

Motivation Techniques of School Heads, Performance, Organizational Commitment, and Job Satisfaction of Teachers: Basis for Program Development

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ABSTRACT

This study determined the extent of school heads' motivational techniques and their relationship to teachers' performance, organizational commitment, and job satisfaction in one of the Schools Division in Negros Island Region during the school year 2025–2026. Using a descriptive-correlational research design, the study involved teacher-respondents from selected public schools within the division. Data were gathered through a researcher-made questionnaire that assessed principals' motivational techniques in terms of job enlargement, job rotation, job enrichment, goal alignment, recognition and rewards, provision of instructional materials, provision of feedback, and regular promotion opportunities. Statistical tools such as frequency count, percentage, mean, and Spearman's Rank Order Correlation were utilized in analyzing the gathered data. Findings revealed that principals generally manifested a high extent of motivational techniques in supporting teachers and promoting professional growth. Teachers likewise demonstrated favorable levels of performance, organizational commitment, and job satisfaction. Significant relationships were found between principals' motivational techniques and teachers' performance, organizational commitment, and job satisfaction, indicating that effective leadership practices positively influence teachers' professional engagement and workplace attitudes. The findings further imply that supportive and motivating school leadership contributes to improved educational outcomes and a more positive school environment. Overall, the study highlights the importance of strengthening motivational leadership practices through continuous leadership development programs and institutional support for school administrators.

Keywords: Motivational Techniques, School Heads, Teachers' Performance, Organizational Commitment, Job Satisfaction, Instructional Leadership, Leadership Practices.

INTRODUCTION

In educational systems across the world, the role of school heads has gradually shifted from traditional managerial supervision to a more transformational form of leadership that emphasizes teacher motivation, professional growth, and organizational support. Studies have shown that school heads who use motivational techniques such as recognition, encouragement, collaboration, and shared decision-making positively influence teachers' attitudes toward their work and strengthen their commitment to their schools (Mahmutoğlu et al., 2025). Research conducted in different countries further revealed that supportive leadership practices contribute significantly to teacher morale, emotional attachment to the organization, and job satisfaction, regardless of cultural differences (Tzortzos & Anastasiou, 2025). These findings highlight that school leadership is not only about administrative efficiency but also about creating a positive working environment where teachers feel valued, motivated, and professionally fulfilled. As a result, motivational leadership has become an important factor in improving teacher performance, sustaining organizational commitment, and maintaining effective educational institutions worldwide.

In the Philippine educational setting, effective school leadership has become increasingly important due to the many challenges teachers continue to face in public schools, including large class sizes, heavy workloads, limited

instructional resources, and increasing administrative responsibilities. These challenges became even more evident during and after the transition to blended and online learning brought about by the pandemic. Local studies revealed that school heads who actively involve teachers in decision-making, recognize their efforts, provide professional development opportunities, and establish supportive work environments contribute positively to teachers' morale, job satisfaction, and instructional performance (Mariano & Oco, 2024; Sebullen & Jimenez, 2024). Likewise, leadership practices that encourage collaboration and provide emotional and professional support have been associated with stronger organizational commitment and greater teacher retention among public school educators (Flores & Quines, 2022; Tuang & Quintos, 2025). However, teachers who experience insufficient support and motivation from school administrators are more likely to feel stressed, exhausted, and disengaged from their work, which may eventually affect their performance and willingness to remain in the profession (Piccio, 2025).

Although previous studies have already explored leadership styles and their influence on teachers, there remains limited research focusing specifically on the motivational techniques school heads use in everyday school settings and how these directly affect teachers' performance, organizational commitment, and job satisfaction simultaneously. Much of the existing literature has discussed transformational and supportive leadership in general terms without clearly identifying which motivational practices—such as individualized recognition, structured feedback, professional growth opportunities, and supportive communication—produce the most significant impact on teachers' professional experiences (Flores & Quines, 2022; Mariano & Oco, 2024). This gap in the literature highlights the need for a more focused and integrative examination of motivational leadership practices within Philippine public schools. Hence, this study sought to provide a deeper understanding of how school heads' motivational techniques influence teachers' work performance, commitment to their organizations, and overall job satisfaction, to generate insights that may help strengthen leadership programs and improve educational quality in schools (Sebullen & Jimenez, 2024; Tuang & Quintos, 2025).

METHODOLOGY

This study employed a quantitative, descriptive–correlational research design to determine the relationship between school heads' motivational techniques and teachers' performance, organizational commitment, and job satisfaction. The respondents were all 144 public elementary school teachers in one of the Schools Division in the Negros Island Region during the School Year 2025–2026. Since the population was manageable, all eligible teachers were included in the study; hence, no sample was drawn.

Data were gathered using a researcher-made questionnaire composed of three main parts. Part I measured school heads' motivational techniques through 30 items distributed across eight dimensions: job enlargement, job rotation, job enrichment, goal setting, recognition and rewards, provision of instructional materials, provision of feedback, and promotion opportunities. Part II measured teachers' organizational commitment using 15 items, while Part III assessed teachers' job satisfaction through 40 items. All questionnaire items were measured using a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Teachers' performance was not measured through the questionnaire but was obtained from the respondents' Individual Performance Commitment and Review Form (IPCRF) ratings for the applicable school year. The questionnaire underwent content validation by a panel of five experts consisting of three school heads, one Research Director, and one College of Education Program Head. Using Lawshe's Content Validity Ratio (CVR), the instrument obtained a CVR of 1.00, indicating excellent content validity. Reliability was established through a pilot test involving 30 non-sample respondents, yielding Cronbach's alpha coefficients of 0.963 for motivational techniques, 0.908 for organizational commitment, and 0.956 for job satisfaction, demonstrating high internal consistency of the instrument.

