

Enhancing Teacher Motivation: Leadership Strategies InPanabo City Public Senior High Schools

ABSTRACT

Effective school leadership plays a crucial role in addressing challenges, inspiring teachers, and creating an environment conducive to teachers. This study delved into the motivational techniques employed by public school heads in Panabo City. Teacher motivation is pivotal in improving educational outcomes and fostering a positive learning environment. This research employed a qualitative approach focusing on a single case to explore the various motivational techniques and strategies implemented by Public Secondary Senior High School Heads regarding their effectiveness and the challenges encountered in the context of Panabo City. Seven (7) key informants were chosen using a purposive sampling technique and underwent an in-depth interview. The gathered data were analyzed using a thematic analysis. The major themes identified pivots around rewards and recognition, professional development, collaboration, and open communication. The technique's effectiveness is measured through performance metrics, feedback mechanisms, and retention rates. The significant challenges experienced by the school heads include sustainability of motivation, tailoring techniques to different individuals, and requiring sufficient support and resources. On the other hand, the emergent themes in motivational strategies include resource allocation and institutional support, school community building, and an inclusive approach. Implementing motivational strategies successfully entails addressing the limited resources, resistance to change, and ensuring sustainability through continuous monitoring and institutional support. The themes were thoroughly discussed, defined, and reinforced with existing studies and literature. Moreover, the insights emphasized the importance of empathy, consistency, and a long-term vision. Recommendations include strengthening the techniques and strategies utilized, being updated on new trends in motivational strategy and improvement, and addressing challenges. By implementing the implications into practice and ensuring sustained effectiveness, school leaders must seek continuous feedback, establish performance metrics, remain adaptable to changes, and address challenges with flexible, tailored strategies that emphasize consistency, empathy, and understanding. This study has the potential to provide valuable perspectives for policymakers in education, as well as school administrators and teachers seeking to enhance teacher motivation and ultimately improve the quality of education.

Keywords: Motivation; teacher motivation; public school heads; motivational techniques; education; panabo city.

1. INTRODUCTION

1.1 Background of the study

In any society, the field of education is critical in its development. Teachers play an essential role

in shaping the minds of the future generation. The Sustainable Development Goals (SDGs) of the United Nations recognize the importance of ensuring "inclusive and equitable education and promoting lifelong learning opportunities for all" to address common international development

challenges. Furthermore, in order to guarantee that students can access education that is equitable, fair and of high standard across all levels, the SDGs also establish a specific goal to “substantially increase the supply of qualified teachers, especially in the least developed countries and small island developing states, through international cooperation in teacher training in developing countries.” (UN, 2015 p.21)

For many years in various countries, the issue of preserving the dedication, mental acuity, and productivity of teachers who operate in a demanding setting known as "school" (Goodlad, 2004) has been a matter of consideration. Teacher motivation significantly influences the quality of education and student learning outcomes. The teaching profession has undergone significant changes that have influenced teachers' motivation. The role of teachers in shaping the forthcoming generation must be balanced, and the teachers' capacity to perform optimally is vital to the quality of instruction provided to students. However, public school teachers often face challenges such as heavy workloads, resource constraints, and lack of recognition, impacting their motivation levels. [1-3]

Research on learner achievement shows that teachers significantly impact student achievement (See Darling-Hammond, 2000; Palardy and Rumberger, 2008; and Blazar and Kraft, 2017). To improve student learning outcomes, it is also necessary to understand teachers' many settings and motives that make them good conduits for students' future achievements and success. However, teacher motivation and individual needs have not been focused enough in recent years [4]. Senior high school education is a pivotal stage in a student's academic path, equipping them for further education or the workforce. The role of teachers in this phase is pivotal, requiring them to impart knowledge, develop skills, and inspire students to reach their full potential. However, teachers often face obstacles such as heavy workloads, limited resources, and administrative demands, undermining their motivation and job satisfaction [5-7].

Motivating teachers in the context of public senior high schools is paramount for ensuring the delivery of quality education and fostering a positive learning environment. In Panabo City, like many other urban centers, public senior high school teachers encounter challenges that can affect their motivation levels and ultimately

impact student learning outcomes. Understanding the specific motivational techniques employed by senior high school heads in Panabo City is essential for addressing these challenges and enhancing teacher motivation [8-10].

