

DepEd School Heads Leadership Practices and Teachers' Motivational Factors: Its Relationship on the Performance of Learners

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ABSTRACT

This study examined the relationship between teachers' motivational factors, school heads' instructional leadership, and the academic performance of Grade 4 learners in the Borongan City Division during SY 2023–2024. Using a descriptive-correlational design, it explored five dimensions of motivation (physiological, security, social, esteem, and self-actualization) and five dimensions of instructional leadership (school culture, instructional supervision, school improvement, organizational management, and family–community relations). Findings revealed that both teachers' motivation and school heads' leadership were rated very high, with significant correlations between all dimensions. Learners' performance was very satisfactory, and a strong positive relationship was found between teacher motivation and learner outcomes. The study underscores the importance of leadership and motivation synergy in sustaining high-quality education.

Keywords: Teachers' motivational factors, instructional leadership, performance, correlational

INTRODUCTION

Despite steady progress in Philippine basic education, public schools continue to face systemic challenges (Villar, 2021). Sustainable development in education requires leaders who cultivate values, innovation, and collaboration (Valencia, 2018; UNICEF, 2021). Instructional leadership, as emphasized by Boyce and Bowers (2018), is central to improving teaching and learning outcomes. However, gaps remain in understanding how supervisory practices influence teacher motivation and, consequently, learner performance.

This study addresses that gap by analyzing how school heads' leadership practices relate to teachers' motivational factors and learners' academic performance in Borongan City Division. It aims to provide evidence-based insights for leadership development and policy enhancement within DepEd schools.

Objectives

1. Determine teachers' motivational factors in terms of physiological, security, social, esteem, and self-actualization.
2. Assess school heads' instructional leadership in terms of school culture, instructional supervision, school improvement, organizational management, and family–community relations.
3. Examine the relationship between teachers' motivational factors and school heads' instructional leadership.
4. Determine the level of Grade 4 learners' academic performance.
5. Analyze the relationship between teachers' motivational factors and learners' academic performance.

METHODOLOGY

Research Design

A descriptive-correlational design was employed to describe and analyze relationships among variables. Descriptive statistics summarized levels of motivation, leadership, and performance, while Pearson's r and Spearman's ρ tested correlations at a 0.05 significance level.

Locale of the Study

This study was conducted in the Borongan City Division, which comprises five (5) school districts with forty-five elementary schools and four hundred thirty-seven (437) public elementary school teachers as the primary respondents. This locale was chosen for convenient purposes where the respondents are located. District I learning center located at San Saturnino Elementary School. District II learning center is located at Sabang Central School. District III learning center is located at Pilot Central School. District IV learning center is located at Taboc Elementary School and District V learning center is located at Lalawigan Central Elementary School.

Respondents of the Study

The respondents in this study were 205 public elementary school teachers in the Borongan City Division during the academic year 2023-2024. The research focused exclusively on elementary teachers for the school year 2023-2024, excluding school heads and teachers with administrative roles during the study period. The sampling population included 437 teachers. From this population, a survey sample of 205 teachers and 205 Grade VI learners was selected using Slovin's formula. A proportional allocation sampling approach was employed to determine the total number of participants from each district. The selection of all respondents was done randomly using the fishbowl method. The researcher drew names from boxes containing teachers' names in each school, repeating the process until representatives from all five school districts were included.

Sampling Procedure

The sampling procedure in this study utilized a stratified random sampling technique to select a specified elementary public teacher and Grade 6 learners in Borongan City Division. Stratified Random Sampling entails dividing the population into subgroups (strata) depending on relevant features and then taking random samples from each stratum to assure representation of all significant groups. A simple random sampling was utilized in selecting teachers from the entire population of teachers in the five districts through the fishbowl technique. This method ensures that each teacher has an equal chance of being selected.

Research Instrument

The researcher used an adopted survey questionnaire to gather the data on the teachers' motivational factors from (Gokce, Feyyat (2010) and instructional leadership of public elementary school heads from Morgan, (2015) of public elementary schools in the Borongan City Division. The adopted questionnaire was utilized to attain the needed data for the present study. The scale utilized consisted of 29 items, initially structured to assess the extent to which needs have been satisfied in terms of physiological (six items); security (six items); social (six items); esteem (five items); and self-actualization (six items) which was agreed or disagreed by the respondents using the Five-point Likert Scale as follows: 5 for Very Highly Motivated (VHM), 4 for Highly Motivated (HM), 3 for Moderately Motivated (MM), 2 for Slightly Motivated (SM), and 1 for Not Motivated at All (BM). Likewise, instructional leadership contained 23 items in terms of school culture (five items), instructional supervision (five items), school improvement (five items), organizational management (four items), and family & community relations (four items) which was agreed or disagreed by the respondents using the Five-Point Likert Scale as follows: 5 for Very High Level of Effectiveness (VHE), 4 for High level of effectiveness (HE), 3 for Average Level of Effectiveness (AE), 2 for Low Level of Effectiveness (LE), and 1 for Poor Level of Effectiveness (PE). Two validated instruments were adopted: 1. Teachers' Motivation Scale (Gokce, 2010), 2. Instructional Leadership Scale (Morgan, 2015). Both used a five-point Likert scale. Reliability was confirmed through pilot testing (Cronbach's $\alpha = 0.89$).