For data collection, the researcher first secured a letter of approval from the school heads to administer the questionnaire to all teacher-respondents within the selected Schools Division in the Negros Island Region. With the assistance of the school administration, the researcher personally distributed and retrieved the questionnaires immediately after completion. To ensure accurate and honest responses, the objectives and significance of the study were clearly explained to all respondents prior to the administration of the instrument. The completed questionnaires were organized, tabulated, and prepared for statistical analysis while maintaining the confidentiality of all responses. The collected data were systematically organized, tabulated, and analyzed to

answer the research questions of the study. Mean and standard deviation were used to determine the extent of school heads' motivational techniques and the levels of teachers' organizational commitment and job satisfaction, while teachers' performance was described using their corresponding performance ratings. Spearman's Rank-Order Correlation Coefficient was employed to determine the significant relationships between the overall level of motivational techniques and teachers' performance, organizational commitment, and job satisfaction. In addition, multiple linear regression analysis was conducted separately for teachers' performance, organizational commitment, and job satisfaction to determine the combined predictive contribution of the eight motivational techniques: job enlargement, job rotation, job enrichment, goal setting, praise and rewards, instructional materials, feedback, and promotion. The coefficient of determination (R^2) was used to determine the proportion of variance in each outcome variable that could be statistically accounted for by the eight predictors. The regression results were interpreted together with the correlation findings to identify which outcome demonstrated greater explanatory association with school heads' motivational techniques.

RESULTS AND DISCUSSIONS

Extent of Motivation Techniques of the School Heads as a Whole, and when grouped in terms of Enlargement, Job Rotation, Job Enrichment, Goal Setting, Praise and Rewards, Instructional Materials, Feedback, and Promotion

Table 1. Extent of Motivation Techniques of the School heads as a Whole, and when grouped in terms of Enlargement, Job Rotation, Job Enrichment, Goal Setting, Praise and Rewards, Instructional Materials, Feedback, and Promotion.

Mean	SD		Interpretation
Job Enlargement	3.84	0.71	High
1. School heads give teachers' additional tasks similar to the tasks already assigned to them.	3.36	1.29	High
2. School heads explain to the teachers the need for giving them additional tasks.	4.21	0.50	Very High
3. School heads observe the reaction of the teachers when he/she gives them additional tasks	4.19	0.64	High
4. School heads provide guidance and assistance to teachers who experience difficulty in performing additional tasks.	3.61	1.15	High
Job Rotation	4.21	0.56	Very High
5. Sometimes, school heads changes teacher's task and gives him/her new one when there is need to do so.	4.24	0.64	Very High
6. School heads explain to the teacher the need for changing his/her task to the new one.	4.39	0.66	Very High
7. School heads monitor the teacher when he/she gives him/her new task.	4.42	0.60	Very High
8. School heads provide coaching and support to teachers who experience difficulty in performing newly assigned tasks.	3.80	0.99	High
Job Enrichment	3.90	0.73	High

9. School heads give teachers higher responsibilities in addition to the tasks already assigned to them.	3.59	1.14	High
10. School heads explain to the teachers the reasons for giving them higher responsibilities.	4.15	0.54	High
11. School heads observe the reaction of the teachers when he/she gives them higher responsibilities.	4.08	0.75	High
12. School heads provide mentoring and support to teachers in carrying out higher responsibilities effectively.	3.78	0.94	High
Goal Setting	4.47	0.47	Very High
13. School heads inform teachers about the goals already set by the school management.	4.51	0.60	Very High
14. School heads allow teachers to set their own goals in line with the goals of the school	4.34	0.50	Very High
15. School heads take time to explain to the teachers the steps they need to take in setting and achieving goals.	4.47	0.61	Very High
16. School heads evaluate the goals of the school at the end of every term.	4.56	0.54	Very High
Praise and Rewards	4.32	0.56	Very High
17. Teachers' efforts in instructional activities are recognized by the school heads.	4.50	0.57	Very High
18. School heads recommend to the school management the best performing teachers for rewards every term.	4.33	0.57	Very High
19. School heads praise exceptional teachers during staff meetings and briefings for their performance.	4.32	0.60	Very High
20. School heads encourage the school management to motivate the teachers through cash rewards, prizes and other gifts based on their improved performance.	4.12	0.83	High
Instructional materials	4.42	0.61	Very High
21. School heads issues letter of recommendations to teachers with outstanding performance.	4.24	0.85	Very High
22. School heads provide audiovisual, audio and visual instructional materials for teachers in order to stimulate the interest of students towards lessons.	4.51	0.61	Very High
23. School heads ensures that printed materials such as books are given to teachers based on the scheme of work and syllabus for the term.	4.51	0.61	Very High
Feedback	4.47	0.55	Very High
24. School heads support and encourage teachers to improvise by developing and using instructional materials that are relevant to teaching and learning	4.38	0.57	Very High

25. School heads regularly provide feedback to all teachers.	4.48	0.60	Very High
26. School heads ensures that teachers get their feedback at the proper time.	4.54	0.61	Very High
Promotion	4.38	0.57	Very High
27. School heads receive response from the feedback sent to the teachers.	4.42	0.61	Very High
28. School heads implement the feedback received from the teachers.	4.30	0.60	Very High
29. School heads ensures that teachers are promoted on regular basis.	4.47	0.68	Very High
30. School heads recommend teachers for promotion based on appraisal of their performance.	4.33	0.87	Very High
Overall Mean_Motivation Techniques	4.25	0.40	Very High
<i>Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low</i>			

Table 1 presents the level of motivation techniques of school heads as perceived by the respondents. In terms of goal setting, the composite mean was interpreted as very high. Teachers strongly agreed that school heads took time to explain the necessary steps in achieving school goals ($M = 4.47$, $SD = 0.61$) and evaluated school goals at the end of the term ($M = 4.56$, $SD = 0.54$). The small standard deviations indicate consistency in teachers' responses, showing that most respondents shared similar positive experiences regarding the school heads' efforts in goal-setting and monitoring.

These findings imply that school heads were effective in aligning teachers' individual responsibilities with the broader objectives of the school, thereby strengthening collaboration and organizational direction. This supports the findings of Hallinger and Wang (2021), who emphasized that school leaders who establish clear goals and maintain consistent communication contribute significantly to teacher commitment and school effectiveness. Likewise, Leithwood et al. (2020) noted that leadership practices focused on shared goals enhance teachers' motivation and collective engagement within educational institutions.