Effective school leadership is crucial in addressing these challenges and creating an environment conducive to teacher motivation. As educational leaders, school heads are tasked with providing teachers direction, support, and inspiration. School heads can empower teachers, boost morale, and cultivate a culture of excellence within the school community by implementing appropriate motivational techniques. This research study seeks to find out the motivational techniques utilized by the school heads among Public Senior High School Teachers.

1.2 Theoretical Framework

This study is approached from the perspective of Deci and Ryan's (2000) self-determination theory (SDT). The perspective on motivation considers it as a spectrum encompassing three main aspects: intrinsic motivation, extrinsic motivation and amotivation. The self-determination theory suggests that individuals possess varying forms of motivation.

Intrinsic motivation through the lens of Self-determination theory (SDT) refers to behavior driven by internal rewards such as enjoyment, satisfaction, or personal interest. Individuals may engage in activities because they find them inherently enjoyable or satisfying. For example, a teacher may enjoy teaching because of her innate interest. According to self-determination theory, this type of motivation is the most desirable because it is driven by the individual's desires rather than outside influences.

Extrinsic motivation involves actions fueled by external incentives like money, fame, or praise. Individuals engage in activities not because they find them enjoyable or interesting, but because they will receive recognition. For example, a teacher might want to perform better than her colleagues because she will receive an award at the end of the evaluation period [11-15].

On the other hand, amotivation through the lens of SDT refers to the lack of motivation or interest in an activity. Individuals may not see the importance of an activity and may not be driven by either internal or external factors to engage in

an activity. For example, a teacher may not want to participate in a school meeting because she may find the agenda not relevant to her work as a teacher.

The theory generally suggests that people's behavior can range from proactive and engaged to passive and alienated, depending on their social environment. It also indicates that most individuals typically exhibit significant effort, agency, and commitment, highlighting positive and enduring aspects of human nature. However, it acknowledges that the human spirit can be suppressed or broken, leading some individuals to avoid growth and responsibility (Deci & Ryan, 2000).

This perspective on human motivation is crucial for understanding teachers' perceptions and evaluations. Similar to Deci and Ryan's view, it emphasizes the significance of individuals' inherent resources for personality development and self-regulation. It suggests that self-determined individuals might be better prepared to handle an increased workload and more capable of using available control opportunities to counteract stress. Conversely, non-self-determined individuals might find increased job control stressful and overwhelming, likely due to their reliance on external factors and limited experience with autonomy and personal control (Parker et al., 2010).

The theories developed by Herzberg, Maslow, and Taylor are significant contributions to our understanding of motivation. Herzberg (2020) asserts that individuals are not content with merely satisfying lower-order needs at work; instead, they seek to fulfill higher-level psychological needs such as achievement, recognition, responsibility, advancement, and the nature of the work itself [16-18]. Herzberg concluded that job characteristics related to what an individual accomplishes fulfill needs for achievement, competence, status, personal worth, and self-realization, thereby leading to happiness and satisfaction (Surbhi, 2020).

Conversely, Maslow's hierarchy of needs theory, often depicted as a pyramid, comprises Biological and Physiological needs, Safety needs, Belongingness and Love needs, Esteem needs, and Self-Actualization needs. According to Maslow, individuals must satisfy their most basic needs before they can strongly pursue higher-level needs (Hopper, 2020).

1.3 Conceptual Flow

The researchers illustrate the conceptual flow based on how the investigation is conducted. The research participants will be selected using

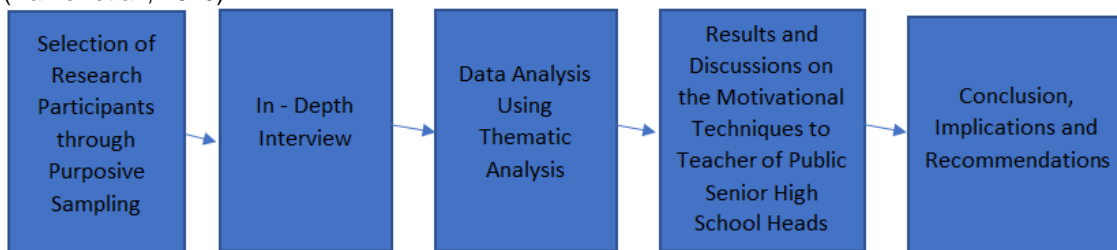


Fig. 1. presents the conceptual flow of the study

purposive sampling. Following the selection process, the researcher will interview seven (7) Public Senior High School Heads from 14 Panabo City Secondary Schools that offer Senior High Schools. The researchers used thematic analysis to examine the data and then shared their findings, which included a discussion on the motivational techniques employed by the school heads. Based on the results, they plan to offer recommendations to educational leaders for developing strategies and programs to enhance teacher motivation, alongside discussing the theoretical implications.

