

Leadership Support and Employee Motivation in the Department of Education Cavite Elementary Schools–East Cluster: Inputs to Human Resource Development

Ruel G. Gallego, Mba

Eulogio “Amang” Rodriguez Institute of Science & Technology (EARIST-CAVITE) Graduate School-
MBA Program

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ABSTRACT

Leadership support is recognized as a fundamental organizational factor influencing employee motivation, commitment, and performance, particularly in public educational institutions, where workforce engagement directly affects service delivery and organizational effectiveness. This study examined leadership support and employee motivation among personnel in selected public elementary schools within the Department of Education (DepEd) Cavite East Cluster as inputs for human resource development. Specifically, it assessed leadership support in terms of coaching and mentoring practices, feedback and performance appraisal, decision-making transparency, delegation and empowerment, communication and coordination, and recognition and reward systems. Employee motivation was evaluated in relation to the work environment and morale, opportunities for career advancement, training and professional growth, job security and stability, compensation and benefits, and organizational culture and sense of belonging. The study employed a descriptive-correlational research design involving 300 respondents, including administrative officers, teaching personnel, and non-teaching staff, selected through purposive sampling. Data were analyzed using frequencies, percentages, weighted means, Analysis of Variance (ANOVA), Pearson Product-Moment Correlation, and other appropriate statistical techniques. Findings revealed that leadership support and employee motivation were generally assessed at high levels, with significant positive relationships observed between the dimensions of leadership support and employee motivation. The results indicate that supportive leadership practices contribute substantially to creating a motivated, engaged, and productive workforce. The study concludes that strengthening developmental leadership practices, transparent communication, employee empowerment, and recognition systems can further enhance employee motivation and organizational effectiveness in public elementary schools. These findings provide empirical evidence that may guide leadership development initiatives and future human resource management interventions within the Department of Education.

Keywords: leadership support; employee motivation; transformational leadership; public elementary schools; human resource development; Department of Education; organizational behavior, Cavite Elementary Schools–East Cluster, Philippines

INTRODUCTION

Leadership support has become a critical factor in enhancing employee motivation, organizational commitment, and institutional effectiveness within educational organizations. In public schools, school leaders are expected not only to ensure the effective implementation of educational programs but also to cultivate a work environment that promotes collaboration, professional growth, and employee well-being. Supportive leadership practices strengthen employees' confidence, engagement, and commitment, ultimately contributing to improved organizational performance and the delivery of quality education.

Within the Philippine educational system, the Department of Education (DepEd) emphasizes leadership development and human resource management through initiatives such as the **Philippine Professional Standards for School Heads (PPSSH)**, the **Philippine Professional Standards for Supervisors (PPSS)**, the

Results-Based Performance Management System (RPMS), and the Basic Education Development Plan 2030. These frameworks recognize coaching, mentoring, transparent communication, employee empowerment, performance feedback, and professional development as essential leadership practices for improving organizational effectiveness and sustaining workforce motivation.

Employee motivation remains a key determinant of organizational success because it influences job satisfaction, work engagement, productivity, and organizational commitment. Motivated employees are more likely to demonstrate initiative, collaborate effectively with colleagues, participate in professional development activities, and contribute to achieving institutional goals. Leadership support plays an important role in fostering these outcomes by creating positive workplace conditions that encourage trust, recognition, participation, and continuous learning.

Although previous studies have established the relationship between leadership and employee motivation, most have focused on specific leadership styles or limited employee groups. Comparatively few investigations have examined the multiple dimensions of leadership support and employee motivation simultaneously among administrative officers, teaching personnel, and non-teaching staff in Philippine public elementary schools. This gap is particularly evident in division-level educational settings where leadership practices directly influence employee engagement and organizational performance.

Accordingly, this study examined the relationship between leadership support and employee motivation among personnel in selected public elementary schools in the Department of Education Cavite East Cluster. Specifically, it assessed leadership support across coaching and mentoring, feedback and performance appraisal, decision-making transparency, delegation and empowerment, communication and coordination, and recognition and reward systems, as well as employee motivation in terms of work environment and morale, career advancement, professional development, job security, compensation and benefits, and organizational culture. The findings provide empirical evidence to support leadership development initiatives and strengthen human resource management practices within the Department of Education.