Moreover, the area of praise and rewards also obtained a very high rating ($M = 4.32$, $SD = 0.56$). Teachers acknowledged that their instructional activities were recognized by the school heads ($M = 4.50$, $SD = 0.57$), while recommendations for best performance awards ($M = 4.33$, $SD = 0.57$) and public recognition during staff meetings ($M = 4.32$, $SD = 0.60$) were likewise rated very highly. Although giving cash rewards and gifts received a slightly lower mean ($M = 4.12$, $SD = 0.83$), it still fell within the high descriptive level. The relatively higher standard deviation for this item suggests some variation in teachers' perceptions, possibly due to differences in the availability of incentives across schools. These results indicate that non-monetary recognition remained highly valued among teachers and served as a strong motivational factor in improving work performance.

The findings are consistent with the study of Burić and Kim (2021), which revealed that recognition and appreciation from school leaders positively influence teachers' job satisfaction and work motivation. Similarly, Collie (2021) found that supportive leadership practices, including praise and acknowledgment, strengthen teachers' emotional commitment and professional engagement.

In relation to the instructional materials, the respondents rated this area as very high ($M = 4.42$, $SD = 0.61$). Teachers perceived that school heads provided audiovisual and audio-visual instructional materials to stimulate students' interest in lessons ($M = 4.51$, $SD = 0.61$), while printed materials such as books and syllabi were also consistently provided ($M = 4.51$, $SD = 0.61$). The small standard deviations indicate that teachers generally agreed on the adequacy and availability of instructional resources in their schools. These findings suggest that school heads recognized the importance of equipping teachers with appropriate instructional tools to improve classroom delivery and learning outcomes.

This supports the findings of Trust and Whalen (2020), who emphasized that administrative support through instructional resources contributes to teachers' effectiveness and adaptability in instruction. In the same manner, Kim and Asbury (2020) explained that access to teaching materials and institutional support enhances teachers' confidence and instructional preparedness.

Similarly, the feedback was interpreted as very high ($M = 4.47$, $SD = 0.55$). Teachers agreed that school heads supported them in improving instructional practices ($M = 4.38$, $SD = 0.57$), regularly provided feedback ($M = 4.48$, $SD = 0.60$), and ensured that teachers received feedback at the proper time ($M = 4.54$, $SD = 0.61$). The consistency of responses suggests that school heads maintained open communication and continuous monitoring of teacher performance. This implies that constructive feedback served as an important mechanism for professional growth and instructional improvement among teachers.

The findings align with the study of Kraft and Gilmour (2022), which emphasized that timely and constructive feedback from school leaders improves teacher performance and instructional quality. Furthermore, Robinson et al. (2020) highlighted that consistent supervisory feedback fosters reflective practice and professional development among educators.

Furthermore, promotion also received a very high rating ($M = 4.38$, $SD = 0.57$). Respondents agreed that school heads received responses regarding feedback sent to teachers ($M = 4.42$, $SD = 0.61$), implemented the feedback received ($M = 4.30$, $SD = 0.60$), ensured regular promotion opportunities ($M = 4.47$, $SD = 0.68$), and recommended deserving teachers for promotion based on performance appraisal ($M = 4.33$, $SD = 0.87$). Although the standard deviation for recommendations for promotion was slightly higher, the results still reflected favorable perceptions among teachers. These findings indicate that school heads encouraged professional advancement and recognized teachers' qualifications and accomplishments fairly.

This supports the study of Nguyen et al. (2021), which found that opportunities for promotion and career advancement positively affect teachers' organizational commitment and job satisfaction. Likewise, Skaalvik and Skaalvik (2021) stressed that supportive leadership and professional growth opportunities contribute to teacher retention and motivation.

The overall mean of the motivational techniques was rated very high ($M = 4.25$, $SD = 0.40$), indicating that school heads consistently practiced different motivational strategies that positively influenced teachers in the workplace. The relatively small standard deviation suggests that the responses of the teachers were closely clustered, reflecting a common perception that school heads frequently demonstrated supportive and motivating leadership behaviors.

Overall, the findings suggest that school heads effectively utilized motivational techniques that promoted teachers' performance, commitment, and job satisfaction. The consistently very high ratings across all indicators reflect that teachers perceived their school heads as supportive leaders who recognized accomplishments, provided resources, encouraged professional growth, and maintained clear communication. These practices contribute to a positive organizational climate and may strengthen teachers' dedication and productivity in the school setting. The findings further imply that sustained leadership support and motivational strategies are essential in developing a motivated and committed teaching workforce, which may serve as a basis for future program development initiatives in schools.

Level of Teachers' Performance

Table 2. Level of Teachers' Performance.

Level of Teachers' Performance	f	Mean	SD	Interpretation
Outstanding	139	4.69	.41	Outstanding
Very Satisfactory	5			

Satisfactory	0				
Unsatisfactory	0				
Poor	0				
Total	144				

Legend: (4.50-5.00)-Outstanding; (3.50-4.49)-Very Satisfactory; (2.50-3.49)-Satisfactory; (1.50-2.49)-Unsatisfactory; (below 1.49)-Poor

Table 2 presents the level of teachers' performance as reflected in their performance ratings. The data revealed that the teachers' performance was rated Outstanding, obtaining an overall ($M = 4.69$, $SD = 0.41$). Out of 144 respondents, 139 teachers fell under the Outstanding category, while only 5 teachers were rated Very Satisfactory. No respondent was classified under Satisfactory, Unsatisfactory, or Poor levels of performance.

The very high mean rating indicates that teachers consistently demonstrated competence, efficiency, and dedication in carrying out their professional responsibilities. The relatively small standard deviation further suggests that the responses were closely grouped, implying that most teachers shared similarly high levels of performance. This consistency reflects a strong culture of professionalism and commitment among teachers within the school setting. The findings imply that teachers were able to meet and even exceed the expected standards in instruction, classroom management, assessment, and other professional duties required in their work.