1.4 Research Questions

1. What are the motivation techniques that you utilize as School Head among the Senior High School teachers?
2. What motivational strategies that you can use to improve the motivation of the Senior High School teachers?

2. METHODOLOGY

2.1 Research Design

A case study was utilized for this research to thoroughly investigate the motivational techniques employed by school heads in

secondary schools with Senior High School offerings within the Department of Education (DepEd) Panabo City Division. The research follows a qualitative design, using a holistic case study approach to deeply explore the complex dynamics, contextual factors, and experiences related to the motivational techniques of public senior high school heads in Panabo City [19].

2.2 Sampling Techniques

This study employed purposive sampling to select "information-rich" key informants for interviews, specifically seven Public Senior High School Heads from DepEdPanabo City. Purposive sampling is a non-random technique where researchers intentionally choose participants based on specific criteria pertinent to the research question or objectives [20]. This method includes participants with particular characteristics, experiences, or knowledge crucial to the study [21]. Informants were chosen based on their experiences as Public Secondary School Heads and the size of the schools they manage. The researcher will only include school heads assigned in medium to very large schools.

2.3 Research Instrument

A researcher-developed interview guide served as the primary tool to elucidate the motivational strategies utilized by the Public Senior High

2.5 Data Analysis

The researchers transcribed audio and video recordings to analyze the research data, involving a meticulous process of converting spoken words and visual content into written form to accurately capture the responses of the research participants. Subsequently, a thematic analysis strategy was employed. This structured approach, commonly utilized in case study research, aims to derive meaningful insights from qualitative data (Morrow et al., 2015). In the case study context, researchers begin by familiarizing themselves with the data through repeated readings and open coding. Key statements and thematic clusters are identified to highlight patterns within the information. These themes are then organized into categories, contributing to a comprehensive description of the investigated case. Throughout the process, researchers strive to maintain rigor and coherence in the analysis. The final results are validated by comparing them with the original data to ensure accuracy and fidelity to the specifics of the case study.

School Heads in Panabo City. The study's central theme will be guided by several sub-questions. The interview guide underwent validation and refinement by Education Supervisors, Public Schools District Supervisors, Master Teachers, teachers who are proficient in their respective fields, a research expert, and individuals with backgrounds in Public Senior High School education. Subsequently, the validated guide questions were piloted with two Public Senior High School Teachers who were not included in the qualitative sample.

2.4 Data Collection Procedure

This research adhered to a structured procedure for data collection. Initially, formal permission to conduct the study was obtained from the superintendent of the Schools Division through an official letter. Subsequently, informed consent forms were provided to the research participants following approval. Following this, in-depth interviews were conducted with the key informants as part of the data collection process. Thematic analysis was then employed by the researchers to analyze the responses from the key informants of the case study. Finally, the resulting themes were organized and presented alongside detailed discussions that elaborated on them.

2.6 Ethical Considerations

In conducting this study, ethical considerations were prioritized, covering informed consent, confidentiality, justice, and conflict of interest. Informed consent entailed a voluntary and comprehensive process, ensuring participants were fully informed about the research, understood the provided information, and had the freedom to choose whether to participate or decline [48]. Following a detailed explanation of the research process, participants' agreement was obtained through channels such as Facebook Messenger, emails, and face-to-face communication. Strict confidentiality was upheld to protect participants, safeguarding their identities and preserving confidentiality. The principle of justice was emphasized by respecting participants' convenience during data collection, ensuring no exploitation or coercion occurred (Orb et al., 2001). Additionally, to address potential conflicts of interest, researchers maintained objectivity by positioning themselves outside participants' responses, thus

avoiding personal, financial, political, or academic influence on the study [49]

3. RESULTS AND DISCUSSIONS

This chapter outlines the results derived from analyzing the data collected from the key informants within the Panabo City Division. The emergent themes generated by the analysis are presented, accompanied by thorough analysis. Pseudonyms were given to research participants to maintain anonymity in the primary presentation of the results.