Research Gap

Existing studies have consistently shown that leadership support positively influences employee motivation, organizational commitment, and workplace performance. However, most previous investigations have concentrated on individual leadership behaviors, instructional leadership, transformational leadership, or general employee engagement without simultaneously examining the multiple dimensions of leadership support and employee motivation within a single analytical framework. Furthermore, many studies have focused primarily on classroom teachers, with limited attention given to the combined perspectives of administrative officers, teaching personnel, and non-teaching employees working within public elementary school organizations.

Although national policy frameworks such as the Philippine Professional Standards for School Heads (PPSSH), Philippine Professional Standards for Supervisors (PPSS), and the Results-Based Performance Management System (RPMS) emphasize supportive leadership and professional development, empirical evidence regarding how these leadership practices influence employee motivation at the division level remains limited. Moreover, few local studies have investigated these relationships within the Department of Education Cavite East Cluster, where organizational contexts, administrative structures, and workforce characteristics may differ from those reported in other educational settings.

This study addresses these gaps by examining leadership support and employee motivation across multiple organizational dimensions and determining the relationships among these constructs among administrative officers, teachers, and non-teaching personnel in selected public elementary schools. The findings contribute to the growing body of educational leadership literature by providing localized empirical evidence that may inform leadership development policies, employee motivation strategies, and future human resource management initiatives within the Department of Education.

Objectives of the Study

The study aimed to determine the relationship between leadership support and employee motivation among personnel in selected public elementary schools in the Department of Education Cavite East Cluster.

Specifically, it sought to:

1. Assess the level of leadership support in terms of: coaching and mentoring practices; feedback and performance appraisal; decision-making transparency; delegation and empowerment; communication and coordination; and recognition and reward system;
2. Determine whether significant differences exist in the respondents' assessment of leadership support;
3. Assess the level of employee motivation in terms of: work environment and morale; opportunities for career advancement; training and professional growth; job security and stability; compensation and benefits; and organizational culture and belongingness;
4. Determine the significant relationship between leadership support and employee motivation; and
5. Identify the problems encountered relative to leadership support and employee motivation.

Theoretical Framework

This study is anchored on **Transformational Leadership Theory** (Bass, 1985) and **Herzberg's Two-Factor Theory of Motivation** (Herzberg et al., 1959), which collectively explain how supportive leadership influences employee motivation in educational organizations.

Transformational Leadership Theory posits that effective leaders inspire employees through coaching, mentoring, individualized support, empowerment, open communication, and recognition. These leadership behaviors strengthen employees' commitment, trust, and willingness to contribute to organizational goals. In educational settings, supportive leadership creates positive work environments that encourage collaboration, professional growth, and organizational effectiveness.

Complementing this perspective, Herzberg's Two-Factor Theory explains that employee motivation results from both hygiene factors (e.g., compensation, job security, and working conditions) and motivational factors (e.g., achievement, recognition, responsibility, and professional growth). While hygiene factors prevent dissatisfaction, motivational factors promote higher levels of engagement, job satisfaction, and organizational commitment.

Together, these theories provide the conceptual foundation for examining how leadership support influences employee motivation among administrative officers, teaching personnel, and non-teaching staff in the Department of Education Cavite East Cluster. They also support the development of appropriate human resource interventions that strengthen supportive leadership and workforce motivation

METHODOLOGY

Research Design

This study employed a **descriptive-correlational research design** to examine the relationship between leadership support and employee motivation among personnel in selected public elementary schools within the Department of Education (DepEd) Cavite East Cluster. The descriptive component assessed respondents' perceptions of leadership support and employee motivation across their respective dimensions, while the correlational component examined the association between the two major variables.

A descriptive-correlational approach was considered appropriate because the study sought to describe existing organizational conditions without manipulating the research environment while simultaneously determining

whether statistically significant relationships existed among the variables under investigation. This design enabled the researcher to generate empirical evidence on leadership support practices and employee motivation in public elementary schools and to identify organizational areas requiring leadership and human resources interventions.