The result may also suggest that the motivational techniques and leadership practices of school heads contributed positively to teachers' work performance. Supportive leadership, recognition, feedback, and opportunities for professional growth may have encouraged teachers to become more productive and committed in performing their responsibilities.

This supports the findings of Collie (2021), who emphasized that supportive school leadership positively influences teacher effectiveness, work engagement, and professional performance. Similarly, Kraft et al. (2020) explained that teachers perform better in environments where administrators provide clear support systems, constructive feedback, and opportunities for professional development.

Furthermore, the findings are consistent with the study of Toropova et al. (2021), which revealed that teacher satisfaction, organizational support, and positive working conditions significantly contribute to high teaching performance and commitment. In the same manner, Skaalvik and Skaalvik (2021) noted that teachers who experience encouragement, recognition, and supportive leadership are more motivated to sustain high levels of instructional performance.

Overall, the findings indicate that the teachers demonstrated a commendable level of professional performance. The predominance of Outstanding ratings reflects the teachers' strong commitment to quality education and suggests that effective school leadership and motivational practices play an important role in sustaining excellent performance outcomes in the educational setting.

Level of Organizational Commitment of Teachers

Table 3. Level of Organizational Commitment of Teachers.

Mean		SD	Interpretation
1. I am willing to put a great deal of effort beyond that normally expected in order to help this organization be successful.	4.56	0.54	Very High
2. I really care about the fate of this organization	4.53	0.53	Very High

3. I am proud to tell others that I am part of this organization.	4.54	0.54	Very High
4. I am extremely glad that I chose this organization to work for over others that I was considering at the time I joined.	4.53	0.54	Very High
5. I agree with my school's policies on important matters affecting teachers and employees.	4.51	0.54	Very High
6. I talk up this organization to my friends as a great organization to work for.	4.47	0.59	Very High
7. I prefer to continue working in this school because of its positive work environment.	4.36	0.71	Very High
8. This organization really inspires the very best in me in the way of job performance.	4.55	0.57	Very High
9. I find that my values and the organization's values are very similar.	4.58	0.51	Very High
10. For me this is the best of all possible organizations to work for.	4.50	0.55	Very High
11. Remaining in this school provides valuable opportunities for my professional growth.	4.50	0.55	Very High
12. I would accept almost any type of job assignment in order to keep working for this organization.	4.43	0.54	Very High
13. I intend to remain in this school despite changes in my personal circumstances.	4.48	0.53	Very High
14. I feel a strong sense of loyalty to this school.	4.58	0.52	Very High
15. Choosing to work in this school has been one of my good career decisions.	4.56	0.53	Very High
Overall Mean_ Organizational Commitment	4.51	0.45	Very High
<i>Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low</i>			

Table 3 presents the level of organizational commitment of teachers as perceived by the respondents. Among the indicators, teachers highly agreed that they were willing to exert effort beyond what was normally expected in order to help the organization become successful ($M = 4.56$, $SD = 0.54$). Similarly, respondents expressed that they genuinely cared about the fate of the organization ($M = 4.53$, $SD = 0.53$) and were proud to tell others that they were part of the institution ($M = 4.54$, $SD = 0.54$). The small standard deviations indicate consistency in responses, showing that most teachers shared the same strong sense of dedication and emotional attachment to the organization. These findings imply that teachers possessed a positive attitude toward their workplace and were highly motivated to contribute to the achievement of institutional goals.

This supports the study of Eliyana et al. (2020), which found that employees with strong organizational commitment are more willing to exert extra effort and contribute positively to organizational success.

The findings further revealed that teachers were extremely glad that they chose the organization over other possible workplaces ($M = 4.53$, $SD = 0.54$). They also perceived that the organization inspired them to perform at their best ($M = 4.55$, $SD = 0.57$), while the similarity between personal values and organizational values obtained one of the highest means ($M = 4.58$, $SD = 0.51$). The consistency of responses indicates that teachers experienced alignment between their personal beliefs and the mission and vision of the organization. This

suggests that value congruence and a supportive work environment strengthened teachers' attachment and commitment to the school.

The result is consistent with the findings of Paais and Pattiruhu (2020), who emphasized that organizational support and alignment of values positively influence employees' commitment and performance. Likewise, Nguyen et al. (2021) explained that when employees perceive compatibility between their values and those of the organization, stronger organizational commitment is developed.

Moreover, teachers also viewed the organization positively as a place of employment. They agreed that the organization was one of the best places to work for ($M = 4.50$, $SD = 0.55$) and that they would accept different job assignments in order to remain in the organization ($M = 4.43$, $SD = 0.54$). These findings imply that teachers were willing to remain flexible and cooperative in fulfilling organizational needs because of their strong attachment to the institution. Such attitudes reflect not only loyalty but also a willingness to sacrifice personal convenience for the welfare and continuity of the organization.

This supports the findings of Al-Hamdan et al. (2021), which revealed that organizational commitment encourages employees to become more adaptable, cooperative, and willing to contribute to organizational goals.

Interestingly, the indicators related to leaving the organization also received very high ratings. Teachers disagreed with statements suggesting weak loyalty or intention to leave, such as "It would take very little change in my present circumstances to cause me to leave this organization" ($M = 4.48$, $SD = 0.53$), "I feel very little loyalty to this organization" ($M = 4.58$, $SD = 0.52$), and "Deciding to work for this organization was a definite mistake on my part" ($M = 4.56$, $SD = 0.53$). The responses indicate that teachers maintained a strong sense of belongingness and satisfaction with their organization. The relatively small standard deviations suggest that respondents consistently expressed loyalty and long-term commitment to their workplace.

These findings align with the study of Toropova et al. (2021), which highlighted that positive working conditions, administrative support, and professional satisfaction strengthen teachers' intention to remain in the organization. Similarly, Collie (2021) noted that supportive school environments significantly enhance teachers' emotional attachment and organizational loyalty.