3.1 Motivational Techniques Utilized as School Heads

The researchers delineated these themes, engaged in thorough discussions about them, enriched them with fundamental concepts, and substantiated them with relevant existing studies and literature.

3.2 Recognition and Rewards

Table 1. Major themes and core ideas in the motivational techniques utilized as school heads

Major Themes	Core Ideas
Recognition and Rewards	<i>Acknowledgment of teachers' efforts through school-initiated awards, certificates, and public recognition in meetings and assemblies. P1 Recognition of the exceptional contribution of teachers P3 Nomination to Division and Regional Awards P7</i>
Professional Development Opportunities	<i>Offering workshops, training sessions, and equal opportunities for career advancement such as scholarship grants P3 Yearly in-service training P2 Training opportunities and scholarship grants within and outside the country P5</i>
Collaborative Environment	<i>Encouragement of teamwork and collaborative projects to build a supportive school community P2 Creating a positive and inclusive school culture that values every teacher's contribution P4</i>
Open Communication	<i>Maintaining transparency in terms of communication channels to listen to teachers' concerns and suggestions P1 Open communication channels to teachers through personal meetings and other means P4</i>

Amabile et al (2004) also support the claim that leader behaviors and recognition influence employees' creative performance and intrinsic motivation. The study highlighted the importance of perceived leader support and recognition in fostering a creative and motivated work environment.

There are recent studies that confirmed that recognition and rewards are effective motivational techniques used by school heads to enhance teacher performance. According to

This aligns with the principles of the Self-Determination Theory (SDT), which posits that extrinsic motivation involves actions prompted by external incentives such as money, recognition, or praise. Individuals engage in activities not because they find them enjoyable or interesting, but because they will receive recognition for doing so. For example, a teacher might want to perform better than her colleagues because she will receive an award at the end of the evaluation period.

Ryan et al. [22] explain that the Self-Determination Theory (SDT) differentiates between intrinsic and extrinsic motivations, emphasizing the significance of intrinsic motivation for consistent involvement and achievement. The study underscores that while extrinsic rewards can boost motivation temporarily, they might erode intrinsic motivation in the long run.

research, principals who employ transformational leadership styles, which includes the use of rewards and recognition, significantly boost teacher commitment and job satisfaction [23,24]. Furthermore, a study found that supportive communication and recognition from school heads positively influence teachers' attitudes and motivation [25]. These findings underscore the importance of these strategies in educational leadership.

The school initiated our school-based awards aligned with the Division Awards to reward teachers performing beyond what is expected of them. P1

.... [Giving awards and recognitions P2

The school annually recognizes the efforts of our exceptional teachers ensuring every contribution is appreciated and given due recognition be it big or small. P3

During teacher's day, our school awards ten outstanding teachers based on their performances as to their IPCR rating, coordinatorship handled, and colleagues' evaluation. I believe this recognition and rewards served as an inspiration to our teachers to do more of what they can give.P7

With the key informants' responses, it is indeed proven that giving rewards and recognition is one of the techniques that school heads used in the Division of Panabo City. The presence of school based awards, Division based awards and the AGILA or Achievement of Great Instructional Leadership Award and EAGLE or Exemplary Achievement for Great and Laudable Employees awards given by the Department of Education Region XI is still a very good motivator among teaching and non – teaching personnel in the field. With this, it is important to note that Department of Education Secondary School Heads in Panabo City utilized this effective technique and have their unique initiatives of how they transpire this contextually to their schools through certificates, awards during meetings and assemblies and many other forms.

3.3 Professional Development and Opportunities

As highlighted by Penalosa[26], the ongoing professional development (CPD) initiatives significantly impact the effectiveness and enthusiasm of public high school educators in the Philippines. The research findings indicated that well-structured CPD programs significantly enhance teacher motivation and instructional quality.

Gempes and Bautista [27] identified the professional development needs of secondary school teachers in the Philippines and examined their relationship with job satisfaction. The study suggested that addressing these needs through targeted professional development programs can improve teachers' motivation and job satisfaction.

Moreover, research conducted by Mujiyanto&Astuti[28] in the International Journal of Social Science and Education Research Studies emphasizes that Professional Development activities tailored to teachers' needs and interests not only enhance their professional skills but also increase their job satisfaction and motivation. These findings underline the importance of well-structured and relevant professional development opportunities in motivating and retaining teachers.