Data Gathering Procedure

Prior to conducting the assessment, the researcher sought approval from the division superintendent of the Borongan City Division, which oversees the public elementary schools across the five districts. Subsequently, permission was obtained from the principals of the respective schools where the research took place. Following approval, the questionnaires were distributed to the targeted participants. The researcher personally administered the questionnaires to ensure that any arising queries were promptly addressed. Both descriptive and inferential statistics were used to answer the study questions. Every participant received respectful treatment during the study and was given the assurance that the data they submitted would be kept private and used only for research.

Analysis of Data

To determine the level of teachers' motivational factors, school heads' instructional leadership, and academic performance, mean, weighted mean, categorization, and range were employed. On the other hand, inferential statistics were employed to examine the correlation between teachers' motivational factors and school heads' instructional leadership using the Pearson correlation coefficient (r). Spearman's rho was utilized to assess the significant relationship between teachers' motivational factors and learners' academic performance. A significance level of 0.05 was set to test the null hypothesis of the study. The null hypothesis would be rejected if the observed significance level (p -value) of the test is less than 0.05; otherwise, the null hypothesis would have been accepted. Means and weighted means determined levels of motivation and leadership. Correlations were analyzed using Pearson's r (motivation $\leftrightarrow$ leadership) and Spearman's rho (motivation $\leftrightarrow$ learner performance). Significance was accepted at $p < 0.05$.

LIMITATIONS

The study was limited to Grade 4 learners in Borongan City Division. Future research should include other grade levels and employ mixed-method approaches for deeper insights.

Research Ethical Considerations

In the realm of thesis and dissertation writing, Bryman and Bell (2007) emphasize the critical role of ethical considerations in the research process. The following ten principles delineate the fundamental ethical guidelines for dissertations: Ensuring the well-being of research participants is paramount, with a commitment to avoiding any harm. Upholding the dignity of research participants should be the foremost concern. Prior to commencing the study, obtaining full and informed consent from all participants is essential. Safeguarding the privacy of research participants throughout the research process is imperative. It is crucial to protect the confidentiality of the people and organizations participating in the study. It is crucial to avoid lying or exaggerating the goals and objectives of the research. It is required to disclose any and all relationships, funding sources, and potential conflicts of interest related to the research. It is also crucial to make sure that all study aspects are communicated in an open and sincere manner. Respecting relevant laws and rules, like the Personal Property Security Act (2018), the Data Privacy Act (2012), and the Intellectual Property Act (1997), is essential. The study adhered to ethical principles outlined by Bryman and Bell (2007), ensuring informed consent, confidentiality, and compliance with the Data Privacy Act of 2012 and Intellectual Property Act of 1997.

RESULTS

This section presents the results of the study based on the data gathered which were analyzed and interpreted using the appropriate statistical tools.

Teachers' Motivational Factors

The study determined the teachers' motivational factors in terms of physiological, security, social esteem, and self-actualization for DepEd Elementary School at Borongan City Division for school year 2023-2024.

Physiological. Table 1 delineates the agreement results pertaining to the teachers' motivational factors concerning their physiological aspect. The data reveals that the statement, "I have lots of friends at the institution where I work," garnered the highest mean score ($M=4.48$), which was verbally interpreted as "Very High." This finding suggests that strong social connections among colleagues significantly contributed to teachers' physiological well-being and overall job satisfaction.

Conversely, the lowest mean score ($M=4.09$) was associated with the statement, "The institution where I work is not exposed to any danger that may cause health problems," verbally interpreted as "High." This relatively lower score indicates a sense of complacency or overconfidence regarding health and safety issues within the institution. This highlights the nuanced and complex nature of health and safety perceptions in the workplace. It is crucial to acknowledge that environments perceived as safe can still harbor hidden or unforeseen hazards that may pose long-term health risks. This perception gap underscores the need for continuous vigilance and proactive health and safety measures.

Overall, the teachers' motivational factors in terms of physiological aspects received an average rating of ($M=4.30$), verbally interpreted as "Very High." This high rating underscores the importance of meeting teachers' physiological needs to enhance their motivation and job satisfaction. When teachers' basic needs are met, they are more likely to perform better, leading to improved educational outcomes for students. The data suggest that fostering a supportive and healthy work environment is essential for maintaining high levels of motivation among teachers, which in turn, benefits the entire educational ecosystem.

This finding is congruent to the statement of Glutsch, & König (2019) which states that pre-service teachers' motivations who adopt supportive teaching styles in choosing an education career positively impact pupil performance and motivation. Thus, teachers display passion, energy, and interest in activities, pupils are more likely to participate actively and enjoy the learning process. Likewise, Gan, An, & Lin, (2021), emphasized the importance of a supportive work environment, including adequate resources, infrastructure, and facilities.

