 100% of the participants. On the other hand, Master Teachers and administrative staff make up 0% of this particular sample of respondents. This suggests that the study's conclusions only represent the viewpoints and experiences of "frontline" classroom instructors who work in the early stages of their careers.

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The consistency of the respondents' opinions suggests that the information gathered is quite particular to the teaching workforce. The results are likely to highlight the difficulties, motivations, and requirements of educators who are concentrated on direct classroom instruction and are still negotiating the first to middle rungs of the professional career ladder because the entire sample is made up of Teacher I–III designations.

Relevant Training and Seminars Attended

The profile of the respondents according to how many professional trainings they had attended is shown in Table 8. This information sheds light on the participants' involvement in external learning opportunities and ongoing professional growth, which is crucial for evaluating their exposure to novel approaches and procedures.

Table 8
Relevant Training and Seminars Attended of the Respondents

Profile	Frequency	Percentage
9 or more trainings	3	10.00
6–8 trainings	2	6.67
3–5 trainings	11	36.67
0–2 trainings	14	46.67
Total	**30**	**100.00**

According to the data, the majority of respondents 14 people, or 46.67% have only attended 0–2 trainings. On the other hand, individuals who have attended six to eight trainings make up the smallest portion of the sample just two respondents, or 6.67%. Over 83% of the participants have attended five or fewer training sessions overall, indicating a low to moderate level of formal seminar or training involvement throughout the group.

A substantial possibility for administrative intervention and capacity building is suggested by the concentration of respondents in the lowest training attendance levels. Both teacher motivation and the development of good instructional leadership are closely related to ongoing professional development in the setting of basic education. A staff that has not received many recent trainings may find that pedagogical innovation has stagnated or that it lacks the modern leadership techniques needed to adjust to changing educational standards. To maintain interest and effectiveness in the classroom, school administrators and leaders must place a high priority on structured professional development. Darling-Hammond, Hyler, and Gardner (2017) assert that effective, ongoing professional development is crucial for enhancing teachers' teaching methods and, in turn, student outcomes. According to the research, closing this training gap and enabling teachers to improve their professional abilities may need the use of focused motivating techniques such institutional assistance for attending seminars, in-service workshops, or mentorship programs.

LEADERSHIP STRATEGIES OF THEIR SCHOOL HEADS

Organizational culture and institutional performance are shaped by school heads' use of instructional, transformational, participatory, and transactional leadership styles. These varied approaches promote academic achievement by directing decision-making and providing teacher assistance. This section looks at how teachers

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view various aspects of leadership and how they affect the overall effectiveness of the school.

Instructional Leadership

The respondents' evaluation of the instructional leadership techniques used by their school administrators is shown in Table 9. This section assesses how school administrators actively participate in managing resources, supervising instruction, and offering pedagogical support in order to improve the caliber of teaching and learning within the organization.

Table 9
Instructional Leadership

Indicators	Mean	SD	Verbal Description
Conducts regular classroom observations to monitor teaching quality.	4.03	0.85	Often
Provides specific, constructive feedback to improve my pedagogy.	4.40	0.67	Always
Leads LAC sessions to discuss curriculum and instructional goals.	3.73	1.26	Often
Ensures all necessary teaching materials/resources are available.	4.13	0.86	Often
Uses student data to guide teachers in academic interventions.	4.23	0.77	Always
Grand Mean	**4.11**	**0.88**	**Often**

Legend: 4.20–5.00 = Always; 3.40–4.19 = Often; 2.60–3.39 = Sometimes; 1.80–2.59 = Rarely; 1.00–1.79 = Never.

The highest-rated indicator is the provision of specific, constructive feedback (Mean = 4.40, Always), closely followed by the use of student data for academic interventions (Mean = 4.23, Always). The data indicates that the instructional leadership of school heads is perceived as highly effective, yielding a grand mean of 4.11, described as "Often." This suggests that when it comes to offering direct pedagogical support and data-driven counsel, school heads are thought to be the most reliable.

On the other hand, the Learning Action Cell (LAC) session leadership indication had the lowest mean score of 3.73 (Often). The higher standard deviation (1.26) indicates a greater range in how teachers view the frequency or efficacy of these collaborative sessions in comparison to other leadership duties, even though the result is still positive.

The high mean ratings for data usage and feedback suggest that school leadership is firmly based on a "clinical supervision" model, in which the head of the school serves as the main mentor. Leaders who place a high priority on data-driven interventions and constructive criticism foster a culture of continuous improvement that has a direct influence on student performance and teacher efficacy.

