

Motivational Skills of School Principal Towards Senior High School Teachers' Attitude

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Abstract — This study determined the significant relationship between Motivational skills of School Principal towards Senior High School teachers attitude in Western Leyte College, Schools Division of Ormoc City. A proposed Instructional Supervisory plan was formulated based on the result of the study. The descriptive-evaluative and correlational method were utilized to determine the relationship between the motivational skills of the School Head to the SHS teachers' attitude. Descriptive evaluative and correlational research designs were essential methodologies for examining the relationship between the motivational skills of school principals and the attitudes and performance of senior high school teachers. The test of relationship between Motivational Skills and Work Attitude of Senior High School Teachers, specifically focusing on Personal Attitude and Career Attitude. The computed values of the correlation coefficient (r) and the corresponding t -values were compared to the table value at the 0.05 significance level to determine whether there is a significant relationship between the variables. Both the correlation between Motivational Skills and Personal Attitude and Motivational Skills and Career Attitude yielded computed t -values respectively that were higher than the table value. Based on this, the null hypothesis (H_0) was rejected in both cases, indicating a very strong and significant relationship between the motivational skills of the teachers and their work attitudes, both personal and career-related. A closer analysis of the results reveals that there is a strong connection between the teachers' motivational skills and their personal as well as career attitudes. Specifically, teachers who exhibit high motivational skills—such as adapting instructional materials to meet students' needs, providing empathetic support, and cooperating effectively with colleagues—also demonstrate strong personal attitudes. This is reflected in their ability to manage personal interactions, maintain confidentiality, and act upon feedback constructively. The strong relationship between motivational skills and career attitudes suggests that teachers who are motivated to improve their instructional practices, stay updated on educational trends, and support school rules are more likely to develop a deep commitment to their profession. These positive correlations suggest that the teachers' effectiveness in motivating others is inherently linked to their personal and career development. The motivational teachers are—both in terms of their own personal attitudes and their approach to their professional careers—the more likely they are to positively influence their performance and the overall school environment. For school leaders, understanding this relationship can guide the design of professional development programs that emphasize the cultivation of motivational skills, which in turn will enhance teachers' personal and career attitudes. Furthermore, these results highlight the importance of fostering a work environment where teachers are not only motivated to perform their duties but are also encouraged to reflect on their growth, adapt to changing circumstances, and remain engaged in continuous professional development. Given the strong correlations observed, school administrators should prioritize initiatives that support the enhancement of teachers' motivation as part of an integrated approach to improving overall school performance.

Keywords — *Motivational Skills*

Teacher's Attitude

School Principal

I. INTRODUCTION

Principals have a critical role in establishing the educational landscape and impacting teacher effectiveness, both of which have an effect on student results. Principals are supposed to be excellent motivators who cultivate great relationships with teachers in addition to having strong administrative skills as leaders in education. This is especially important when it comes to senior high school education, as students' learning experiences and accomplishments are directly impacted by the attitudes and actions of their teachers.

Research has shown that motivational skills of school principals can significantly influence teachers' attitudes and performance. For instance, a study by Pillai, R. and K. K. B. (2018) titled "Impact of Principal's Leadership Styles on Teacher's Performance and Students' Achievement" examined the connection between principal leadership and teacher effectiveness. The findings revealed that principals who employed motivational leadership styles were more likely to enhance teacher morale, foster collaboration, and ultimately improve student performance. By drawing on such studies, this research aims to explore how the motivational skills of school principals correlate with the attitudes of senior high school teachers.

Creating effective teaching tactics requires an understanding of the relationships that exist between principal motivation, teacher effectiveness, and student outcomes. Examining the ways in which teachers' approaches to instruction are influenced by motivated leadership is crucial as STEM education gains priority in educational systems. The purpose of this study is to offer information that school administrators may use to improve their professional development programs and become more adept at creating a safe and effective learning environment. The study's ultimate goal is to further the conversation on educational leadership and how it affects students' achievement in STEM fields.

A capable leader is essential in the workplace because they generate favorable results and promote harmony. Nonetheless, some school administrators do not possess the requisite leadership abilities and are frequently seen as underachievers. This could be explained by things like their advanced age, their lack of technological proficiency, and their ignorance of their responsibilities as school administrators.