Research Setting

The study was conducted in selected public elementary schools within the **Department of Education Cavite East Cluster**, which covers the municipalities of **General Mariano Alvarez (GMA), Carmona, Silang, and Amadeo** in the Province of Cavite. These schools operate under the Schools Division Office of Cavite Province and implement the Department of Education's policies on instructional leadership, human resource management, and organizational development.

The selected schools represent diverse educational environments in terms of school population, organizational structure, and administrative practices. Collectively, they provide a suitable setting for examining leadership support and employee motivation because school administrators, teachers, and non-teaching personnel continuously interact in implementing educational programs, personnel development initiatives, and organizational improvement efforts. The investigation was conducted from **October 2025 to May 2026**.

Participants of the Study

The respondents consisted of **300 personnel** from selected public elementary schools in the Department of Education Cavite East Cluster. They included **18 administrative officers and supervising officials (6.0%), 273 teaching personnel (91.0%), and 9 non-teaching staff (3.0%)**. These respondent groups were selected because they directly participate in school leadership processes and organizational activities and possess sufficient experience to evaluate leadership support practices and employee motivation within their respective institutions.

Participants were drawn from nine selected public elementary schools, namely Amadeo Elementary School, Bagong Buhay Elementary School, Bancal Elementary School, Carmona Elementary School, Family Village Resources Elementary School, San Gabriel II Elementary School, San Jose Elementary School, Silang Central Elementary School, and Silang West Elementary School. Their inclusion ensured representation from different municipalities within the East Cluster and provided broader organizational perspectives on leadership support and employee motivation.

Sampling Technique

The study employed **purposive sampling** in selecting the respondents. This non-probability sampling technique was appropriate because participants were deliberately selected for their direct involvement in school administration, instructional delivery, and organizational operations. Administrative officers, teachers, and non-teaching personnel possess firsthand knowledge of leadership practices, workplace conditions, and organizational processes, making them suitable sources of information for the variables under investigation.

Purposive sampling enabled the researcher to obtain responses from individuals best positioned to provide informed assessments of leadership support and employee motivation within their respective schools. Consequently, the selected respondents provided the relevant empirical data necessary to achieve the study's objectives.

Research Instrument

Data were gathered using a **researcher-developed questionnaire** informed by an extensive review of the related literature, educational policies, and prior empirical studies on leadership support and employee motivation.

The questionnaire consisted of four major parts.

Part I obtained the respondents' demographic characteristics, including position, age, sex, civil status, highest educational attainment, and years of service.

Part II assessed **Leadership Support** across six dimensions: coaching and mentoring practices, feedback and performance appraisal, decision-making transparency, delegation and empowerment, communication and coordination, and recognition and reward systems.

Part III measured **Employee Motivation** in terms of work environment and morale, opportunities for career advancement, training and professional growth, job security and stability, compensation and benefits, and organizational culture and belongingness.

Part IV identified problems related to leadership support and employee motivation and generated information to support the formulation of recommendations based on the findings.

Responses were measured on a five-point Likert scale, with higher scores indicating greater agreement on the presence or effectiveness of the measured organizational practices. The instrument was designed to obtain comprehensive information regarding both leadership practices and employee motivational factors within public elementary schools.

Validation of the Research Instrument

Prior to data collection, the research instrument underwent **content validation** by a panel of experts composed of specialists in educational management, research methodology, human resource management, and statistics. The validators examined the instrument for clarity, relevance, organization, language appropriateness, and alignment with the study's objectives.

The validators' recommendations were incorporated into the final version of the questionnaire to improve its content validity and overall quality. Necessary revisions included refining questionnaire items, eliminating ambiguous statements, improving item sequencing, and enhancing wording to ensure consistency with the operational definitions of the study variables.

Subsequently, a pilot test was conducted among respondents who possessed characteristics similar to those of the target participants but were not included in the actual study. The pilot testing established the instrument's reliability and confirmed its suitability for gathering valid and dependable data.