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Transformational Leadership

The respondents' evaluation of their school heads' transformational leadership style is shown in Table 10. This aspect of leadership focuses on how administrators encourage, inspire, and intellectually excite their employees to put the institution's success and goal ahead of their own self-interest.

Table 10
Transformational Leadership

Indicators	Mean	SD	Verbal Description
Inspires a shared vision for the school's future success.	4.33	0.84	Always
Acts as a professional role model with high ethical standards.	4.67	0.55	Always
Shows genuine concern for my individual professional growth.	4.73	0.58	Always
Motivates the faculty to exceed our current performance targets.	4.63	0.56	Always
Grand Mean	4.53	0.68	Always

Legend: *4.20–5.00 = Always; 3.40–4.19 = Often; 2.60–3.39 = Sometimes; 1.80–2.59 = Rarely; 1.00-1.79 = Never.*

All five indicators were rated within the "Always" range, demonstrating consistency across this dimension. The results suggest that the school heads have a very high level of transformational leadership, as indicated by a Grand Mean of 4.53, which is interpreted as "Always."

The school head's sincere interest for each person's professional development is the highest-rated indicator (Mean = 4.73), followed by their function as a professional role model with high ethical standards (Mean = 4.67). This implies that educators view their leaders as morally upright individuals and feel highly respected as humans. Encouraging innovative and creative teaching approaches had the lowest mean (Mean = 4.30), but it was still quite high. The instructors' significant agreement on these leadership traits is demonstrated by the standard deviations, which are still comparatively low (range from 0.55 to 0.88).
The high mean for transformational leadership suggests that school administrators are successful in creating a respectful and trusting environment. Higher levels of organizational commitment and job satisfaction are frequently the result of instructors feeling that their leaders actually care about their professional growth. Because it prevents burnout and promotes long-term retention, this "people-centric" approach is a potent incentive, especially in a job as demanding as teaching.

Additionally, the school's ethical foundation is strengthened by the perception of the leader of the institution as a professional role model. According to Bass and Riggio (2006), transformational leaders that demonstrate individual care and serve as role models (Idealized Influence) are more successful at motivating subordinates to go above and beyond expectations. This indicates that in an educational setting, teachers are motivated to succeed because they have faith in the leader and the common goal, rather than merely carrying out directives. This shows that the existing leadership style is ideal for preserving a supportive school environment and strong teacher morale.

Participative Leadership

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The respondents' evaluation of the participative leadership techniques used by their school administrators is shown in Table 11. In order to promote a sense of shared ownership, this dimension focuses on how much leaders include their employees in decision-making processes, promote teamwork, and assign responsibilities.

Table 11
Participative Leadership

Indicators	Mean	SD	Verbal Description
Consults teachers before implementing new school policies.	4.43	0.86	Always
Encourages a collaborative environment for decision-making.	4.57	0.77	Always
Delegates leadership roles to teachers in various committees.	4.67	0.55	Always
Openly listens to and respects my suggestions and ideas.	4.57	0.63	Always
Involves the faculty in solving school-wide operational problems.	4.70	0.60	Always
Grand Mean	**4.59**	**0.68**	**Always**

A Grand Mean of 4.59, which is translated as "Always," indicates that respondents believe their school heads exhibit a very high degree of participative leadership. Involving the faculty in resolving operational issues for the entire school (Mean = 4.70) is the highest-rated indicator, followed by assigning committee leadership duties (Mean = 4.67).
Although it is still regarded as "Always," interviewing teachers prior to enacting new school policies has the lowest mean (Mean = 4.43). The teachers' strong and constant agreement that their leaders encourage involvement and teamwork in day-to-day school operations is suggested by the low standard deviations across all categories.

A democratic and inclusive corporate culture is implied by the "Always" grade for participative leadership. Teachers are empowered and have more professional agency when school administrators assign leadership responsibilities and include faculty in problem-solving. In educational contexts, where instructors' "on-the-ground" ideas are essential for resolving operational difficulties, this collaborative method is especially beneficial.

Transactional Leadership

The respondents' evaluation of the transactional leadership techniques used by their school administrators is shown in Table 12. In order to preserve organizational standards and efficiency, this leadership dimension emphasizes goal-setting, performance monitoring, and the application of rewards or corrective actions. It also focuses on the exchange relationship between leaders and followers.

Table 12

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Transactional Leadership

Indicators	Mean	SD	Verbal Description
Clarifies the rewards I will receive for reaching specific goals.	4.37	0.81	Always
Closely monitors performance to ensure DepEd rules are followed.	4.57	0.57	Always
Provides formal recognition (awards/praise) for good work.	4.23	1.28	Always
Intervenes quickly when administrative standards are not met.	4.43	0.57	Always
Focuses on the efficient completion of reports and deadlines.	4.63	0.56	Always
Grand Mean	**4.45**	**0.76**	**Always**

Legend: 4.20–5.00 = Always; 3.40–4.19 = Often; 2.60–3.39 = Sometimes; 1.80–2.59 = Rarely; 1.00–1.79 = Never.