Statement	Mean	Interpretation
I have lots of friends at the institution where I work.	4.48	Very High
My superiors do not try to block my advancement.	4.44	Very High
My peers do not try to damage my career.	4.36	Very High
I have job security at the institution where I work.	4.21	Very High
I have a job in which I can easily meet all my physiological needs (food, water, sex, etc.).	4.20	Very High
The institution where I work is not exposed to any danger that may cause health problems.	4.09	High
Grand Mean	4.30	Very High

Table 1. Teachers' Motivational Factors in Terms of Physiological for School Year 2023-2024 in Borongan City Division

Security. Table 2 shows the agreement findings of the teachers' motivational factors in terms of security. Findings showed that the statement, "I respect myself for having the profession of teaching" got the highest mean ($M=4.57$) and was verbally interpreted as "Very High". Moreover, the lowest rating was on the statement, "I am popular in my institution because of my professional knowledge and competence" with a mean (of $M=4.03$) and was verbally interpreted as "High". This could suggest that other motivational factors may be more important in determining popularity within the institution. Hence, it could provide some general insights based

on common factors known to influence popularity or perceptions within school settings. Furthermore, the teachers' motivational factors in terms of security obtained an overall rating ($M=4.34$) and was verbally interpreted as "Very High". This suggests that security-related considerations play a significant role in motivating teachers in their profession. This could encompass various aspects such as promotion, financial stability, recognition, and a supportive work environment. This finding is supported by the study of Ali, and Mahmood (2020) observed that teachers exhibit greater resilience in handling challenging circumstances compared to the teaching staff, with displaced and non-displaced teachers showing differing levels of concern for psychological security. Additionally, Oper (2019) indicated that teachers' motivation tends to rise in schools that acknowledge their efforts through recognition by significant others and provide opportunities for career advancement, including participation in decision-making and the implementation of school policies and programs.

Statement	Mean	Interpretation
I respect myself for having the profession of teaching.	4.57	Very High
People respect me because I am a teacher.	4.40	Very High
My peers help each other in the workplace.	4.37	Very High
I feel at home in the workplace.	4.35	Very High
The institution where I work contributes to my recognition.	4.32	Very High
I am popular in my institution because of my professional knowledge and competence.	4.03	High
Grand Mean	4.34	Very High

Table 2. Teachers' Motivational Factors in Terms of Security for School Year2023-2024 in Borongan City Division

Social. Table 3 indicates the agreement findings of the teachers' motivational factors in terms of social. Findings indicated that the statement, " I can use my creativity in the institution where I work" got the highest mean ($M=4.36$) and was verbally interpreted as "Very High". On the contrary, the lowest rating was on the statement, "The institution where I work provides me with sufficient resources to do my job better" with a mean ($M=4.09$) and was verbally interpreted as "High". It implies that among a set of social motivations related to work satisfaction or organizational support, this particular aspect was perceived as lacking or insufficient by teachers. In the context of educational institutions and teachers, this can have significant implications for job performance, job satisfaction, and overall organizational effectiveness. Furthermore, the teachers' motivational factors in terms of social obtained an overall rating ($M=4.27$) and was verbally interpreted as "Very High". These findings indicated very high social motivational factors by the teachers on the instructional leadership of school heads. Therefore, the impact of social factors on teachers' self-determined motivation is substantiated, as evidenced in comparable studies (Ali & Mahmood, 2020; Asaari et al., 2019). Nevertheless, individuals with an intrinsic drive for knowledge seek to comprehend and analyze new content irrespective of their group. This implies that a heightened interest in acquiring new knowledge correlates with a greater inclination to connect it with existing knowledge and engage in deeper contemplation, as highlighted by Moreno-Murcia and Corbí (2021).

Statement	Mean	Interpretation
I can use my creativity in the institution where I work.	4.36	Very High
I consider myself equipped for teaching.	4.34	Very High

Teaching makes my life more meaningful.	4.34	Very High
Teaching is an ideal job for me.	4.32	Very High
My job gives me freedom and power.	4.16	High
The institution where I work provides me with sufficient resources to do my job better.	4.09	High
Grand Mean	4.27	Very High

Table 3. Teachers' Motivational Factors in Terms of Social for School Year 2023-2024 in Borongan City Division

Esteem. Table 4 presents the agreement findings of the teachers' motivational factors related to esteem. The data reveals that the statement, "I think I am doing my job properly," received the highest mean score of 4.40, which was verbally interpreted as "Very High." Conversely, the statement, "The people in my institution know me as a successful worker," received the lowest mean score of 4.17, verbally interpreted as "High." These results indicate a strong sense of self-assurance among teachers regarding their job performance, while recognition by colleagues, though still high, was perceived as slightly less pronounced. This implies that teachers in the study do not feel recognized or acknowledged for their professional achievements or contributions within their school. In addition, the level of the teachers' motivational factors in terms of esteem obtained an overall rating ($M=4.30$) and was verbally interpreted as "Very High". This means that teacher organizational culture plays a significant role in how success and contributions are recognized and valued. This finding is supported by the study of Eren, (2019), that leaders and managers should cultivate a culture of appreciation, where employees' efforts are acknowledged, celebrated, and aligned with the institution's values and objectives. A similar statement by Forson, Ofosu-Dwamena, & Opoku, (2021) that institutions should invest in training programs, mentorship initiatives, and career pathways that empower employees to excel in their roles.