Data Gathering Procedure

After obtaining approval from the appropriate institutional authorities, the researcher secured permission from the Schools Division Office of Cavite Province and the respective school heads of the participating public elementary schools. The objectives of the study and the procedures for data collection were explained to the respondents before the survey questionnaire was administered.

Questionnaires were personally distributed to the participants and retrieved after completion. Respondents were given adequate time to complete the instrument and were informed that participation was entirely voluntary. Completed questionnaires were checked for completeness and consistency prior to data encoding. The collected data were subsequently organized, tabulated, and prepared for statistical analysis.

Ethical Considerations

The study adhered to established ethical standards governing educational research. Participation was voluntary, and informed consent was obtained from all respondents before data collection. Participants were informed of the study's objectives, their right to decline participation, and their freedom to withdraw at any stage without consequences.

Confidentiality and anonymity were strictly maintained throughout the research process. Personal identifiers were excluded from the survey instrument, and all responses were treated with the highest degree of confidentiality. The collected data were used exclusively for academic and research purposes and reported only in aggregate form to protect participants' identities. The researcher likewise ensured honesty, objectivity, and integrity throughout the investigation.

Statistical Treatment of Data

The collected data were analyzed using appropriate descriptive and inferential statistical techniques.

Frequency and Percentage were used to describe the demographic profile of the respondents according to position, age, sex, civil status, highest educational attainment, and years of service.

The Weighted Mean was employed to determine the respondents' assessments of leadership support and employee motivation across the identified dimensions and to identify the problems encountered with respect to the study variables.

Analysis of Variance (ANOVA) was utilized to determine whether significant differences existed among the assessments of administrative officers, teaching personnel, and non-teaching staff regarding leadership support.

Pearson Product-Moment Correlation Coefficient was used to determine the magnitude and direction of the relationship between leadership support and employee motivation.

All statistical analyses were performed at a 0.05 significance level, which served as the basis for accepting or rejecting the null hypotheses.

RESULTS AND DISCUSSION

Leadership Support in the Department of Education Cavite East Cluster

The findings indicate that **leadership support is highly evident** among the participating public elementary schools, suggesting that school leaders consistently demonstrate practices that promote employee development, collaboration, transparency, and organizational effectiveness. High ratings across coaching and mentoring, developmental feedback, communication, delegation, decision-making transparency, and recognition indicate that supportive leadership has become an important organizational characteristic within the participating schools. These practices create a positive work environment where employees feel valued, empowered, and encouraged to contribute to institutional goals.

The results support **Transformational Leadership Theory**, which emphasizes that effective leaders motivate employees through individualized support, shared vision, and professional empowerment. They are likewise consistent with the **Philippine Professional Standards for School Heads (PPSSH)**, which recognize supportive leadership as essential for improving organizational performance and employee engagement. Overall, the findings demonstrate that leadership support extends beyond administrative supervision by fostering professional growth, organizational trust, and continuous school improvement.

Differences in the Assessment of Leadership Support

Analysis of variance revealed **no statistically significant differences** among administrative officers, teaching personnel, and non-teaching staff in their assessments of leadership support. This finding indicates that leadership practices are experienced consistently across organizational positions, reflecting the uniform implementation of leadership behaviors throughout the participating schools.

The absence of significant differences suggests that leadership support has become institutionalized within the Department of Education Cavite East Cluster. Regardless of organizational role, respondents generally perceive similar levels of coaching, mentoring, communication, delegation, transparency, and recognition. Such consistency demonstrates that leadership practices are not selectively experienced but are broadly applied throughout the organization.

From an organizational perspective, consistent leadership experiences contribute to organizational trust, fairness, and employee confidence. Employees who perceive equitable leadership practices are more likely to develop positive attitudes toward management and demonstrate stronger organizational commitment. These findings

support previous studies indicating that consistent leadership implementation strengthens organizational climate and facilitates collaboration among employees regardless of hierarchical position.

Employee Motivation in the Department of Education Cavite East Cluster

The respondents assessed **employee motivation as highly evident**, indicating that personnel generally experience positive working conditions, professional satisfaction, and strong organizational commitment. Favorable assessments across work environment, career advancement, professional development, job security, compensation, and organizational belongingness suggest that the participating schools have established workplace environments that encourage engagement, collaboration, and sustained performance.