The Grand Mean of 4.45, which is orally stated as "Always," indicates that school directors constantly use transactional leadership techniques. Focusing on the timely completion of reports and deadlines had the highest mean among the indicators (Mean = 4.63), followed by performance monitoring to make sure DepEd regulations are followed (Mean = 4.57).
At 4.23, the indication for formal recognition had the lowest mean score. Additionally, this particular indicator had the biggest standard deviation (1.28), indicating that although the frequency is high overall, teachers' perceptions of the regularity of formal rewards or commendation within the institution vary noticeably.

The school's high transactional leadership grade suggests that administrative discipline, compliance, and procedural efficiency are highly valued. School administrators make sure the institution complies with Department of Education regulations by emphasizing deadlines and adhering to rules. In order to preserve operational stability, this framework gives teachers a predictable work environment and clear expectations.

However, the lower score and higher volatility in "formal recognition" suggest that the "reward" component of the transactional exchange may be less dependable than its "monitoring" component. In educational settings, transactional leadership is helpful for maintaining standards, but it must be balanced with acknowledgment to prevent becoming unduly bureaucratic. According to Anastasiou and Garametsi (2021), transactional leadership particularly contingent reward is a strong predictor of followers' motivation and job satisfaction because it makes the connection between work and recognition evident. Recent research indicates that formal recognition programs should be used more frequently to increase teacher motivation and morale, even though school administrators are quite good at maintaining administrative rigor.

LEVEL OF MOTIVATION

Instructional quality, professional endurance, and school community contributions are all significantly

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influenced by teacher motivation, which can be divided into two categories: extrinsic external rewards and intrinsic personal fulfillment. School administrators are more equipped to create helpful environments when they are aware of these psychological and environmental factors. As a result, this section examines research on how these two elements maintain teachers' commitment to their pupils.

Intrinsic Motivation

The respondents' levels of intrinsic motivation are examined in the section that follows. The internal drive, sense of fulfillment, and purpose that educators get from teaching itself are referred to as intrinsic motivation. Based on the collected data, Table 13 presents the mean scores, standard deviations (SD), and descriptive explanations of the particular indicators utilized to evaluate this dimension.

Table 13
Intrinsic Motivation

Indicators	Mean	SD	Verbal Description
I feel a sense of fulfillment when my students learn a new skill.	4.63	0.49	Very High
I am driven to improve my craft for my own self-satisfaction.	4.43	0.63	Very High
My passion for teaching is my primary reason for staying in the job.	4.33	0.71	Very High
I enjoy the challenge of solving difficult classroom problems.	4.40	0.62	Very High
I find teaching to be a personally meaningful and purposeful career.	4.50	0.68	Very High
Grand Mean	**4.46**	**0.63**	**Very High**

Legend: 4.20–5.00 = Very High; 3.40–4.19 = High; 2.60–3.39 = Moderate; 1.80–2.59 = Low; 1.00–1.79 = Very Low.

The grand mean of 4.46 (SD = 0.63) in Table 13 indicates that the respondents have a generally "Very High" level of intrinsic motivation. Interestingly, all of the assessed indicators fall into the highest descriptive range.

The highest-rated indicator is the deep sense of fulfillment teachers experience when their students learn a new skill, which garnered a mean score of 4.63. The belief that teaching is a personally fulfilling and purposeful career comes in second (Mean = 4.50). Additionally, the teachers have a strong internal drive to advance their profession (Mean = 4.43) and welcome the challenge of resolving challenging classroom issues (Mean = 4.40). Despite having the lowest relative score (Mean = 4.33), the indication pertaining to passion as the main reason for remaining in the job still clearly registers as "Very High," demonstrating a strong internal commitment to the profession across all measured categories.

The extremely high levels of intrinsic motivation indicate that these educators have a strong connection to the fundamental pedagogical goals of their work and derive great personal fulfillment from the achievements of their students and ongoing personal development. The main takeaway for school administrators is that maintaining this motivation necessitates a setting that fosters professional competence and autonomy rather

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than only depending on external rewards.