Statement	Mean	Interpretation
I think I am doing my job properly.	4.40	Very High
My job contributes to the development of society and state.	4.36	Very High
I have opportunities to broaden my professional knowledge.	4.32	Very High
I have a job which is in harmony with the expectations of people.	4.27	Very High
The people in my institution know me as a successful worker.	4.17	High
Grand Mean	4.30	Very High

Table 4. Teachers' Motivational Factors in Terms of Esteem for School Year 2023-2024 in Borongan City Division

Self-actualization. Table 5 displays the agreement results regarding teachers' motivational factors related to self-actualization. The data indicated that the statement, "My institution provides quality education focused on learning," received the highest mean score of 4.35, which was verbally interpreted as "Very High." In contrast, the statement, "I encounter new ideas in my workplace," received the lowest mean score of 4.26, although it was also categorized as "Very High." This suggests that teachers while they were engaged with new ideas, their motivation or fulfillment in terms of self-actualization within the teaching role was relatively low compared to other motivational factors. As claimed by the respondents, the level of teachers' motivational factors in terms of self-actualization obtained an overall rating ($M=4.30$) and was verbally interpreted as "Very High". This means

that self-actualization can also help teachers cultivate a sense of compassion and empathy towards their school heads, which can be particularly important when working with their pupils. This finding is aligned with the study of Sala, (2020) that teachers who are motivated and self-actualized help their learners discover their role in the learning process, take ownership of their responsibilities, and cultivate a desire for empowerment and self-actualization. Furthermore, according to Butler (2017), a teacher's motivation in selecting the teaching profession influences the level of motivation for learning throughout the teaching and learning process. Hence, boosting teachers' motivation can involve highlighting the significance of the teaching profession for society and offering teachers self-actualization experiences related to teaching during their classroom instruction.

Statement	Mean	Interpretation
My institution gives a quality education based on learning.	4.35	Very High
The institution where I work aids continuous learning.	4.33	Very High
My institution allows me to know whether I do my job well or not.	4.33	Very High
I have a job which helps me to achieve my goals in life.	4.27	Very High
My institution adopts a democratic and participatory approach towards management and supervision.	4.27	Very High
I hear new ideas in the institution where I work.	4.26	Very High
Grand Mean	4.30	Very High

Table 5. Teachers' Motivational Factors in Terms of Self-actualization for School Year 2023-2024 in Borongan City Division

This section shows the summary of motivational factors by public elementary teachers towards the instructional leadership of school heads. Table 6 below shows that based on the responses given by the respondents, indicators of physiological, security, social, esteem, and self-actualization were very high manifestations of motivational factors of teachers. In general, the motivational factors of public elementary teachers indicated a high level of motivation towards the instructional leadership of the school head, categorized as "Very Highly Motivated." This heightened motivation fosters self-reflection and instructional improvement, contributing to the enhancement of their motivational aspects in fulfilling their professional aspirations, personal growth, and developing the capacity to take initiative in various school activities. It also promotes positive relationships, independence, and self-transcendent experiences in relation to school head instructional leadership.

Indicators	Mean	Interpretation
Security	4.34	Very High
Physiological	4.30	Very High
Esteem	4.30	Very High
Self-Actualization	4.30	Very High
Social	4.27	Very High
Overall Mean	4.30	Very High

Table 6. Summary Table of Teachers' Motivational Factors for School Year 2023- 2024 in Borongan City division

Across all dimensions, teachers reported very high motivation (overall mean = 4.30). The highest indicator was security ($M = 4.34$), reflecting strong professional respect and stability. This aligns with Ali and Mahmood (2020), who found that recognition and career advancement enhance psychological security. The lowest indicator, social ($M = 4.27$), suggests room for improvement in resource provision and collaborative support.

Level of Instructional Leadership of School Heads

The study determines the level of instructional leadership of school heads in terms of school culture, instructional supervision, school improvement, organizational management, and family & community relations for DepEd elementary school at Borongan City Division for school year 2023-2024.

School Culture. Table 7 illustrates the level of instructional leadership exhibited by school heads in terms of school culture. The analysis revealed that the statement, "Promote effectiveness in serving all pupils well," obtained the highest weighted mean of 4.36, denoted as "Very High." Meanwhile, the statement, "Work with staff to solve school or department problems," received the lowest weighted mean of 4.24, which was also described as "Very High." These findings suggest that in a supportive environment, professional relationships among the school staff can become more collaborative and productive. This, in turn, encourages inclusive feedback from all parties involved in important school decisions, guaranteeing that a variety of viewpoints are taken into account. The overall evaluation of school heads' instructional leadership in terms of school culture was 4.29, which was considered "Very High," suggesting that administrators and teachers worked together toward a common goal. This alignment signifies highly effective instructional leadership, as emphasized by Close, Amrein-Beardsley, & Collins (2020), who highlighted the importance of school heads meeting teachers' diverse needs through strategic professional and instructional approaches to motivate and guide them in their unique roles. Similarly, Gumus et al. (2018) highlighted that school heads' instructional leadership methods are designed to support and improve the teaching and learning processes that take place in classrooms, engaging educators, parents, students, and other stakeholders as well as administration, buildings, and resources.

Statement	Mean	Interpretation
Promote effectiveness in serving all pupils well	4.36	Very High
Build a collaborative environment	4.31	Very High
Build and sustain an educational vision for a school	4.31	Very High
Foster staff sensitivity to pupil diversity	4.26	Very High
Work with staff to solve school or department problems	4.24	Very High
Grand Mean	4.29	Very High

Table 7. Level of Instructional Leadership of School Heads in Terms of School Culture for School Year 2023-2024 in Borongan City Division

Instructional Supervision. Table 8 displays the level of instructional leadership demonstrated by school heads in terms of instructional supervision. The results indicated that the statement "Align professional development activities for teachers based on identified instructional needs" received the highest mean score ($M=4.53$), categorized as "Very High." Conversely, the lowest rating was assigned to the statement "Work with teachers to change content and instructional methods if pupils are not performing well," with a mean score of 4.23, also interpreted as "Very High." This outcome suggests that school heads acknowledged the significance of tailored professional development initiatives to enhance instructional supervision and enhance teachers' effectiveness. However, the lower rating for the statement regarding modifying content and instructional methods in response to students' performance challenges may suggest potential resistance or obstacles in implementing instructional adjustments among teachers. This could be attributed to factors like resource limitations, time constraints, or entrenched teaching practices. It may also indicate a need for additional support, resources, or training to

effectively implement instructional changes addressing students' needs. The overall rating for the level of instructional leadership of school heads in terms of instructional supervision was 4.33, described as "Very High." This underscores the importance of employing strategic and data-driven approaches to professional development, fostering collaborative endeavors to tackle instructional issues, and cultivating a supportive atmosphere that promotes innovation and advancement in teaching practices to enhance student learning outcomes.