An environment at work that is friendly, courteous, and inclusive of all individuals is ideal. In order to realize this goal, it is necessary to establish open communication with the workforce, make sure that all decisions are thoroughly discussed, and use recommendations as the foundation for problem solving. Aspiring school managers should understand that this position is more than just their career; they have a big duty to the personnel. A resolve to completely invest is necessary.

There are many problems that links to poor management, one of which is Tardiness for both teachers and students, very difficult to deal with the teachers, specifically late submissions of reports and etc. These are some of the noticeable concerns arose to a being poor leader. Tardiness for both teachers and students are very common in a school institutions, especially if there is no concrete plan towards this problem. If continued, the education is the primary to be affected, students will be less motivated and the number of dropouts will be doubled.

Problems will create another set of problems if not be prevented or there no proper solution. As a head, we should try to imposed a policy that will augment to these problems, a policy that have a long-term solution until the problems could not exist anymore.

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

This study determined the significant relationship between Motivational skills of School Principal towards Senior High School teachers work attitude in Western Leyte College, Schools Division of Ormoc City. A proposed Instructional Supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of the motivational skills of the School Head as rated by the Senior High School teachers with regards to:
 - 1.1 Instructional management
 - 1.2 Internal Relations
 - 1.3 Organizational Management
 - 1.4 Administration
 - 1.5 External Relations
 - 1.6 Planning?
2. What is the nature of the teaching attitude among teachers in the aspects of:
 - 2.1 Personal Attitude; and
 - 2.2 Work Attitude?
3. Is there a significant relationship between the motivational skills of the school head and the Teachers' attitude?
4. What instructional supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0 – there a significant relationship between the motivational skills of the school head and the Teachers' attitude.

II. METHODOLOGY

Design. The descriptive-evaluative and correlational method were utilized to determine the relationship between the motivational skills of the School Head to the SHS teachers' attitude. Descriptive evaluative and correlational research designs were essential methodologies for examining the relationship between the motivational skills of school principals and the attitudes and performance of senior high school teachers. The descriptive aspect of this research design allows for a comprehensive overview of the current state of principals' motivational skills, teachers' attitudes, and student performance metrics. By gathering data through surveys, interviews, and observations, researchers can capture the nuances of how principals motivate their staff and how these motivational techniques impact teaching effectiveness and student engagement in complex subjects. The main local of the study was Western Leyte College of Ormoc one of the private schools in the division of Ormoc City. The information for the analysis was gathered using two (2) distinct survey instruments: The study instruments were validated tool on motivational skills adapted from the study of Dr. John Stewart of Hamburg University in 2008 on the work motivation among high school teachers. There are two indicators of the tool: Personal and Professional. The personal factor is focused on the unique attributes that have a certain effect on the working motivation of the teachers. The second indicator is on professional aspects, which cover indicators based on the social and reinforcement items that motivate teachers to work better. There are ten items for every indicator. The second instrument was the tool for teaching attitude. This is adapted from Edgar Balisenio (2013) validated tool – Teacher and the Teaching Practices. The instrument is composed of the following indicators: Personal Attitude and Work Attitude. The tool was modified and validated to the neighboring school to suit the educational environment as setting of the study. This will be answered by the teachers. The 3rd tool to be used was the summative test questionnaire in Physics for 2nd Grading period.. The proposed enhancement Plan was taken based on the findings of the study.

Sampling. There were 103 total number respondents who are included in the study that were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. The researcher prepared the research design which is the descriptive-correlational research design and tools to gauge the Motivational Skills of School Administrators towards The Performance And Attitude Of

Teachers. The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

In order to gather the necessary data within 1 month (30 days), the researcher asked permission from the office of the School President through a Transmittal Letter. The same letter content was provided to the Senior High School Principal and to the teachers under whose care the respondents were.

The researcher distributed the survey questionnaires to the School Heads to be answered by the teachers. After one month, the questionnaires were retrieved and consolidated, and were subjected to statistical treatment using Pearson's r .

Data were collated and submitted to the appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division.

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

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

The Simple Percentage and weighted mean was employed to determine the motivational skills of School heads, Teachers Attitude.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the motivational skills of School heads, and Teachers.