Training opportunities that would capacitate them as an asset of the school P1

Send them to training would boost their confidence and would motivate them to do more for the school since they are equipped with updated trends P2

Giving them professional development opportunities such as training that would improve their existing knowledge and skills P3

Training Opportunities for professional development such as offered by NEAP, SEAMEO, Dep Ed Central Office, and others P5

Giving them professional development opportunities such as In-Service Training, curriculum training, school learning action cell (SLAC) sessions and many more P6

The responses of the Public Senior High School Heads in Panabo City only proved that opportunities given to the teachers for professional development are also essential for them to be motivated. They look forward to learning new things and being updated and upskilled through these training opportunities. In addition, trainings are now partnered with CPD points that they could use to renew their PRC licenses. Hence, the teachers look forward the usability of professional development program for promotion and other purposes.

Scholarship Grants also on the research conducted by De Guzman and Tan [29] explored the lived experiences of Filipino teachers engaged in professional development and research activities. It highlighted how these opportunities contribute to their professional growth and motivation.

Bautista et al. [30] emphasized the impact of various educational reforms in the Philippines, focusing on how these reforms affect teacher motivation and performance. They also

emphasize the role of professional development programs in enhancing teachers' skills and motivation.

Additionally, Kumar and Singh's [31] study results underscored the importance of a synergistic connection between professional development, technological integration, and teacher motivation to enhance language learning in digital learning environments.

Scholarship opportunities within the Department of Education and partner agencies are also given to them P1

Give them scholarship grants opportunities both locally and internationally. This would inspire them P3

Encourage them to apply scholarship grants here and abroad while young since most of the grants have age limits P7

The key informants' responses emphasized the role of scholarship grants and opportunities as one of the motivational techniques employed by the school heads among Senior High School teachers in Panabo City. The evidence of teachers who passed the scholarships and went abroad for further studies in Panabo City Division indicates that school heads can use it as a motivator. These showed how professional development and opportunities impact the motivation and performance of public secondary school teachers in Panabo City. It is important to continue learning and target development programs to foster teacher motivation and improve educational outcomes.

3.4 Collaborative Environment

Positive impact on teacher motivation in a collaborative environment was highlighted in the research conducted by Lin [32]. It was found that distributed leadership (DL) positively influences teacher professional collaboration, which in turn enhances their motivation and job satisfaction. The study highlights that when school leadership promotes collaboration among teachers, it fosters a sense of collective efficacy and professional growth, leading to increased motivation [32].

Kraft et. al [33] examined the impact of teacher accountability reforms on the motivation and quality of new teachers. It emphasized the importance of a collaborative environment facilitated by school heads, which can mitigate

the negative effects of high-stakes accountability and enhance teacher motivation and performance.

Also, the study of Moolenaar, et al [34] explored how transformational leadership by school heads can foster a collaborative environment among teachers. The research emphasizes the role of school heads in creating an innovative and collaborative school climate, which positively affects teacher motivation and engagement.

In addition, the study of Gonzales and Dada [35] investigated the impact of different leadership styles on teacher motivation in the Philippines that focused on collaborative practices. The findings suggested that school heads who promote collaboration and shared leadership can significantly enhance teacher motivation and job satisfaction.

The systematic review by Vangrieken [36] examined the role of teacher communities in professional development. It highlights the importance of school heads fostering collaborative environments that support teacher learning and motivation through professional learning communities (PLCs).

Teamwork and collaborative efforts to build a supportive school community P2
...[Positive and inclusive school culture that values the contribution of every teacher P4
Team effort and recognition of the diversity of talents towards a common goal P5

These responses of the school heads provided insights into how the school heads of Panabo City use collaborative environments as a motivational technique for teachers. They emphasize the importance of leadership practices that promote teamwork, trust, and shared professional growth toward the achievement of a common goal and a shared vision for the school.

3.5 Open Communication

Walker and Ko [37] conducted a case study exploring the impact of principals' practices of open communication on teacher professionalism and motivation. The results indicated that principals who prioritize transparent and open communication foster a work environment that is more motivating and stimulating for teachers.

Moreover, Rosenholtz [38] examined how the social structure of schools, including transparent

communication from school administrators, affects teacher motivation and dedication. It emphasized that fostering a collaborative and supportive school atmosphere hinges on open and transparent communication.