In a study on the instructional leadership of school heads regarding teacher performance, Badato (2020) emphasized that "instructional leadership can be a crucial tool in establishing an effective teaching and learning environment." He highlighted the school head's role in collaborating with teachers to oversee the instructional program, where instructional leaders are actively involved in classroom activities to enhance their staff's strengths and address their weaknesses. Similarly, Gumus (2019) noted that teachers generally hold a favorable view of school heads' supervision and can derive significant benefits from instructional supervision. This is supported by the notion that teachers' attitudes and satisfaction towards supervisory practices are key determinants of professional development.

Statement	Mean	Interpretation
Align professional development activities for teachers based on identified instructional needs	4.53	Very High
Support differentiated instruction to enhance pupil learning	4.33	Very High
Support professional development activities for teachers	4.30	Very High
Provide constructive feedback for teachers to improve instruction	4.27	Very High
Work with teachers to change content and instructional methods if pupils are not doing well	4.23	Very High
Overall Mean	4.33	Very High

Table 8. Level of Instructional Leadership of School Heads in Terms of Instructional Supervision for School Year 2023-2024 in Borongan City Division

School Improvement. Table 9 showcases the level of instructional leadership exhibited by school heads in the context of school improvement. All statements related to school improvement were rated as "High," with mean scores ranging from 4.08 to 4.20. These results indicated that school heads effectively assessed feedback, readiness plans, educational initiatives, assessments, and student performance. This implies that school heads possessed robust instructional leadership skills that play a vital role in spearheading school improvement efforts and implementing instructional enhancements to enhance student outcomes. The data suggests that respondents were highly content with the school heads' handling of school improvement initiatives.

Multiple studies indicate that effective school leadership should be feasible and fulfilling (Isah, Agbe, Odeh, & Adelabu, 2019; Ma & Marion, 2019). It should provide opportunities for continuous learning and instill in school heads a sense of contributing to a broader societal impact.

Table 9. Level of Instructional Leadership of School Heads in Terms of School Improvement for School Year 2023-2024 in Borongan City Division

Statement	Mean	Interpretation
Create a coherent educational program across the school	4.20	High

Establish high expectations for pupil learning	4.17	High
Promotes a curriculum that supports readiness	4.15	High
Evaluate curriculum for its use and effectiveness	4.15	High
Redesign the school's organization to enhance teaching and learning	4.08	High
Grand Mean	4.15	High

Organizational Management. Table 10 illustrates the level of instructional leadership demonstrated by school heads in terms of organizational management. The analysis revealed that the statement, "Managing facilities and their maintenance to promote a safe and orderly learning environment," received the highest weighted mean of 4.35, categorized as "Very High." Conversely, the statement, "Recruiting, hiring, and retaining high-quality personnel," obtained the lowest mean of 4.12, interpreted as "High." Overall, the school heads' instructional leadership in organizational management was deemed "Very High," as indicated by the overall mean score of 4.27. True self-improvement occurs when individuals genuinely acknowledge their strengths and weaknesses. According to Noor and Nawab (2022), their research reveals that the organizational management practices of school principals and teachers play a crucial role in achieving optimal improvements and fostering effective education. However, the study conducted by Ibrahim and Aljneibi (2022) identified empirical evidence as a significant challenge that hinders the achievement process and impacts the quality of learning in schools.

Statement	Mean	Interpretation
Manage facilities and their maintenance to promote a safe and orderly learning environment	4.35	Very High
Manage discipline effectively	4.33	Very High
Manage school resources effectively and efficiently (e.g., personnel, instructional time, supplies/equipment)	4.29	Very High
Recruit, hire, and retain high-quality personnel	4.12	High
Overall Mean	4.27	Very High

Table 10. Level of Instructional Leadership of School Heads in Terms of Organizational Management for School Year 2023-2024 in Borongan City Division

Family and Community Relations. Table 11 indicates that all four statements concerning school heads' instructional leadership in terms of family and community relations received a "Very High" level interpretation, with mean scores ranging from 4.36 to 4.40. The statement "Build and sustain positive relationships with families and caregivers" garnered the highest mean score of 4.40, also interpreted as "Very High." This implies that school heads who value and respect diverse backgrounds, perspectives, and experiences within the community foster a welcoming and supportive school environment for all stakeholders. This inclusivity promotes equity and enhances teachers' performance and the pupil's engagement and success. This finding aligns with the research conducted by Ulker and Baris (2020), which emphasizes the importance of coherence between the expectations of families and the objectives of the school. Failing to maintain this alignment can result in decreased effectiveness for the school and unmet expectations for families. Furthermore, schools should value community engagement and seek the support of community members (Watson, 2019). Therefore, establishing positive relationships among families, communities, and schools is crucial for creating a harmonious and supportive environment.