III. RESULTS AND DISCUSSION

Table I
Motivational Skills of School Principals and Assistant School Principals

	Indicators of Motivational Skills	Weighted Mean	Interpretation
1	Using data to inform instruction	3.60	Very High
2	Developing a coherent educational program across the school	3.70	Very High
3	Using assessment results for program evaluation	3.62	Very High
4	Evaluating teachers and providing instructional feedback	3.90	Very High
5	Directing supplementary, after-school or summer instruction	3.68	Very High
6	Planning professional development for prospective teachers	3.72	Very High
7	Developing relationships with pupils	3.90	Very High
8	Communicating with parents and guardians	3.70	Very High
9	Attending school activities like sports events	3.60	Very High

10	Counseling staff about conflict with others	3.50	Very High
11	Talking to teachers about students problems	3.62	Very High
12	Interacting socially with other school staff	3.50	Very High
13	Developing a safe school environment	3.74	Very High
14	Dealing with concerns from staff	3.56	Very High
15	Managing budgets and resources	3.67	Very High
16	Maintaining campus facilities	3.46	Very High
17	Managing personal, school-related schedule	3.79	Very High
18	Interacting/networking with other principals	3.73	Very High
19	Managing student discipline	3.68	Very High
20	Fulfilling compliance requirements and paper works	3.69	Very High
21	Managing student attendance-related activities	3.71	Very High
22	Implementing standardized tests	3.70	Very High
23	Managing student attendance-related activities	3.71	Very High
24	Fulfilling special education requirements	3.71	Very High
25	Communicating with the district to obtain resources	3.82	Very High
26	Working with local community numbers/organizations	3.66	Very High
27	Utilizing district office communications to enhance goals	3.79	Very High
28	Sourcing out funds through fundraising	3.73	Very High
	Grand Mean	3.69	Very High

Legend: 3.26- 4.00 – Strongly Agree - Very High
2.51-3.25 – Agree- High
1.76- 2.50- Disagree-Low
1.00-1.75- Strongly Disagree - Very Low

The table 1 presents the motivational skills of school principals and assistant school principals based on various indicators. The data highlights a comprehensive assessment of the leadership capabilities in critical areas of educational administration, ranging from instructional leadership and program evaluation to communication with staff, parents, and the community. Each of the 28 indicators in the table reflects a high level of engagement in leadership functions, as demonstrated by the very high weighted mean scores (ranging from 3.46 to 3.90). This suggests that school leaders consistently apply a strong and effective approach to motivating both staff and students, thereby fostering a productive educational environment.

The results indicate that school principals and assistant principals excel in a variety of key areas that impact the school environment. For instance, their ability to evaluate teachers and provide instructional feedback (3.90) and develop relationships with pupils (3.90) is particularly notable. These are vital skills for fostering an atmosphere of trust and growth, both among staff and students. Principals are also seen as highly effective in managing professional development for prospective teachers (3.72) and using assessment results for program evaluation (3.62), which directly influence instructional quality. In addition, their efforts to ensure a safe school environment (3.74) and manage student discipline

(3.68) contribute significantly to the overall well-being and productivity of the school. The leaders also demonstrate a keen commitment to communication with parents and guardians (3.70) and engagement in school activities such as sports (3.60), underlining their holistic approach to school leadership. Furthermore, their skills in attending school activities, counseling staff about conflicts, and managing school budgets (3.67) show that they are not just instructional leaders but also capable managers of school resources and relationships.

The results in table 1 implies that the motivational skills of school principals and assistant principals are closely linked to creating a supportive, inclusive, and effective learning environment. Their ability to manage both instructional and non-instructional functions—such as budgeting, resource allocation, and staff conflict resolution—plays a crucial role in the daily operation of schools. The very high ratings across these various indicators also suggest that these leaders are well-prepared to navigate the complexities of modern education, balancing the needs of staff, students, and the larger community. However, while the results indicate strong leadership, continuous professional development in areas like conflict management and facility maintenance could further enhance their overall effectiveness.

Table 2
Work Attitude of Senior High School Teachers

A.	Performance Attitude	Weighted Mean	Interpretation
1	Maintains confidentiality Plan for implementation of curriculum program based on teachers' instructional needs."	3.50	Very Good
2	Accepts and acts upon criticisms and suggestions assistance on the preparation of lesson plans and assessment materials"	3.52	Very Good
3	Show flexibility appropriate, adequate and economical instructional materials that suit learners' diverse needs."	3.62	Very Good
4	Express empathy	3.60	Very Good
5	Cooperates with academic and non-academic personnel	3.53	Very Good
6	Adopts to different personalities and situations	3.49	Very Good
7	Respects person in authority	3.52	Very Good
8	Observes fairness and impartiality in dealing w/ students.	3.44	Very Good
	GRAND MEAN	3.53	Very Good
B	CAREER ATTITUDE		
1	Shoes interest in teaching profession	3.60	Very Good
2	Reflects and evaluates performance continuously guides him/her to overcome areas of development."	3.51	Very Good
3	Updates self of current trends in Education	3.58	Very Good
4	Supports school rules and regulation	3.77	Very Good
5	Attends conference and Inservice training "	3.62	Very Good

