

IMPACT OF SCHOOL ADMINISTRATORS' LEADERSHIP STYLES AND MOTIVATION STRATEGIES ON TEACHERS' PERFORMANCE IN SECONDARY SCHOOLS IN THE DIVISION OF CATANDUANES

Jinky T. Sabayle, LPT, MPA

University of Perpetual Help System- Biñan Laguna

PHILIPPINES

Email: c23-2723-402@uphsl.edu.ph & jinky.sabayle@deped.gov.ph

Dr. Pedrito Jose V. Bermudo

University of Perpetual Help System- Biñan Laguna

PHILIPPINES

Email: bermudo.pedrito@uphsl.edu.ph & pete_bermudo@yahoo.com

ABSTRACT

This study was conducted to determine the impact of leadership styles and motivation strategies on teacher performance in secondary schools in the Division of Catanduanes. The respondents consisted of 263 secondary school teachers. The study employed a descriptive correlational research method, with a researcher-developed questionnaire as the primary tool for data collection. The statistical tools used for data analysis included descriptive statistics (weighted mean) and inferential statistics, specifically Pearson's Correlation Coefficient and Multiple Linear Regression analysis. Analysis of the data revealed the following findings: The school administrators' leadership styles were rated strongly agree, particularly the adaptive leadership style, distributed leadership style, and servant leadership style (overall weighted mean of 3.49). The motivation strategies employed by school administrators, including career development, recognition and rewards, and a supportive work environment, were rated strongly agree while resource allocation was rated as agree (overall weighted mean of 3.33). The level of teachers' performance was noted to be very high across several areas, including content knowledge and pedagogy, learning environment and diversity of learners, curriculum planning and assessment and reporting, personal growth & professional development, and plus factor. A significant relationship was noted between school administrators' leadership styles and motivation strategies; a significant relationship was observed between school administrators' leadership styles and teachers' performance; and a significant relationship was noted among leadership styles, motivation strategies, and teachers' performance. Based on the summary of the findings, the following conclusions were drawn: (1) School administrators effectively demonstrate adaptive, distributed, and servant leadership styles, which are strongly acknowledged by the respondents, highlighting their impact on fostering a collaborative and supportive educational environment. (2) The motivation strategies implemented by school administrators, particularly career development, recognition and rewards, and a supportive work environment, are well-received by teachers, suggesting their effectiveness in enhancing job satisfaction and professional growth. (3) The level of teacher performance remains very high across content knowledge and pedagogy, learning environment and diversity of learners, curriculum planning, assessment and reporting, personal growth and professional development, and the plus factor. (4) Effective school administrators' leadership styles, particularly, adaptive and servant leadership, positively influence teacher's performance by enhancing instructional competence, learning environment management, and professional development. (5) Effective leadership styles, particularly adaptive, servant and distributed leadership combined with strong motivation

strategies such as career development, a supportive work environment, recognition and rewards, and resource allocation, are crucial in enhancing teacher performance. (6) Stronger motivation strategies, particularly career development and a supportive work environment, are associated with higher levels of teacher performance. (7) Strengthening school administrators' adaptive leadership style and enhancing career development initiatives will likely improve teachers' performance, while refining recognition and reward systems could further supportive teacher effectiveness.

Keywords: Descriptive Correlational Study, School Administrators' Leadership Styles, Motivation Strategies, Teachers' Performance

II. METHODS

Research Design

This study employed a descriptive-correlational research design to examine the relationships between school administrators' leadership styles, motivation strategies, and their impact on teacher performance in secondary schools in the Division of Catanduanes for the school year 2024-2025. According to Brodowicz (2024), a descriptive-correlational design is used to explore the relationships between two or more variables by measuring how they relate to each other. In this study, the relationships between school administrators' leadership styles and motivation strategies, leadership styles and teacher performance, and motivation strategies and teacher performance were analyzed.

Sources of Data

The primary sources of data were the junior and senior high school teachers (Teacher I-III) only in the Division of Catanduanes. Only the primary data generated in this study were statistically treated and analyzed.

Population of the Study

The population consisted of 1,417 junior and senior high school teachers (Teacher I-III) in the Division of Catanduanes. The sample size of 263 was determined using the Raosoft Calculator, with a 95% confidence level and a 5% margin of error. To ensure a representative sample, respondents were selected using the stratified sampling technique.

Furthermore, to ensure a fair distribution of respondents across zones and schools, Zone 1 had 100 respondents, Zone 2 had 58 respondents, Zone 3 had 51 respondents, and Zone 4 had 54 respondents. Both schools and participants were randomly selected using an electronic raffle draw.