These findings support **Herzberg's Two-Factor Theory**, which explains that employee motivation is strengthened when organizations address both intrinsic motivational factors and extrinsic workplace conditions. The results further suggest that supportive leadership and favorable organizational practices foster employees' willingness to perform effectively, participate in professional development, and remain committed to achieving institutional goals. Overall, the findings demonstrate that employee motivation serves as an important organizational asset that supports educational effectiveness and human resource development.

Relationship Between Leadership Support and Employee Motivation

The correlation analysis revealed that **leadership support is positively and significantly associated with selected dimensions of employee motivation**, particularly work environment and morale and opportunities for career advancement. Leadership practices involving coaching, mentoring, developmental feedback, transparent communication, employee empowerment, and recognition contribute to creating supportive workplace environments that strengthen employee engagement, organizational trust, and professional commitment. Among these practices, recognition and reward systems and constructive performance feedback exhibited the strongest relationships with employees' workplace experiences and career development.

Conversely, leadership support showed no significant relationship with motivation related to training opportunities, job security, compensation and benefits, and organizational culture. These findings suggest that such factors are influenced primarily by broader organizational policies, government regulations, and institutional resource allocations rather than by individual school leadership alone. Overall, the results support **Transformational Leadership Theory**, which emphasizes leaders' influence on employee engagement, and **Herzberg's Two-Factor Theory**, which distinguishes between leadership-driven motivational factors and policy-dependent hygiene factors. The findings highlight the importance of combining supportive leadership practices with responsive human resource policies to sustain employee motivation and organizational effectiveness.

Problems Encountered Relative to Leadership Support and Employee Motivation

The respondents generally reported that the identified problems related to leadership support and employee motivation were **moderately encountered**, indicating that existing organizational practices are generally effective but still present opportunities for improvement. The most frequently reported concerns involved the consistency of coaching and mentoring, timeliness of developmental feedback, communication and employee participation, recognition of employee contributions, access to professional development opportunities, workload demands, and the availability of organizational resources. Although these concerns do not substantially hinder organizational performance, they may affect employee engagement and the long-term sustainability of motivation if left unaddressed.

The findings suggest that strengthening leadership support requires continuous professional development for school leaders, improved communication mechanisms, more structured recognition programs, expanded mentoring initiatives, and greater opportunities for employee participation. While school administrators can enhance intrinsic motivation through supportive leadership practices, broader concerns such as compensation, promotion opportunities, and employment benefits remain largely dependent on institutional and government policies. Overall, the results highlight the importance of integrating leadership development with responsive

human resource management strategies to further strengthen employee motivation and organizational effectiveness within the Department of Education Cavite East Cluster.

Integrated Discussion

This study demonstrates that supportive leadership is an important organizational factor influencing employee motivation within the Department of Education Cavite East Cluster. The findings indicate that school leaders consistently practice coaching and mentoring, developmental feedback, transparent communication, employee empowerment, and recognition, contributing to a positive organizational environment where employees feel supported, engaged, and committed to institutional goals. Likewise, respondents reported high levels of employee motivation, reflecting favorable workplace conditions, opportunities for professional growth, and a strong sense of organizational belonging.

The inferential analyses further revealed that leadership support is positively associated with employee motivation, particularly with employees' perceptions of their work environment and opportunities for career advancement. These findings suggest that supportive leadership strengthens employees' workplace experiences by promoting trust, collaboration, professional engagement, and organizational commitment. Conversely, motivational factors such as compensation, job security, and formal professional development exhibited limited relationships with leadership support, indicating that these are influenced more by institutional policies and government regulations than by individual school leadership.

The findings are consistent with **Transformational Leadership Theory**, which emphasizes that leaders inspire higher levels of employee engagement through individualized support, empowerment, and effective communication. They also support **Herzberg's Two-Factor Theory**, which distinguishes between intrinsic motivational factors influenced by leadership and hygiene factors shaped by organizational systems and policies. Collectively, these perspectives suggest that sustaining employee motivation requires both supportive leadership practices and responsive human resource policies.