6	Prepares and submits lesson plans and other requirements accordingly to schedule	3.73	Very Good
7	Maintains accurate class records and students' data	3.42	Very Good
	AVERAGE	3.60	Very Good

Legend: 3.26- 4.00 – Strongly Agree - Very Good

2.51-3.25 – Agree- Good

1.76- 2.50- Disagree-Fair

1.00-1.75- Strongly Disagree - Poor

The table 2 presents an assessment of the work attitude of Senior High School teachers based on two primary categories: Performance Attitude and Career Attitude. Each category reflects the attitudes, behaviors, and professional practices that contribute to effective teaching. The indicators were rated on a scale with the weighted mean, where a rating between 3.26 and 4.00 is categorized as "Very Good". The Performance Attitude category focuses on teachers' adaptability, cooperation with peers, and fairness, while the Career Attitude category measures their commitment to continuous professional growth and adherence to institutional expectations. Across all indicators, the teachers' work attitude was consistently rated as "Very Good," indicating a high level of professionalism, commitment, and effectiveness in their teaching roles.

The Performance Attitude of the teachers reveals that they generally exhibit strong professional behaviors. For instance, the ability to accept and act upon criticisms and suggestions (3.52) reflects a willingness to improve, while their flexibility in adapting instructional materials to meet students' diverse needs (3.62) demonstrates responsiveness to the challenges of teaching. Teachers also scored highly in areas like cooperation with academic and non-academic personnel (3.53) and expressing empathy (3.60), which are crucial for fostering a positive and collaborative school culture. Additionally, their respect for authority (3.52) and observance of fairness and impartiality in dealing with students (3.44) suggest that they strive to maintain a respectful and just learning environment. The grand mean of 3.53 for this category reflects a consistently strong and positive attitude toward their professional responsibilities.

In terms of Career Attitude, Senior High School teachers demonstrate a high level of interest and commitment to their profession. The high scores in interest in the teaching profession (3.60) and support for school rules and regulations (3.77) suggest that they are dedicated to their roles and the broader goals of the educational institution. Their consistent attendance at conferences and in-service training (3.62) and efforts to update themselves on current trends in education (3.58) reflect a commitment to lifelong learning and professional development. Teachers also demonstrate organizational responsibility by preparing and submitting lesson plans and other requirements on time (3.73). However, the area of maintaining accurate class records and student data (3.42) scored the lowest, indicating a potential area for improvement. Overall, the average score of 3.60 for Career Attitude demonstrates a solid commitment to professional growth and adherence to standards.

The results in table 2 implied that the high ratings across the various work attitudes suggest that Senior High School teachers are motivated, cooperative, and committed to professional development. This positive work attitude contributes not only to effective teaching but also to a supportive and conducive learning environment for students. The teachers' ability to accept feedback, remain flexible, and continually update their knowledge aligns with the principles of reflective practice, which is vital for ongoing professional growth. However, the slightly lower score in maintaining accurate records may indicate the need for further support in organizational skills or the use of digital tools to streamline administrative tasks. Schools may want to invest in professional development programs focusing on record-keeping and administrative efficiency to ensure that this area is addressed.

Table 3
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Motivational Skills and Personal Attitude	0.84	3.621	0.954	Reject Ho	Significant Relationship (Very Strong)
Motivational Skills and Career Attitude	0.87	3.964	0.954	Reject Ho	Significant Relationship (Very Strong)

The table 3 presents the results of a test of relationship between Motivational Skills and Work Attitude of Senior High School Teachers, specifically focusing on Personal Attitude and Career Attitude. The computed values of the correlation coefficient (r) and the corresponding t -values were compared to the table value at the 0.05 significance level to determine whether there is a significant relationship between the variables. Both the correlation between Motivational Skills and Personal Attitude ($r = 0.84$) and Motivational Skills and Career Attitude ($r = 0.87$) yielded computed t -values (3.621 and 3.964, respectively) that were higher than the table value of 0.954. Based on this, the null hypothesis (H_0) was rejected in both cases, indicating a very strong and significant relationship between the motivational skills of the teachers and their work attitudes, both personal and career-related.