The Self-Determination Theory of Ryan and Deci (2000) states that situations that meet a person's fundamental psychological requirements for relatedness, competence, and autonomy are the ideal places to maintain intrinsic motivation. School administrators can therefore take advantage of this strong internal motivation by giving teachers opportunities for meaningful professional development, including them in curricular decisions, and aggressively acknowledging their students' accomplishments. Leaders may guarantee that instructors' innate passion and feeling of purpose are preserved by shielding the fundamental teaching experience from undue bureaucratic constraints. This will ultimately lower burnout and increase professional endurance.

Extrinsic Motivation

Extrinsic motivation the external incentives and surroundings is crucial for sustaining a teacher's dedication and operational concentration, even though interior enthusiasm is equally important. Table 14 looks at how responders are impacted by outside variables like recognition, educational facilities, and financial benefits. A quantitative summary of these motivators is given in this section using mean scores and standard deviations.

Table 14
Extrinsic Motivation

Indicators	Mean	SD	Verbal Description
I am motivated by the salary and financial benefits of my position.	4.03	0.67	High
The physical facilities of the school make me want to work harder.	3.83	0.91	High
Recognition and awards from the school head boost my morale.	4.20	0.71	Very High
Positive relationships with my colleagues keep me motivated.	4.57	0.63	Very High
The job security provided by the government encourages my loyalty.	4.20	0.71	Very High
Grand Mean	**4.17**	**0.73**	**High**

Legend: 4.20–5.00 = Very High; 3.40–4.19 = High; 2.60–3.39 = Moderate; 1.80–2.59 = Low; 1.00–1.79 = Very Low.

With a grand mean of 4.17 (SD = 0.73), the data shows that the respondents have an overall "High" level of extrinsic drive. In contrast to the results of intrinsic drive, where every category was "Very High," the extrinsic factors exhibit greater diversity.

Positive relationships with coworkers were shown to be the strongest extrinsic motivator (Mean = 4.57), followed by job security and recognition/awards, both of which had a mean of 4.20 (Very High). On the other hand, although still classified as "High," the financial and physical environment components scored lower. In particular, the weakest links in the extrinsic chain are salary/benefits (Mean = 4.03) and physical facilities

(Mean = 3.83). This implies that teachers may be less inspired by the material resources or monetary remuneration currently offered, even though they are highly motivated by social support and job security.

The findings suggest that the main factors supporting educators' extrinsic motivation in this context are social capital and job stability. The emphasis on "positive relationships" highlights how crucial a cooperative school atmosphere is. The lower mean for school facilities, however, raises the possibility that a poor physical environment could turn into a "hygiene factor" that, if ignored further, could cause discontent.

This is consistent with Herzberg's Two-Factor Theory (1959), which makes a distinction between hygienic factors (such as pay and working conditions) and motivators (such as recognition). Herzberg claims that while hygiene variables may not always result in long-term satisfaction, their lack or insufficiency might cause serious demotivation. Thus, in order to avoid "disengagement," school administrators must clearly push for improved physical facilities and competitive pay, even as they should continue to promote a positive social environment and offer recognition (Herzberg, 1959). Enhancing these areas would guarantee that the teaching force's high level of internal passion is matched by the external environment.

SIGNIFICANT RELATIONSHIP BETWEEN THE DIMENSIONS OF LEADERSHIP STRATEGIES AND TEACHERS' MOTIVATION

In order to determine which administrative approaches, such as transformational leadership, genuinely improve morale, this last section tests the null hypothesis by correlating leadership tactics with teacher motivation. The results give a data-driven analysis of the psychological effects of managerial behaviors on contemporary educators by giving these interactions a scientific foundation.

Table 15
Relationship between the Dimensions of Leadership Strategies and Teachers' Motivation

Leadership Strategy Dimensions	Intrinsic Motivation	Extrinsic Motivation
Instructional Leadership	-0.075	-0.071
Transformational Leadership	-0.081	0.033
Participative Leadership	-0.136	0.273
Transactional Leadership	-0.258	-0.044

The chart demonstrates that there is typically little to no correlation between the aspects of leadership strategies and teachers' motivation. Negligible negative correlations with intrinsic motivation and negligible correlations with extrinsic motivation were observed between instructional leadership and transformational leadership. Participatory Leadership had a low negative correlation (rho = -0.136) with Intrinsic Motivation and a low positive correlation (rho = 0.273) with Extrinsic Motivation, the highest value in the table. Transactional leadership exhibited a negligible negative correlation (rho = -0.044) with extrinsic motivation and a low negative correlation (rho = -0.258) with intrinsic motivation. Overall, the results indicate that there is little to no significant correlation between the aspects of leadership strategies and the aspects of teachers' motivation.