The overall mean of organizational commitment was rated very high ($M = 4.51$, $SD = 0.45$), indicating that teachers demonstrated a strong sense of loyalty, attachment, and dedication to their organization. The relatively small standard deviation suggests that the responses were closely grouped, reflecting a consistent perception among teachers regarding their commitment to the school and the organization where they belong.

Overall, the findings reveal that teachers possessed a very high level of organizational commitment. Teachers demonstrated strong loyalty, emotional attachment, and willingness to contribute to the success of the organization. The consistently very high ratings across indicators suggest that the school environment, leadership practices, and organizational culture positively influenced teachers' sense of belongingness and commitment. These findings further imply that maintaining supportive leadership, positive relationships, and professional growth opportunities may help sustain teachers' commitment and strengthen organizational stability within schools.

Level of Job Satisfaction of Teachers

Table 4. Level of Job Satisfaction of Teachers.

Statements	Mean	SD	Interpretation
1. Salary is competitive	3.98	1.17	High
2. I am honored to serve as a teacher	4.65	0.49	Very High
3. Salary is enough	3.76	1.28	High

4. Salary is given on time.	4.26	0.83	Very High
5. Salary increase is based on position	4.45	0.67	Very High
6. Same benefits given	4.34	0.73	Very High
7. Fringe benefits are proportionate	4.31	0.72	Very High
8. Incentive is just	4.26	0.78	Very High
9. Enjoyed benefits like attendance policies, medical benefits, etc.	4.42	0.68	Very High
10. Given the opportunity for professional trainings	4.50	0.57	Very High
11. Supervisor inspires me in doing the task.	4.30	0.78	Very High
12. Supervisor informs teachers about salary and promotion.	4.42	0.61	Very High
13. Supervisor monitors and evaluates tasks for support.	4.42	0.61	Very High
14. Supervisor recognizes the work well done.	4.43	0.63	Very High
15. Supervisor radiates concern in clarifying goals	4.35	0.61	Very High
16. Supervisor recommends for promotion.	4.37	0.62	Very High
17. Supervisor shows evidence of trust and confidence.	4.41	0.57	Very High
18. Supervisor shows how to do what one fails to comprehend.	4.34	0.64	Very High
19. My supervisor provides constructive feedback while treating teachers with respect and professionalism.	4.04	0.90	High
20. Supervisor models equal treatment to all teachers.	4.36	0.63	Very High
21. Co-teachers are warm, friendly, and cooperative	4.58	0.56	Very High
22. There is a sense of fun and family in the school.	4.61	0.57	Very High
23. Teamwork in resolving conflicts and issues in school.	4.55	0.58	Very High
24. Co-teachers trust each other in school.	4.54	0.59	Very High
25. Sense of camaraderie attracts reports to school daily and on time.	4.54	0.58	Very High
26. Co-teacher availability whenever support and assistance are needed.	4.56	0.59	Very High
27. Take time to be with co-teachers, friends, and family.	4.51	0.58	Very High
28. Easily fit with the people in the workplace.	4.55	0.58	Very High
29. I maintain positive working relationships with my co-teachers despite differences in behavior.	4.54	0.54	Very High
30. Consider the working environment of the school healthy.	4.54	0.58	Very High
31. school environment is generally clean	4.49	0.59	Very High

32. School equipment is adequately maintained.	4.54	0.60	Very High
33. The school provides a work environment with minimal unnecessary stress.	3.91	1.04	High
34. My assigned school is reasonably accessible from my residence.	4.35	0.68	Very High
35. Traveling to school does not cause excessive physical fatigue.	4.28	0.74	Very High
36. Morale and safety is not a problem	4.30	0.65	Very High
37. School conducive for the teaching-learning process.	4.52	0.65	Very High
38. Contented with the school facilities.	4.33	0.78	Very High
39. Feel comfortable with my work schedule.	4.50	0.64	Very High
40. The overall housekeeping system is in order.	4.47	0.64	Very High
Overall Mean_ Job Satisfaction	4.39	0.51	Very High
<i>Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low</i>			

Table 4 presents the level of job satisfaction of teachers as perceived by the respondents. In terms of salary and benefits, teachers expressed favorable perceptions, although some indicators received relatively lower ratings compared to other areas. The salary-related indicators warrant particular attention because they displayed both comparatively lower means and larger standard deviations than most other job-satisfaction indicators. The perception that salary was competitive obtained a mean of 3.98 (SD = 1.17), while the statement that salary was enough received the lowest mean among the salary indicators at 3.76 (SD = 1.28). Although both remained within the high descriptive category, the relatively large standard deviations indicate considerable differences in teachers' perceptions of salary adequacy. In contrast, salary being given on time received a higher mean of 4.26 (SD = 0.83), suggesting that teachers were more consistent in their positive assessment of the timeliness of salary release than of salary sufficiency.

This distinction is important. The findings suggest that teachers may appreciate the reliability of compensation systems while holding more varied views about whether compensation is sufficient or competitive. The variation may reflect differences in personal financial circumstances, family responsibilities, professional expectations, or perceptions of workload relative to compensation. Consequently, school-based motivational programs should not assume that high overall job satisfaction means that compensation concerns are uniformly resolved.

These findings imply that although teachers recognized limitations in salary sufficiency, they appreciated the fairness and consistency of compensation-related practices. This supports the findings of Toropova et al. (2021), who emphasized that compensation and benefits significantly influence teachers' job satisfaction, particularly when fairness and stability are evident in the workplace.

Interestingly, the statement "I am honored to serve as a teacher" obtained one of the highest means (M = 4.65, SD = 0.49), indicating that teachers possessed a strong sense of pride and fulfillment in their profession. The small standard deviation reflects consistency in responses, showing that most teachers shared a strong professional commitment and appreciation for their role as educators.

This finding suggests that intrinsic motivation and passion for teaching remained strong among respondents despite challenges associated with the profession. The result is consistent with the study of Collie (2021), which found that teachers who experience meaning and purpose in their work tend to demonstrate higher levels of satisfaction and professional engagement.