Statement	Mean	Interpretation
Build and sustain positive relationships with families and caregivers	4.40	Very High
Build and sustain positive relationships with community partners	4.39	Very High
Communicate effectively with families and caregivers	4.38	Very High
Communicate effectively with community partners	4.36	Very High
Grand Mean	4.38	Very High

Table 11. Level of Instructional Leadership of School Heads in Terms of Family and Community Relations for School Year 2023-2024 in Borongan City Division

This section provides a summary of the level of instructional leadership exhibited by school heads. Table 12 illustrates that, as per the responses from the participants, indicators related to school culture, school improvement, organizational management, and family and community relations all reflect a "Very High" level of instructional leadership by school heads. On the other hand, indicators concerning instructional supervision received "High" responses in terms of the instructional leadership demonstrated by school heads. Overall, the functions performed by school heads in the realms of school culture, school improvement, instructional supervision, organizational management, and family and community relations suggest a highly effective level of instructional leadership. In line with the findings of a study by Aquino et al. (2021), a significant portion of teachers express greater satisfaction when they receive constructive suggestions and guidance from their supervisors. Additionally, Callao and Callao (2021) underline that the ability of school administrators to create and carry out programs that guarantee ongoing efficiency improvements and promote a positive working relationship between the administration and its stakeholders is essential to the successful and long-lasting governance of any institution.

Indicators	Mean	Interpretation
Organizational Management	4.38	Very High
Family and Community Relations	4.38	Very High
School Culture	4.33	Very High
School Improvement	4.27	Very High
Instructional Supervision	4.15	High
Grand Mean	4.30	Very High

Table 12. Summary Table on the Level of School Heads Instructional Leadership for School Year 2023-2024 in Borongan City Division

School heads demonstrated very high effectiveness (overall mean = 4.30). The strongest dimensions are Organization Management (4.38) and Family and Community Relations (4.38), emphasizing inclusivity and pupil-centered service. The lowest dimension is Instructional Supervision with a mean of (4.15), indicates potential for capacity-building in administrative efficiency. These findings echo Janer and Deri (2020), who highlight collaboration as a driver of leadership growth.

Relationship Between Teachers' Motivational Factors and School Heads Instructional Leadership

Pearson correlations were utilized to examine the association between teachers' motivational factors and school heads' instructional leadership. The analysis results presented in Table 13 demonstrate a statistically significant

relationship between school heads' instructional leadership across various domains such as school culture, instructional supervision, school improvement, organizational management, and family and community relations, with a p-value of .000, which was below the significance level of 0.05 (α). The finding indicates that all indicators (Physiological, Security, Social, Esteem & Self-actualization) are correlated with school head's instructional leadership has a significant relationship. Comparing the computed and critical values the computed value exceeded the critical value, giving the researcher to reject the null hypothesis. Findings imply that there was a significant correlation between the level of teachers' motivational factors and the school heads instructional leadership. This means that there was a connection or correlation between the teachers' motivational factors to school heads instructional leadership. It can be concluded that the school head's instructional leadership provides a positive contribution that significantly affects teachers' motivational factors. This finding aligns with the research conducted by Demirdag (2021), which highlights a robust correlation between school principals' instructional leadership and teachers' motivation. Furthermore, Butler and Shibaz (2019) observed that principals, through their priorities and assessments, influence teachers' objectives and methodologies. Consequently, school heads who neglect instructional leadership may experience discomfort and a sense of ineffectiveness, as they are evading a responsibility expected of them (Gutiérrez-Cobo et al., 2019).

Independent Variables (Needs)	Dependent Variables	r	p-value	Interpretation
Physiological	School Culture	0.602	0.000	Significant
Security	School Culture	0.601	0.000	Significant
Social	School Culture	0.699	0.000	Significant
Esteem	School Culture	0.714	0.000	Significant
Self-actualization	School Culture	0.645	0.000	Significant
Physiological	Instructional Supervision	0.397	0.000	Significant
Security	Instructional Supervision	0.404	0.000	Significant
Social	Instructional Supervision	0.458	0.000	Significant
Esteem	Instructional Supervision	0.454	0.000	Significant
Self-actualization	Instructional Supervision	0.457	0.000	Significant
Physiological	School Improvement	0.527	0.000	Significant
Security	School Improvement	0.571	0.000	Significant
Social	School Improvement	0.667	0.000	Significant
Esteem	School Improvement	0.625	0.000	Significant
Self-actualization	School Improvement	0.690	0.000	Significant
Physiological	Organizational Management	0.554	0.000	Significant
Security	Organizational Management	0.563	0.000	Significant
Social	Organizational Management	0.647	0.000	Significant
Esteem	Organizational Management	0.632	0.000	Significant

Self-actualization	Organizational Management	0.693	0.000	Significant
Physiological	Family and Community Relations	0.697	0.000	Significant
Security	Family and Community Relations	0.687	0.000	Significant
Social	Family and Community Relations	0.459	0.000	Significant
Esteem	Family and Community Relations	0.730	0.000	Significant
Self-actualization	Family and Community Relations	0.779	0.000	Significant

Table 13. Relationship Between the Teachers' Motivational Factors and School Heads Instructional Leadership for School Year 2023-2024 in Borongan City Division

*Correlation is significant at a 0.05 level

The Academic Performance Level of Grade 4 Learners in Borongan City Division

The fourth objective was to determine the academic performance level of Grade 4 learners in Borongan City Division, overall mean percentile scores were utilized.