Instrumentation and Validation

The researcher used a researcher-developed survey questionnaire divided into three sections. The first section focused on the leadership styles of school administrators, specifically adaptive, distributed, and servant leadership. The second section aimed to identify the motivation

strategies employed by administrators, including career development, rewards and recognition, resource allocation, and fostering a supportive working environment. The final section assessed teacher performance across several areas: content knowledge and pedagogy, learning environment and diversity of learners, curriculum planning and assessment, professional growth and development, and plus factor. To ensure validity, the questionnaire was reviewed by a panel of experts in research, language, and statistics, with their feedback incorporated into the final version. The instrument was then pilot-tested, and Cronbach's alpha was used to assess reliability.

The results showed excellent internal consistency across all sections: leadership styles (0.955), motivation strategies (0.966), and teacher performance (0.942), indicating high reliability in the survey instrument.

Evaluation and Scoring

To assess the leadership styles and motivation strategies employed by school administrators in secondary schools in the Division of Catanduanes, the following measures were used:

Numerical Rating	Mean Ranges	Categorical Response/Verbal Interpretation
4	3.26-4.00	Strongly Agree (SA)
3	2.51-3.25	Agree (A)
2	1.76-2.50	Disagree (D)
1	1.00-1.75	Strongly Disagree (SD)

To assess the level of teacher performance (Teacher I-III) among secondary school teachers in the Division of Catanduanes, the following measures were used:

Numerical Rating	Mean Ranges	Categorical Response	Verbal Interpretation
5	4.50-5.00	Strongly Agree	Very High
4	3.50-4.99	Agree	High
3	2.50-3.49	Moderately Agree	Moderately High
2	1.50-2.49	Disagree	Low
1	1.00-1.49	Strongly Disagree	Very Low

Data Gathering Procedure

Before data collection, the researcher took steps to inform relevant parties. A letter was sent to the School Division Superintendent requesting the number of secondary school teachers in Catanduanes for the 2024-2025 school year and permission to conduct pre- and post-testing, as well as the final distribution of research questionnaires. Once approval was granted, the questionnaires were distributed to the respondents. The collected data were then tabulated, analyzed, and interpreted, with the researcher consulting a statistician for data analysis.

Statistical Treatment Data

The following statistical tools were used in the study:

1. **Weighted Mean and Ranking** was used to determine the leadership style of school administrators, the motivation strategies of school administrators, and the level of teachers' performance.
2. **Pearson's Correlation Coefficient** was used to determine the significant relationships between school administrators' leadership style and motivation strategies, school administrators' leadership style and teachers' performance, and school administrators' motivation strategies and teachers' performance.
3. **Multiple Linear Regression Analysis** was used to establish the predictive ability of school administrators' leadership style and motivation strategies on teachers' performance.

Presentation, Analysis and Interpretation of Data

1. Leadership Styles of School Administrators as assessed by the Respondents

Table 1
Leadership Styles of School Administrators as assessed by the Respondents

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Adaptive leadership style	3.46	Strongly Agree	2.5
2. Distributed leadership style	3.54	Strongly Agree	1
3. Servant leadership style	3.46	Strongly Agree	2.5
Average Weighted Mean	3.49	Strongly Agree	

As shown in Table 1, the school administrators' leadership styles, as assessed by the respondents, revealed that they strongly agreed with distributed leadership, which had the highest weighted mean of 3.54. This was followed by adaptive and servant leadership styles, each with a weighted mean of 3.46. Overall, the average weighted mean of 3.49 indicated that the leadership styles of school administrators (adaptive, distributed, and servant) were perceived as acceptable and effective. Distributed leadership was seen as the most dominant and effective style. These findings align with the study by Laylo and Chua (2020), which demonstrates how distributed leadership frameworks are being applied to achieve school effectiveness. These frameworks promote structural changes and innovation within schools, sustaining quality education while actively engaging school heads, teachers, and other stakeholders. Consequently, distributed leadership is increasingly recognized as an emerging and influential leadership style in public secondary schools, fostering both improvement and collaboration.

2. Motivation Strategies Employed by School Administrators as assessed by the Respondents

Table 2
Motivation Strategies Employed by School Administrators as assessed by the Respondents

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Career development	3.40	Strongly Agree	1
2. Recognition and rewards	3.36	Strongly Agree	3

3.	Resource allocation	3.17	Agree	4
4.	Supportive work environment	3.37	Strongly Agree	2
Overall Weighted Mean		3.33	Strongly Agree	

As seen in Table 2, the respondents' assessment of the motivation strategies employed by school administrators. It shows that they strongly agreed that strategies such as career development, recognition and rewards, and a supportive work environment were effectively used, while they agreed that resource allocation was also an effective motivation strategy, with an overall weighted mean of 3.33. This indicates that the motivation strategies employed by school administrators are generally effective in enhancing teacher performance. Among these strategies, career development was identified as the most effective factor for improving teacher performance.