Price [39] investigated how principals' social interactions with teachers, including open communication, influence teacher motivation. It indicated that principals who communicate transparently with their teachers create a more positive work environment, enhancing teacher motivation and job satisfaction.

Transparency maintenance in terms of communication channels to listen to teachers' concerns and suggestions. If they have the voice

to share their thoughts then you can tailor your activities, programs and projects based on their needs P1

Communication channels always open to teachers through personal meetings and other means. You have to ask them how they do and what bothers them for them to feel valued and cared P4

Based on these responses from the key informants, open communication by Panabo City Secondary School Heads influences teacher motivation through transparency, trust, and collaborative practices, creating a supportive and motivating school environment.

3.6 Motivational Strategies to Improve Teacher Motivation

This table shows an overview of the emergent themes and central concepts in the motivational strategies utilized in the enhancement of motivation among teachers. The table categorizes the motivational strategies that support the development of initiatives that leads to teacher engagement, satisfaction and professional growth.

Table 2. Major themes and core ideas in the motivational strategies to improve teacher motivation

Major Themes	Core Ideas
Resource Allocation and Institutional Support	<i>Ensuring teachers have the necessary resources to perform their duties effectively P1</i> <i>Strengthened support from the school administration and all its stakeholders P7</i>
School Community Building	Organizing team-building activities P2 Creation of social events to strengthen camaraderie P4
Inclusive Approach	<i>Involving teachers in the planning and implementation of motivational programs P3</i> <i>Inclusion in the crafting of programs for motivational activities in the SIP P5</i>

3.7 Resource Allocation and Institutional Support

Yanli Li, YonghongCai, and Runjia Tang [40] explored a study focused on direct and indirect impacts of school support on teacher expertise. The findings revealed that school support, encompassing both instructional and material resources, plays a pivotal role in enhancing teachers' sense of professional development and motivation [40].

The research of Nguyen and Hunter [41] revealed the essential role of financial and human resource allocation in improving educational outcomes. Their findings emphasized that effective resource allocation and institutional support from school heads are critical for enhancing teacher motivation and educational quality.

Moreover, as supported by Podolsky et. al [42], a relationship exists between teaching experience,

resource allocation, and teacher effectiveness. It underscored the value of school heads' strong institutional support and strategic resource allocation in enhancing teacher motivation and effectiveness.

Furthermore, Supovitz and Tognata [43] supported that distributed leadership and resource allocation influence collaborative decision-making and teacher motivation. The highlights are the importance of school heads

providing adequate resources and institutional support to foster a collaborative and motivating environment.

Support them by providing the necessary resources to do their work efficiently P1.

Include the teachers' needs in the SIP preparation. It is much better if you let them list their needs by grade levels or subject areas before consolidating the SIP.P3

Ask for help from stakeholders such as PTA, LGU, barangay, and private companies. When the entire community around the school helps hand in hand, then projects and programs are achievable. We need to recognize that the school alone cannot do it. P4

Based on the key informants' responses, it can be gleaned that Panabo City school heads maintain strong support from all the school stakeholders. Also, allocating resources for teachers' needs, provision of funds for activity and program implementation, and support by the parents, LGU, and other agencies boost teachers' motivation and lead to a higher quality education. Also, resource allocation and solid institutional support by school heads in Panabo City are effective strategies for enhancing teacher motivation and improving quality education. Creating supportive and well-resourced educational environments plays a vital role in strategic leadership.

3.8 School Community Building

Lin's [40] study supports the idea that school community building and support have a significant impact on teacher motivation. The research highlighted that leadership positively influences collaboration and fosters a sense of collective efficacy and professional growth that improves motivation among teachers.

Silva and Dana's [44] research discussed how school heads can cultivate professional resilience and motivation among teachers by fostering a strong sense of community. They argued that community-building efforts are essential for maintaining high teacher engagement and motivation levels.

Furthermore, this claim is supported by the research conducted by Daly et al. [45], which emphasized the role of teachers' social networks in school reform efforts. It highlighted that school heads who actively build and support these

networks through community-building strategies enhance teacher motivation and the success of reform initiatives.

Additionally, how transformational leadership and social networks within schools contributed to an innovative school climate was emphasized by Moolenaar et al. [46], the crucial role of school heads in building strong communities that motivate teachers to innovate and collaborate.

Team-building activities that would bind them together and unite them as a team. After the team building, you would notice a stronger bond among them. P3

Create social events to improve their relationships and bonds. If you do this strategically, it will yield results among your teachers P5.