Academic Performance. Table 14 shows the frequency distribution of mean percentile scores of the Grade 4 learners in Borongan City Division. The scores of academic performances on mean percentage score showed that most of them 130 or (63.42 %) had ranged from 80 - 90 interpreted as "Very Satisfactory". There were 60 (29.26 %) learners who scored "Outstanding" in performance and 15 (7.32%) with a range of 80-84 who scored "Satisfactory" in performance. This finding revealed that learners' academic performance has been very satisfactory performance in all learning areas. It implies that Grade 4 learners are a promising outcome with implications for current and future academic success, positive school culture, and the overall well-being of learners. This finding aligns with Rahman, Farid, and Tanny (2021), who observed that learners exhibit a very satisfactory level of academic performance, indicating they range from average to highly proficient. Additionally, Islam and Tasnim (2021) discovered that individual differences in students' skill acquisition processes significantly impact academic achievement.

Range	Fre- quency	Percent	Mean	Standard Deviation	Performance Level
90–100	60	29.26%	85.5	2.65	Outstanding
85–89	130	63.42%	—	—	Very Satisfactory
80–84	15	7.32%	—	—	Satisfactory
Total	205	100%	85.5 (Overall Mean)	2.65	Very Satisfactory (Overall)

Table 14. The Academic Performance Level of Grade 4 Learners for School Year 2023-2024 in Borongan City Division

Grade 4 learners achieved very satisfactory performance across all learning areas. This reflects the synergistic impact of teacher motivation and leadership quality on instructional delivery.

Relationship Between Teachers' Motivational Factors and Academic Performance

Table 15 displays the correlation between teachers' motivational factors and the academic performance of Grade 4 students. A Spearman's rho correlation test was conducted to examine the association between teachers'

motivational factors and the academic performance of Grade 4 students at a division level, involving a sample of 205 Grade 4 student participants. The results of the analysis are outlined in table 15.

Physiological. Table 15 illustrates the correlation between teachers' motivational factors and academic performance, highlighting a significant relationship between physiological factors and academic performance ($r = -.623$, $p = .000$). The obtained p-values were below the critical value at the 0.05 significance level, leading to the rejection of the null hypothesis, which posits no significant relationship between teachers' motivational factors and academic performance. This suggests that the academic performance level influenced the physiological aspects of Grade 4 students in Borongan City Division. This study lends credence to Ayub, et al., (2021) has shown that a supportive physical environment is conducive to better academic outcome. Likewise, Comighud, and Arevalo, (2020), state that integrating health and wellness into the educational environment, schools can create conditions that support optimal learning and academic success.

Motivational Factors (Variable 1)	Variable 2	r-value	p-value	Interpretation
Physiological	Academic Performance	0.993	0.001	Significant
Security	Academic Performance	0.468	0.051	Not Significant
Social	Academic Performance	0.478	0.030	Significant
Esteem	Academic Performance	0.675	0.002	Significant
Self-actualization	Academic Performance	0.976	0.000	Significant

Table 15. Test of the Relationship Between the Teachers Motivational Factors and the Academic Performance of Grade 4 Learners for School Year 2023-2024 in Borongan City Division

*tested at 0.05 level of significance, two-tailed

Security. Table 15 above depicts the data regarding the correlation between teachers' motivational factors and academic performance. The analysis indicated that security is not significantly associated with academic performance ($r = .468$, $p = .051$). These p-values exceeded the critical value at the 0.05 significance level, leading to the retention of the null hypothesis, which suggests no significant relationship between teachers' motivational factors and academic performance. This implies that the level of academic performance did not have an influence on the security of Grade 4 learners in Borongan City Division. These findings are contrary to the study of Bukhari, et al., (2021), stated that when students feel safe from bullying, violence, and other threats, their ability to focus and engage in learning activities improves significantly. Likewise, Moreno-Murcia, & Corbí, (2021), stipulated those programs can teach students coping mechanisms and resilience can help them manage feelings of insecurity and stress.

Social. Table 15 above revealed that the social factors were significantly related to academic performance ($r = .478$, $p = .000$) With p-values below the critical threshold at the 0.05 level of significance, the null hypothesis, indicating no significant relationship between teachers' motivational factors and academic performance, was rejected. This suggests that the academic performance level impacted the social factors of Grade 4 students in Borongan City Division. These findings support the study of Khan & Golder, (2020) stated that research shows that positive social interactions and a sense of belonging can significantly enhance academic performance. Furthermore, an inclusive school culture can help all students feel valued and supported, which is linked to improved academic performance (Al-oqleh & Teh (2019).

Esteem. Table 15 revealed that the esteem factors are significantly related to academic performance ($r = .675$, $p = .030$) The p-values were below the critical threshold at the 0.05 significance level, leading to the rejection of the null hypothesis, which posited no significant relationship between teachers' motivational factors and academic performance. This indicates that the academic performance level influenced the self-esteem factors of Grade 4 students in Borongan City Division. These results align with the research conducted by Rahman, Farid,

& Tanny (2021), suggesting that teachers can cultivate a growth mindset among students by highlighting the importance of effort and resilience in academic achievement.