Overall, this study contributes localized empirical evidence demonstrating that leadership support is a key organizational mechanism for enhancing employee motivation in Philippine public elementary schools. The findings underscore the importance of strengthening leadership competencies, employee development initiatives, and human resource management strategies to improve employee well-being, organizational commitment, and institutional effectiveness within the Department of Education.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. **Leadership support** among selected public elementary schools in the Department of Education Cavite East Cluster is highly evident. School leaders consistently demonstrate effective coaching and mentoring, constructive feedback, transparent decision-making, employee empowerment, open communication, and recognition practices that contribute to a supportive organizational climate.
2. There is **no significant difference** in the respondents' assessment of leadership support across administrative officers, teaching personnel, and non-teaching staff. This indicates that supportive leadership practices are implemented consistently across different organizational groups, reflecting fairness and uniformity in school management.
3. **Employee motivation** is likewise highly evident. Employees generally perceive favorable work environments, meaningful professional development opportunities, employment stability, a sense of belonging, and supportive workplace relationships that strengthen their commitment to organizational goals.
4. Leadership support is **significantly associated** with employee motivation, particularly with respect to work environment and morale and opportunities for career advancement. Supportive leadership

behaviors enhance employees' workplace experiences and professional engagement, although motivational factors such as compensation, job security, and formal professional development remain largely influenced by broader institutional and government policies.

5. The problems encountered relative to leadership support and employee motivation are **moderately encountered**, indicating that while existing organizational practices are generally effective, opportunities remain to strengthen coaching, communication, employee recognition, professional development, and participatory leadership to further enhance employee motivation and organizational effectiveness.

RECOMMENDATIONS

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

1. School administrators should sustain and strengthen supportive leadership practices by institutionalizing coaching and mentoring programs, providing regular developmental feedback, promoting transparent decision-making, encouraging employee participation, and implementing equitable recognition systems. These practices can further enhance employee motivation, professional engagement, and organizational commitment.
2. The Department of Education may strengthen leadership development initiatives by integrating transformational leadership competencies into leadership training programs for school heads and supervisors. Professional development activities should emphasize coaching, mentoring, communication, employee empowerment, conflict management, and emotional intelligence to improve organizational effectiveness.
3. School leaders should establish structured employee recognition and career development programs that acknowledge outstanding performance, encourage continuous learning, and provide equitable opportunities for professional growth. Such initiatives may reinforce employees' intrinsic motivation and long-term organizational commitment.
4. Human resource offices within the Department of Education should continue expanding professional development opportunities through competency-based training, mentoring systems, succession planning, leadership development programs, and employee wellness initiatives. These interventions may improve employee competence while strengthening organizational resilience.
5. School management should further strengthen organizational communication and participatory governance by providing regular consultation mechanisms, feedback channels, and collaborative planning activities. Enhancing communication practices can improve organizational trust, employee engagement, and collective decision-making.
6. Policy makers may review existing human resource policies related to career progression, professional development, employee recognition, and workplace well-being to ensure that institutional support systems complement school-level leadership initiatives and adequately address employees' motivational needs.
7. Future researchers are encouraged to replicate and extend the study in other school divisions, educational levels, private educational institutions, and higher education institutions using longitudinal, mixed-methods, or experimental research designs. Future investigations may also examine additional organizational variables such as organizational justice, work engagement, psychological safety, employee resilience, digital leadership, organizational citizenship behavior, and institutional culture to provide a more comprehensive understanding of employee motivation in educational organizations.
8. Future studies are encouraged to employ **probability sampling techniques**, such as simple random or stratified random sampling, to improve the representativeness of the respondents and minimize sampling bias. Researchers are likewise advised to include a larger number of public elementary schools from different municipalities, cities, or school divisions within Cavite and neighboring provinces to enhance the reliability, external validity, and generalizability of the findings across diverse educational settings.