Annually conducts retreats and summer outings after every school year. It would help if you cared for your teachers, especially the mental and psychosocial aspects. P6

The responses of the key informants supported the idea that building a strong school community in Panabo City Secondary Schools contributed to the teachers' motivation. Moreover, school community building is an effective motivational strategy school heads use. It is vital to foster a supportive, collaborative, and trust-based school environment to enhance teacher motivation and performance.

3.9 Inclusive Approach

According to the Self-determination theory, individuals experience the highest motivation when their desires for autonomy, competence, and connection with others are fulfilled. School administrators who employ inclusive strategies can fulfill these needs by nurturing a sense of belonging, offering avenues for professional development, and advocating for teacher autonomy.

In addition, inclusive and supportive transformational leaders can significantly enhance their staff's motivation and performance based on the transformational leadership theory. In the context of school leadership, school heads who adopt transformational and inclusive practices create a more motivating and empowering environment for teachers.

This idea also supports the study explored by Bayocot [47] on the perspectives and

experiences of Filipino teachers regarding inclusive education practices. It finds that inclusive approaches led by school heads significantly motivate teachers by fostering a supportive and equitable teaching environment.

Involve them in the planning of the motivational programs. They will also help implement program if they are part of it. P3

During SIP preparation, it is best to have a teacher representative to bring the teacher's voice for their welfare and needs. Because it is a reality that as a School Head, you know it all, it is best to have a group of them who will represent in the planning stage. P7

Based on the key informant's responses, there is robust support for the idea that inclusive approaches by school heads are effective strategies for motivating public school teachers in the Philippines. As a school head, creating a supportive, equitable, and collaborative environment is essential to enhance teacher motivation and satisfaction.

4. CONCLUSION

The researchers conclude that various motivational techniques are employed by the Public Senior High School Heads to enhance teacher motivation. These include rewards and recognition, professional development opportunities, fostering a collaborative environment, and promoting open communication.

On the other hand, resource allocation and institutional support, school community building, and inclusive approaches are identified as effective strategies for motivating teachers used by the school heads.

5. IMPLICATIONS

Based on the gathered data, the researchers figured out that Public Senior High School Heads of Panabo City use motivational techniques, however, to maintain its effectiveness, school leaders should constantly ask for feedback through surveys or evaluations of every activity and program conducted and implemented. In addition, performance metrics should be in place to gauge teachers' achievement, guiding School Heads on teachers' motivation. However, to be updated, school leaders must also equip and capacitate themselves to be ready for unforeseen and unavoidable changes. Moreover,

along with its implementation of techniques, there are challenges that they may face. Still, they need flexible strategies or approaches tailored to the teachers' needs. Furthermore, they need to maintain consistency, empathy, understanding, and adaptability in their motivational techniques.

As for motivational strategies, these are proven to be effective in motivating teachers. However, along with their implementation, challenges may include resource limitations and resistance to change. As a school leader, you need to be adaptive and innovative, visionary and holistic in terms of approaches in the school.

6. RECOMMENDATIONS

Drawing from the findings, conclusion, and implications of this study, the researchers put forth the following suggestions :

School administrators: hold a crucial position in implementing motivational techniques and strategies within their institutions. It is essential for them to continually assess the efficacy of these methods and strategies. They must demonstrate innovation and creativity, while also remaining informed about the most recent developments and trends relevant to their school environment.

Leaders and Policymakers within the Department of Education (DepEd). They should devise a training and professional development plan to ensure equitable opportunities both for teaching and non-teaching personnel. Just like the mantra for the learners, "No one is left behind," the same is true for the school staff, both teaching and non-teaching. The Human Resource Training and Development Funds should be maximized to realize the full potential of the Division and Department.

Teaching and Non-Teaching Personnel. Teaching and non-teaching personnel should always be engaged in and actively support the programs initiated by the school heads to develop motivation. They should also be involved in crafting and implementing motivational programs and activities.

Stakeholders. The school needs stakeholders' strong support for every activity. Every opportunity to help the school is essential to achieving success in the school's programs, projects, and activities.

Future Researchers. Prospective researchers are encouraged to delve into emerging themes concerning motivational methods and strategies to contribute fresh insights into evolving educational methodologies. They can investigate inventive approaches and strategies aimed at boosting teacher motivation.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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