Self-actualization. Table 15 indicated a significant relationship between self-actualization and academic performance ($r = .976$, $p = .002$). The obtained p -values were below the critical threshold at the 0.05 significance level, leading to the rejection of the null hypothesis, which suggested no significant relationship between teachers' motivational factors and academic performance. This implies that the level of academic performance had an influence on the self-actualization factors of Grade 4 learners in Borongan City Division. These findings support the study of Islam and Tasnim (2021) found positive associations between self-actualization and various indicators of academic success, such as higher grades, standardized test scores, and academic engagement. Similarly, Alam and Islam (2022) discovered that students who exhibited elevated levels of self-actualization at the start of the academic year achieved superior academic performance and expressed increased satisfaction with their educational journey as time progressed.

Teachers' Motivation $\leftrightarrow$ Instructional Leadership: $r = 0.68$, $p < 0.05 \rightarrow$ strong positive correlation.

Teachers' Motivation $\leftrightarrow$ Learner Performance: $p = 0.61$, $p < 0.05 \rightarrow$ significant positive relationship.

These results confirm that motivated teachers under effective leadership foster better learner outcomes, consistent with Glutsch and König (2019) and Sala (2020).

DISCUSSION

The purpose of this descriptive and correlational research study was to assess the motivational factors of teachers, the instructional leadership of school heads, and the academic performance of Grade 4 students at DepEd Elementary School in the Borongan City Division for the academic year 2023-2024. Specifically, the study aimed to address the following inquiries: What are the motivational factors of teachers in terms of physiological, security, social, esteem, and self-actualization? What is the level of instructional leadership exhibited by school heads in terms of school culture, school improvement, instructional supervision, organizational management, and family & community relations? Is there a significant correlation between teachers' motivational factors and school heads instructional leadership? What is the academic performance level of Grade 4 students during the academic year 2023-2024? Is there a significant relationship between teachers' motivational factors and the academic performance of Grade 4 students? The study involved 205 public elementary school teachers selected through stratified random sampling from the five districts in the Borongan City Division.

Based on the statistical analyses and computations conducted, the test results revealed the following findings: In general, the motivational factors of public elementary teachers indicated a significantly high level of motivation towards the instructional leadership provided by the school head. This heightened motivation contributed to their self-assessment and teaching practices, fostering the development of their motivational factors to meet their professional aspirations and personal growth. It also equips them with the initiative to engage in various school activities, maintain positive relationships, demonstrate independence, and experience self-transcendence under the guidance of the school heads instructional leadership. Additionally, the instructional leadership functions performed by school heads across school culture, school improvement, instructional supervision, organizational management, and family and community relations were rated as very high. Furthermore, the finding indicates that all indicators (Physiological, Security, Social, Esteem & Self-actualization) are correlated with school heads instructional leadership has a significant relationship. Moreover, findings shows that the academic performance of Grade 4 learners across all learning areas has a very satisfactory performance, indicating promising outcomes for both current and future academic success. This positive achievement has significant implications for fostering a positive school culture and enhancing the overall well-being of learners. Hence, a significant relationship between teachers' motivational factors—namely physiological, security, social, esteem, and self-actualization—and the academic performance of their learners.

CONCLUSION

Teachers' motivational factors and school heads' instructional leadership are both very high and significantly correlated. Motivation directly influences learner performance, validating the importance of supportive

leadership and teacher empowerment in achieving educational excellence. As per the outcomes of the study, the researcher reaches the following conclusions:

- 1.The teachers' motivational factors manifested by physiological, security, social, esteem, and self-actualization are exceptionally very high. This indicates strong overall motivation among teachers, driven by their needs being well met. High ratings in these areas suggest that the current environment effectively supports teachers both professionally and personally. Such motivation is likely to improve their job satisfaction, commitment, and performance, leading to better educational outcomes for students. The findings highlight the importance of maintaining and enhancing these motivational factors to sustain a motivated and effective teaching workforce.
- 2.The instructional leadership level demonstrated by school heads is exceptionally high as they fulfill their roles in school culture, school improvement, instructional supervision, organizational management, and family and community relations with great proficiency. This high level of leadership is reflected in their ability to create a positive and effective school culture, drive continuous improvement, provide insightful instructional supervision, manage organizational resources efficiently, and foster strong relationships with families and the community. Such comprehensive and adept leadership is crucial for supporting teachers' motivation and enhancing student achievement.
- 3.There is a significant relationship between the teachers' motivational factors and the instructional leadership of school heads.
- 4.Very satisfactory academic performance of Grade 4 learners across all learning areas, indicating promising outcomes for both current and future academic success. This positive achievement has significant implications for fostering a positive school culture and enhancing the overall well-being of learners.
- 5.There is a significant relationship exists between teachers' motivational factors, including physiological, security, social, esteem, and self-actualization, and the academic performance of their students.

RECOMMENDATIONS

1. Leadership Development: Strengthen instructional supervision and organizational management through targeted training.
2. Teacher Support Programs: Enhance recognition systems and collaborative culture to sustain motivation.
3. Policy Integration: Align findings with DepEd's Human Resource Development and Quality Assurance frameworks.
4. Future Research: Conduct longitudinal studies to examine sustained effects on learner achievement.

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Disclosure of Conflict of Interest

The author declares no conflict of interest.

Compliance to Ethical Standards

The author declares that the study was conducted in strict compliance to ethical considerations.

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