With regard to supervision and administrative support, all indicators were rated very high. Teachers agreed that supervisors inspired them in accomplishing their tasks ($M = 4.30$, $SD = 0.78$), informed them regarding salary and promotion ($M = 4.42$, $SD = 0.61$), monitored and evaluated their work for support ($M = 4.42$, $SD = 0.61$), and recognized work well done ($M = 4.43$, $SD = 0.63$). Teachers also perceived that supervisors clarified goals, recommended them for promotion, and demonstrated trust and confidence in them. These findings imply that supportive leadership and positive supervisory practices contributed significantly to teachers' morale and professional satisfaction. The consistency of responses further indicates that teachers generally experienced constructive and encouraging relationships with their school heads.

This aligns with the findings of Nguyen et al. (2021), which revealed that supportive leadership practices positively affect employees' motivation, commitment, and job satisfaction. Similarly, Skaalvik and Skaalvik (2021) emphasized that administrative support and recognition reduce work-related stress and improve teachers' satisfaction in the workplace.

The area concerning relationships with co-teachers received some of the highest ratings in the table. Teachers strongly agreed that co-teachers were warm, friendly, and cooperative ($M = 4.58$, $SD = 0.56$), while the sense of fun and family within the school obtained a very high rating ($M = 4.61$, $SD = 0.57$). Teamwork in resolving school conflicts ($M = 4.55$, $SD = 0.58$), trust among co-teachers ($M = 4.54$, $SD = 0.59$), and camaraderie within the workplace were likewise rated very highly. The relatively small standard deviations indicate that respondents consistently experienced positive interpersonal relationships in school.

These findings suggest that harmonious relationships and collegial support played an important role in enhancing teachers' emotional well-being and satisfaction at work. This supports the study of Burić and Kim (2021), which found that positive workplace relationships and collegial collaboration significantly contribute to teachers' professional satisfaction and commitment.

In terms of working environment and school conditions, teachers also expressed very favorable perceptions. Respondents agreed that the school environment was healthy ($M = 4.54$, $SD = 0.58$), clean ($M = 4.49$, $SD = 0.59$), and conducive to the teaching-learning process ($M = 4.52$, $SD = 0.65$). Teachers were also content with school facilities ($M = 4.33$, $SD = 0.78$) and comfortable with their work schedules ($M = 4.50$, $SD = 0.64$). However, Work-related stress also emerged as an area requiring attention. The statement that the school provides a work environment with minimal unnecessary stress obtained a mean of 3.91 ($SD = 1.04$), which was classified as high but was lower than most indicators of interpersonal relationships, supervision, and school climate. The relatively large standard deviation indicates substantial variation in teachers' experiences of workplace stress. While many teachers may experience a supportive and manageable work environment, others may encounter greater workload pressures, administrative demands, competing responsibilities, or other school-specific stressors.

The finding is particularly relevant to school leadership because the overall very high level of job satisfaction could otherwise obscure the experiences of teachers who encounter greater workplace strain. School heads may therefore strengthen workload monitoring, clarify priorities, provide timely feedback, distribute additional assignments equitably, and establish mechanisms through which teachers can communicate concerns before these develop into persistent sources of stress.

This finding is consistent with the study of Pressley (2021), which noted that stress and workload continue to affect teachers' well-being even in generally supportive school environments.

The overall mean of job satisfaction was rated very high ($M = 4.39$, $SD = 0.51$), indicating that teachers were generally satisfied with their work, compensation, supervision, relationships with colleagues, and working environment. The relatively small standard deviation suggests that the responses were closely grouped, reflecting a common and positive perception among teachers regarding their level of satisfaction in the workplace.

Overall, the findings reveal that teachers possessed a very high level of job satisfaction. Teachers were satisfied not only with administrative support and workplace relationships but also with the sense of fulfillment they derived from the teaching profession itself. The consistently high and very high ratings suggest that supportive

leadership, positive interpersonal relationships, fair benefits, and conducive working conditions contributed significantly to teachers' satisfaction and well-being. These findings further imply that maintaining a supportive and collaborative school environment may help sustain teacher motivation, improve work performance, and strengthen organizational commitment within educational institutions.

Relationship between the Level of Motivational Techniques of School Heads and the Level of Teachers' Performance

Table 5. Relationship between the Level of Motivational Techniques of School Heads and the Level of Teachers' Performance.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Motivational Techniques vs.	0.246	0.003	Reject H_0	Significant
Teachers' Performance				

Table 5 presents the relationship between motivational techniques and teachers' performance, which was examined using Spearman's rho correlation. The results revealed a positive correlation coefficient of ($r_s = 0.246$, $p = 0.003$). Since the p-value was lower than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there was a statistically significant relationship between motivational techniques and teachers' performance.

The findings imply that motivational practices implemented by school heads contributed to enhancing teachers' effectiveness and productivity in the workplace. Strategies such as recognition, provision of feedback, support for professional growth, and encouragement may have positively influenced teachers' willingness to perform their duties efficiently and maintain high professional standards. Even though the relationship was not strong, the significance of the result highlights the important role of school leadership in shaping teachers' work attitudes and performance outcomes.

The result is consistent with the findings of Collie (2021), which emphasized that supportive leadership practices positively affect teachers' motivation, engagement, and work performance. Similarly, Nguyen et al. (2021) found that leadership support and collaborative organizational culture significantly contribute to improved teacher effectiveness and professional commitment. In the same manner, Toropova et al. (2021) explained that teachers who experience organizational support and positive working conditions are more likely to demonstrate higher levels of performance and dedication in their profession.

Overall, the findings highlight the importance of school heads' motivational techniques in fostering better teacher performance. The result further implies that school administrators who consistently recognize, support, and encourage teachers may help strengthen teachers' commitment to their work and promote a more productive educational environment.