9. Future studies may employ **longitudinal research designs** to examine how leadership support and employee motivation evolve over time, particularly as educational reforms, organizational policies, and leadership practices continue to change. Longitudinal investigations would provide stronger evidence regarding the long-term influence of supportive leadership on employee motivation, organizational commitment, and school performance.
10. Future investigations should provide a more comprehensive discussion of the **development, validation, and reliability** of the research instrument. Researchers are encouraged to describe the theoretical basis of the questionnaire, the procedures used to construct the survey items, the content validation conducted by subject matter experts, pilot testing, and the statistical measures used to establish reliability, such as Cronbach's alpha coefficients. Providing these methodological details will strengthen the rigor, credibility, and replicability of the research.
11. Researchers are likewise encouraged to adopt **mixed-methods** or **qualitative approaches** by integrating surveys with interviews, focus group discussions, classroom observations, reflective journals, document analysis, and case studies. These approaches would provide deeper insights into employees' lived experiences, leadership dynamics, organizational culture, and the contextual factors that influence workplace motivation than quantitative survey findings alone can.

Practical Implications

The findings emphasize that supportive leadership should remain a strategic priority within the Department of Education. School administrators should continue strengthening coaching and mentoring programs, developmental performance feedback, transparent communication, participatory decision-making, employee empowerment, and systematic recognition initiatives. These leadership practices not only improve employee motivation but also cultivate organizational trust, collaboration, and commitment to institutional goals.

The results likewise highlight the importance of integrating leadership development into the professional preparation of school administrators. Leadership training programs should emphasize transformational leadership competencies, emotional intelligence, coaching techniques, conflict management, and collaborative decision-making to equip school leaders with the skills necessary to sustain positive organizational climates.

From a human resource perspective, the findings suggest that employee motivation can be further enhanced through structured career development programs, continuous learning opportunities, mentoring systems, succession planning, and employee wellness initiatives. Although compensation and employment security remain policy-driven, school administrators can substantially strengthen intrinsic motivation through supportive leadership behaviors that foster professional growth, recognition, and a sense of belonging within the organization.

The study also provides practical guidance for educational policymakers by demonstrating that investments in leadership capacity building can yield organizational benefits beyond administrative efficiency. Strengthening leadership competencies contributes to higher employee engagement, improved organizational performance, and a healthier workplace culture, ultimately supporting the Department of Education's goals of delivering quality basic education.

Limitations of the Study

Several limitations should be considered when interpreting the findings of this investigation.

First, the study employed a descriptive-correlational research design, which permits the identification of relationships among variables but does not establish causal relationships between leadership support and employee motivation.

Second, the study was limited to selected public elementary schools within the Department of Education Cavite East Cluster. Consequently, the findings may not be fully generalizable to other school divisions, educational levels, private educational institutions, or other organizational settings with different administrative structures and organizational cultures.

Third, the investigation relied exclusively on self-reported survey responses. Although confidentiality was maintained, respondents' perceptions may have been influenced by personal experiences, organizational expectations, or social desirability bias.

Finally, the study focused primarily on leadership support and employee motivation. Other organizational variables—including organizational culture, psychological safety, workload, employee resilience, work-life balance, leadership styles, organizational justice, and institutional resource availability—were not included and may also influence employee motivation and organizational effectiveness.

Future Research Directions

Future investigations may broaden the scope of inquiry by incorporating additional organizational variables, including transformational leadership, servant leadership, distributed leadership, organizational justice, psychological safety, employee resilience, work engagement, organizational citizenship behavior, emotional intelligence, trust in leadership, work-life balance, digital leadership competencies, and institutional support systems. Examining these variables may provide a more comprehensive understanding of employee motivation within educational organizations.

Comparative studies involving different regions, school divisions, private educational institutions, state universities and colleges, and international educational settings are likewise recommended to determine whether organizational context influences the relationship between leadership support and employee motivation. Comparative analyses would enhance the external validity and generalizability of future findings.

Future researchers may evaluate the effectiveness of leadership development interventions, coaching and mentoring programs, employee recognition initiatives, and professional development models through **experimental, quasi-experimental, action research, or program evaluation designs**. Such investigations would provide stronger evidence regarding which organizational interventions most effectively strengthen employee motivation, improve workplace engagement, and enhance organizational effectiveness within public educational institutions.

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