A closer analysis of the results reveals that there is a strong connection between the teachers' motivational skills and their personal as well as career attitudes. Specifically, teachers who exhibit high motivational skills—such as adapting instructional materials to meet students' needs, providing empathetic support, and cooperating effectively with colleagues—also demonstrate strong personal attitudes. This is reflected in their ability to manage personal interactions, maintain confidentiality, and act upon feedback constructively. The strong relationship between motivational skills and career attitudes suggests that teachers who are motivated to improve their instructional practices, stay updated on educational trends, and support school rules are more likely to develop a deep commitment to their profession. These positive correlations suggest that the teachers' effectiveness in motivating others is inherently linked to their personal and career development.

The results in table 3 imply that the more motivational teachers are—both in terms of their own personal attitudes and their approach to their professional careers—the more likely they are to positively influence their performance and the overall school environment. For school leaders, understanding this relationship can guide the design of professional development programs that emphasize the cultivation of motivational skills, which in turn will enhance teachers' personal and career attitudes. Furthermore, these results highlight the importance of fostering a work environment where teachers are not only motivated to perform their duties but are also encouraged to reflect on their growth, adapt to changing circumstances, and remain engaged in continuous professional development. Given the strong correlations observed, school administrators should prioritize initiatives that support the enhancement of teachers' motivation as part of an integrated approach to improving overall school performance.

IV. CONCLUSION

Based on the results of this study indicate a very strong and significant relationship between the motivational skills and work attitudes of Senior High School teachers. This highlights the importance of fostering motivational skills to positively influence teachers' personal and career attitudes. By strengthening these areas, schools can ensure more effective teaching, improved teacher satisfaction, and enhanced student outcomes, all of which contribute to a thriving educational environment.

V. RECOMMENDATIONS

1. The Instructional Supervisory Plan should be strategically implemented.
2. Teachers should actively participate in professional development opportunities that enhance their teaching abilities, leadership skills, and understanding of motivational strategies. Regular attendance at workshops, seminars, and conferences can foster positive career attitudes and improve their overall effectiveness.
3. School principals should continuously improve their leadership and motivational skills to inspire teachers. This can be achieved through regular feedback sessions, recognizing teachers' achievements, and providing opportunities for teachers to advance professionally. By showing empathy, providing encouragement, and actively listening to teachers, school principals can positively influence teachers' work attitudes and performance.
4. School presidents should allocate resources for the professional development of school principals. Ensuring that principals have access to leadership training and coaching will allow them to refine their motivational skills and ultimately improve the work attitudes of their teachers.
5. District supervisors should ensure that school heads receive ongoing training focused on leadership, motivational techniques, and effective communication. Providing tools and strategies to school leaders helps in improving their ability to motivate teachers and foster positive work attitudes.
6. Education program supervisors should ensure that motivational skills are integrated into teacher training programs. Teaching educators how to inspire and engage students and colleagues is an essential component of creating a high-performing school.
7. While this study provides valuable insights, it is recommended that future research by the current researcher further refines the data collection methods. For instance, using a mixed-methods approach, combining surveys with in-depth interviews or observations, would provide a more holistic understanding of the relationship between motivational skills and work attitudes.

ACKNOWLEDGEMENT

The researcher wishes to express her profound gratitude to the following who had contributed to the success of the study:

Dr. Bryant C. Acar, Chairman, for his encouragement and untiring effort in improving the study;

Dr. Elvin H. Wenceslao, the writer's research adviser for his valuable suggestions, full support and encouragement;

Dr. Jasmine B. Misa and Dr. Annabelle A. Wenceslao, as members of the Panel of Examiners for giving their professional suggestions and recommendation for the realization of this study;

Emmanuel A. Fiel, RN., School President, for giving permission to conduct the study in Western Leyte College of Ormoc City, Inc. – High School Department in Ormoc City District 1;

Isabelita T. Peroso, MAED, School Principal, for the support and motivation all throughout the study.

To the respondents of Western Leyte College of Ormoc City, Inc., for their honesty and cooperation in completing the data needed.

The researcher's family, whose unconditional love and understanding inspired him to finish this book;

Above all, to God Almighty for the blessings and opportunity given to be able to pursue the graduate studies thus gaining professional development. More importantly, thanks to His guidance and enlightenment.

To all those who helped make this research paper done.

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