Relationship between the Level of Motivational Techniques of School Heads and the Level of Organizational Commitment of Teachers

Table 6. Relationship between the Level of Motivational Techniques of School Heads and the Level of Organizational Commitment of Teachers.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Motivational Techniques vs.	0.513	<0.001	Reject H_0	Significant
Organizational Commitment				

Table 6 presents the relationship between motivational techniques and organizational commitment, which was examined using Spearman's rho correlation. The results revealed a correlation coefficient of ($r_s = 0.513$, $p = < 0.001$). Since the p-value was lower than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there was a statistically significant relationship between motivational techniques and organizational commitment.

The findings imply that motivational strategies practiced by school heads played an important role in strengthening teachers' loyalty, attachment, and dedication to the organization. Practices such as recognition, encouragement, provision of support, professional growth opportunities, and clear communication may have contributed to teachers' stronger sense of belongingness and willingness to remain committed to their institution. The moderate positive correlation indicates that motivational techniques were meaningfully associated with teachers' organizational commitment and may influence how teachers perceive and value their role within the school organization.

The result is consistent with the findings of Eliyana et al. (2020), which revealed that motivation and supportive leadership significantly influence employees' organizational commitment and willingness to contribute to organizational success. Similarly, Nguyen et al. (2021) found that collaborative leadership and supportive organizational culture positively affect teachers' commitment and engagement in schools. In the same manner, Paais and Pattiruhu (2020) emphasized that leadership practices that recognize employees' efforts and provide encouragement contribute to stronger organizational attachment and work commitment.

Moreover, the findings suggest that teachers are more likely to remain committed to their organization when they feel valued, supported, and motivated by school leaders. Positive leadership practices may foster trust, improve morale, and strengthen teachers' emotional connection to the institution. This highlights the importance of maintaining effective motivational programs and supportive administrative practices in schools to sustain teachers' commitment and organizational stability.

Overall, the findings emphasize that motivational techniques are essential in fostering higher organizational commitment among teachers. School heads who consistently motivate, recognize, and support teachers may help create a more committed, engaged, and stable teaching workforce, which can contribute positively to the overall effectiveness and success of the school organization.

Relationship between the Level of Motivational Techniques of School Heads and the Level of Job Satisfaction

Table 7. Relationship between the Level of Motivational Techniques of School Heads and the Level of Job Satisfaction of Teachers.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Motivational Techniques vs.	0.540	<0.001	Reject H_0	Significant
Job Satisfaction				

Table 7 presents the relationship between motivational techniques and job satisfaction, which was examined using Spearman's rho correlation. The results revealed a correlation coefficient of ($r_s = 0.540$, $p = < 0.001$). Since the p-value was lower than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there was a statistically significant relationship between motivational techniques and job satisfaction.

The findings imply that the motivational practices employed by school heads contributed significantly to teachers' satisfaction in the workplace. Strategies such as recognizing teachers' accomplishments, providing constructive feedback, supporting professional growth, and maintaining positive communication may have enhanced teachers' morale and overall satisfaction with their work. The moderate positive correlation further indicates that motivational techniques were meaningfully associated with teachers' positive perceptions of their profession, work environment, and organizational experiences.

The result is consistent with the study of Toropova et al. (2021), which emphasized that supportive leadership, favorable working conditions, and organizational support significantly influence teachers' job satisfaction. Similarly, Collie (2021) explained that school heads who demonstrate supportive and encouraging leadership practices positively affect teachers' emotional well-being, engagement, and satisfaction at work. In the same manner, Skaalvik and Skaalvik (2021) found that teachers who receive recognition, trust, and administrative support are more likely to experience higher levels of job satisfaction and reduced work-related stress.

Moreover, the findings suggest that teachers become more satisfied with their profession when they feel valued and appreciated by school leaders. Positive motivational practices may strengthen teachers' confidence, improve workplace relationships, and create a more encouraging and supportive school climate. This highlights the important role of school heads in maintaining teacher morale and ensuring a positive work environment that promotes satisfaction and professional fulfillment.

Overall, the findings emphasize that motivational techniques are important factors in enhancing teachers' job satisfaction. School heads who consistently provide encouragement, recognition, support, and opportunities for professional development may help create a more satisfied, motivated, and productive teaching workforce, which can contribute positively to the overall effectiveness of the school organization.

Limitations of the Study

Several limitations should be considered when interpreting the findings. First, the distribution of teachers' performance ratings showed a possible ceiling effect. Nearly all respondents were classified as Outstanding, resulting in limited variability in the dependent variable. This restriction may have reduced the ability of the correlation and regression analyses to detect the actual contribution of motivational techniques to teachers' performance.

Second, the measures of motivational techniques, organizational commitment, and job satisfaction were based primarily on teachers' self-reported perceptions. Although the instrument demonstrated strong content validity and internal consistency, self-report measures may be influenced by social desirability, respondents' personal experiences, or their perceptions of school leadership. Teachers may also have been inclined to provide favorable evaluations of their school heads or workplace.

Third, the study was conducted among teachers within a single Schools Division in the Negros Island Region. Consequently, the findings may not be directly generalizable to teachers in other divisions, regions, school levels, or educational contexts. Differences in leadership practices, organizational culture, workload, compensation, and local conditions may produce different results elsewhere.

Finally, the descriptive-correlational and regression analyses identify statistical associations and predictive contributions but do not establish causal relationships. The findings should therefore be interpreted as evidence of relationships among the variables rather than proof that motivational techniques directly cause changes in teachers' performance, organizational commitment, or job satisfaction.

CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

School heads consistently manifested a very high level of motivational techniques, particularly in goal setting, feedback, instructional materials, praise and rewards, and promotion. These practices indicate that motivational leadership is an established component of school management within the participating schools.

Teachers demonstrated an outstanding level of performance; however, the concentration of ratings at the upper end of the scale indicates a possible ceiling effect. This condition limits the extent to which differences in motivational practices can be associated with differences in formal performance ratings.

Teachers exhibited a very high level of organizational commitment, reflecting strong loyalty, identification with the organization, willingness to exert additional effort, and intention to remain in their schools.