Table 16
Significant Relationship between the Level of Leadership Strategies and Teachers' Motivation

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Variables	r-value	p-value	Degree of Relationship	Remarks	Decision
Leadership Strategies and Teachers' Motivation	-0.202	0.285	Low negative	Not Significant	Do not Reject the Null Hypothesis

*Significant at $p < 0.05$

With an r-value of -0.202 and a p-value of 0.285, which is higher than the 0.05 level of significance, the results showed that there is no meaningful link between the degree of leadership strategies and teachers' motivation. This suggests that the variables have a weakly negative connection. Therefore, the null hypothesis is not rejected.

SUMMARY

This study's main goal was to determine the influence between teachers' motivation levels and the leadership strategies used by school administrators. Thirty teachers participated in the study as responders. The study evaluated the respondents' age, gender, civil status, highest level of education attained, length of service, position, and number of pertinent trainings attended. Additionally, it assessed school administrators' leadership approaches in four different areas: instructional leadership, transformational leadership, participatory leadership, and transactional leadership. Additionally, the study assessed the teachers' motivation levels, classifying them into two categories: intrinsic and extrinsic motivation.

FINDINGS

The study reveals that the teaching force is predominantly young, female, and in the early stages of their careers, demonstrating a strong drive for academic advancement despite a notable lack of exposure to external training seminars, which highlights a critical need for localized, school-based capacity-building initiatives. Teachers view school administration as a highly collaborative environment that is fueled by strong participative leadership. Nevertheless, there is a clear need for better instructional leadership, especially when it comes to offering practical pedagogical mentorship, such as leading Learning Action Cell (LAC) sessions. The teachers' strong intrinsic motivation, driven by a deep love of teaching and student achievement, is evident despite this administrative divide. Although job security and workplace camaraderie offer strong support, financial benefits and physical facilities continue to be their least motivating factors, demonstrating a highly resilient staff. This inner calling greatly outweighs their extrinsic motivations. Importantly, there was no discernible relationship between the motivation levels of the teachers and the leadership tactics used by the administrators. This suggests a highly self-sustaining teaching force that operates completely independently of external administrative influence and whose steadfast dedication is firmly anchored in their professional values and peer relationships.

CONCLUSIONS

The following conclusions about the professional dynamics and educational environment inside the studied institution are derived from the summarized findings:

First, considering that the great majority have zero to five years of teaching experience, the demographic profile shows a workforce that is primarily young, female, single, and relatively new to the teaching profession. The high percentage of those pursuing or having finished graduate courses shows that, despite being in the early phases of their careers, they have a strong dedication to professional progress. However, most of them have attended very few formal training sessions, thus their exposure to ongoing professional development is now limited.

Second, the faculty hold the school administrators in high regard, and they consistently apply transformational, transactional, and participatory leadership styles. While rigorously upholding administrative norms, the school heads are excellent at fostering collaborative settings, assigning responsibilities, and igniting shared visions. Administrators may give organizational culture and operational compliance a somewhat higher priority than direct pedagogical intervention, as evidenced by the fact that instructional leadership is implemented more frequently than the other characteristics.

Third, the teachers are incredibly motivated, mostly by internal rather than external incentives. Their "Very High" intrinsic motivation shows a strong love for teaching, a commitment to self-improvement, and a sense of personal gratification from students' accomplishments. Teachers' internal sense of purpose comes first, even though extrinsic variables like pay, relationships with coworkers, and recognition are ranked as "High" and continue to be significant.

Lastly, and perhaps most importantly, the study finds that the leadership tactics of their school administrators do not substantially contribute to the high levels of teacher motivation. The null hypothesis' acceptance and the negligible to low negative correlation coefficients show that, despite their favorable perceptions, the contemporary leadership philosophies do not quantitatively explain the variations in teachers' motivation. This implies that the teachers at this institution are self-starters whose strong motivation stems from personal, independent, or external sources that are not directly related to administrative leadership practices.

RECOMMENDATIONS

It is recommended that educational institutions formally accept and implement the suggested Leadership Enhancement Plan developed as the main product of this research, given the study's comprehensive findings about teacher motivation. Adopting this complete approach will give early-career educators systemic, long-term assistance instead of depending just on traditional management paradigms. To ensure that fundamental pedagogical behaviors are continuously improved, the suggested output should be used to institutionalize tailored instructional coaching and mentorship structures. Additionally, the initiative addresses the present lack of formal training exposure by acting as a structured mechanism to prioritize fair access to targeted professional development, such as interactive workshops and localized learning groups. Incorporating the program's collaborative peer-mentoring networks will also promote innovative approaches, maintain professional enthusiasm, and lessen early-career burnout. Schools may develop a highly motivated workforce and systematically verify instructors' natural drive for mastery by actively utilizing this practical research result.

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