Teachers likewise reported a very high level of job satisfaction. However, salary adequacy and workplace stress emerged as comparatively weaker areas and showed greater variability, indicating that these concerns are not experienced uniformly by all teachers.

Motivational techniques were significantly related to teachers' performance, organizational commitment, and job satisfaction. The strength of the relationships, however, differed across outcomes, with stronger associations observed for organizational commitment and job satisfaction than for performance.

The multiple regression analysis further examined the combined contribution of the eight motivational techniques to the three outcomes. The results showed that the predictors accounted for $[R^2\%]$ of the variance in performance, $[R^2\%]$ in organizational commitment, and $[R^2\%]$ in job satisfaction. The comparative explanatory power indicates that motivational leadership practices are more strongly associated with teachers' organizational commitment and job satisfaction than with their formal performance ratings.

Among the motivational practices, the findings support the prioritization of goal setting, timely and constructive feedback, and praise and recognition in future school-based leadership interventions. These practices provide practical mechanisms for clarifying expectations, supporting professional growth, recognizing accomplishments, and strengthening teachers' positive attachment to their organization.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

Strengthen goal-setting practices. School heads should institutionalize collaborative goal-setting sessions at the beginning of each school year and grading or implementation period. Individual teacher goals should be clearly aligned with school priorities, accompanied by specific action steps, and reviewed periodically to monitor progress and provide needed support.

Institutionalize timely and constructive feedback. School heads should establish regular feedback cycles that provide teachers with specific, evidence-based, respectful, and actionable feedback. Feedback should not be limited to formal evaluation periods but should be integrated into coaching, classroom observation, professional conversations, and school-based professional development.

Expand consistent praise and recognition. School heads should strengthen both formal and informal recognition systems. Teachers' accomplishments, innovations, collaboration, professional growth, and contributions to school improvement may be acknowledged through certificates, commendations, public appreciation, leadership opportunities, and other appropriate non-monetary forms of recognition.

Address salary-related concerns through appropriate channels. Although compensation policies are largely determined beyond the school level, school heads and division officials should provide accurate information regarding salary, benefits, incentives, and promotion opportunities and facilitate appropriate channels through which teachers can raise compensation-related concerns.

Strengthen teacher well-being and stress-management mechanisms. School leaders should monitor workload, avoid unnecessary duplication of tasks, distribute additional assignments equitably, clarify priorities, and provide opportunities for teachers to communicate workload and well-being concerns. School-based support mechanisms should be strengthened for teachers experiencing persistent work-related stress.

Use motivational data for school improvement planning. Schools may periodically assess teachers' perceptions of motivational practices, organizational commitment, and job satisfaction to identify areas requiring targeted leadership interventions. Particular attention should be given to indicators with relatively high variability because these may reveal differences in teachers' experiences that are concealed by high overall means.

Align school-based leadership development with PPSSH and the MATATAG Agenda. Leadership development activities should strengthen school heads' competencies in teacher performance feedback, performance management, professional development, rewards and recognition, and the general welfare of school personnel. These areas are consistent with the Philippine Professional Standards for School Heads, particularly its domains on focusing on teaching and learning and developing self and others. The recommendations also support the MATATAG Agenda's commitment to give support to teachers to teach better and to promote positive and supportive educational environments.

Conduct broader and longitudinal research. Future studies should include multiple Schools Divisions and, where feasible, longitudinal or multilevel designs. Researchers should also consider obtaining more differentiated performance measures to reduce the effects of ceiling restriction and combining self-report data with objective indicators, supervisory assessments, or other independent measures.

Priority Area	Objective	Key Activities	Persons Responsible	Timeline	Success Indicators	PPSSH/MATATAG Alignment
1. Goal Setting	Strengthen alignment of individual and school goals	Conduct collaborative goal-setting conferences; clarify expected outputs; develop individual action plans; conduct quarterly goal reviews	School Heads, Master Teachers, Teachers	Beginning of SY; quarterly	100% of teachers have aligned individual goals; quarterly reviews documented	PPSSH 1.2 School Planning and Implementation; MATATAG: Give support to teachers
2. Feedback	Provide timely and actionable support for teacher improvement	Establish regular coaching and feedback cycles; conduct post-observation conferences; document agreed improvement actions	School Heads, Master Teachers, Coordinators	Monthly/Quarterly	Regular feedback sessions completed; teachers report improved clarity of expectations	PPSSH 3.3 Teacher Performance Feedback; 4.4 Performance Management
3. Praise and Recognition	Strengthen teachers' motivation through consistent recognition	Develop school-based recognition system; recognize instructional innovation, collaboration, improvement, and exemplary contributions	School Heads, Recognition Committee	Monthly/Quarterly	Recognition activities implemented; documented teacher accomplishments	PPSSH 4.8 Rewards and Recognition Mechanism; MATATAG: Give support to teachers
4. Teacher Well-being and Stress Management	Reduce unnecessary workplace stress	Review workload distribution; identify unnecessary tasks; establish teacher feedback channels; conduct well-being check-ins	School Heads, HR/SGOD, Teachers	Quarterly	Workload concerns documented and addressed; reduced reports of unnecessary stress	PPSSH 4.7 General Welfare of Human Resources; MATATAG: Take good care of learners / positive learning environment
5. Professional Growth and Promotion	Strengthen career development support	Individual development planning; mentoring; training referrals;	School Heads, HRDS, Teachers	Annual/Continuous	Individual development plans completed; participation in	PPSSH 4.5 Professional Development of School Personnel;

		transparent information on promotion opportunities			relevant activities PD	MATATAG: Give support to teachers
6. Monitoring and Evaluation	Sustain evidence-based motivational leadership	Conduct periodic teacher perception surveys; review indicators with high variability; use results in school improvement planning	School Heads, School Planning Team	Semi-annual	Results incorporated into SIP/AIP or school-based action plans	PPSSH 1.7 Monitoring and Evaluation; MATATAG: Give support to teachers

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