The findings of this study align with the research conducted by Siswanto et al. (2023), which emphasizes that a structured approach to career development significantly impacts teacher performance. The study suggests that employees involved in comprehensive career development programs are more likely to perform at higher levels, highlighting the substantial influence of career development on teacher effectiveness.

Moreover, the findings of Saleem et al. (2021) further strengthen the results of the present study, showing that the majority of primary school teachers had a positive attitude toward continuous professional development programs. The study found that these programs improved teachers' academic skills, subject expertise, and teaching methods, including the use of audiovisual tools. Moreover, they fostered increased collaboration among teachers and enhanced their abilities in assessment and classroom interaction. Teachers also found continuous assessment to be valuable for monitoring student progress and improving the overall quality of education. The study's key recommendations included using continuous professional development to enhance teacher-student interactions and incorporating continuous assessment to further promote the development of students' learning skills.

3. Level of Teacher Performance as assessed by the Respondents

Table 3
Level of Teacher Performance as assessed by the Respondents

Indicator		Weighted Mean	Verbal Interpretation	Rank
1.	Content knowledge and pedagogy	4.50	Very High	5
2.	Learning environment and diversity of learners	4.56	Very High	2
3.	Curriculum and Planning & Assessment and Reporting	4.53	Very High	3
4.	Personal growth and professional development	4.52	Very High	4
5.	Plus factor	4.67	Very High	1
Overall Weighted Mean		4.55	Very High	

As illustrated in Table 3, the respondents' assessment of teacher performance, revealing a very high rating across all areas, with a weighted mean of 4.55. Teachers excelled in content knowledge and pedagogy, the learning environment and diversity of learners, curriculum and planning, assessment and reporting, personal growth and professional development, and the plus factor. Among the performance indicators, the plus factor ranked first, with a weighted mean of 4.67. These results indicate that teachers not only performed their assigned duties but also went beyond their responsibilities, contributing significantly to the teaching and learning process. Ultimately, they effectively fulfilled their roles and consistently demonstrated excellence, as outlined in the Philippine Professional Standards for Teachers.

The study's findings align with those of Gepila (2020), which showed that teachers in Southern Luzon were rated as Proficient across all seven domains of the Philippine Professional Standards for Teachers (PPST). Based on these results, the study recommends that teachers participate in seminars, forums, and conventions to enhance their knowledge, skills, and attitudes. This would improve various areas, including the learning environment, curriculum planning, assessment practices, community collaboration, and professional growth. Teachers' personal commitment to improving their teaching competence is crucial, and institutional support is needed to meet PPST standards. Additionally, the study emphasizes the importance of support from both internal and external stakeholders to address gaps in teacher performance across all PPST domains.

4. Significant Relationship Between Relationship between the School Administrators' Leadership Styles and Motivation Strategies

Table 4
Significant Relationship Between Relationship between the School Administrators' Leadership Styles and Motivation Strategies

Leadership styles	Motivation strategies			
	Career development	Recognition and rewards	Resource allocation	Supportive work environment
Adaptive leadership style	r=0.793** Moderate correlation p=0.000	r=0.757** Moderate correlation p=0.000	r=0.777** Moderate correlation p=0.000	r=0.854** High correlation p=0.000
Distributed leadership style	r=0.669** Moderate correlation p=0.000	r=0.701** Moderate correlation p=0.000	r=0.650** Moderate correlation p=0.000	r=0.665** Moderate correlation p=0.000
Servant leadership style	r=0.807** High correlation p=0.000	r=0.783** Moderate correlation p=0.000	r=0.787** Moderate correlation p=0.000	r=0.806** High correlation p=0.000
**Significant @ 0.01				

As shown in Table 4, among the three leadership styles—adaptive, distributed, and servant—adaptive and servant leadership styles exhibited the strongest correlations with motivation strategies. Notably, adaptive leadership showed a high correlation with a Pearson r value of

0.854 and a p-value of 0.000, indicating its effectiveness in fostering a supportive work environment. Similarly, servant leadership demonstrated strong correlations with career development (Pearson $r = 0.807$) and a positive work atmosphere (Pearson $r = 0.806$), both with a p-value of 0.000, highlighting its role in enhancing teacher motivation. Meanwhile, distributed leadership exhibited only moderate correlations across motivation strategies, suggesting that it is less effective in motivating teachers compared to adaptive and servant leadership. These findings provide sufficient statistical evidence reject the null hypothesis, confirming a significant relationship between leadership styles and motivation strategies.

The findings suggest that stronger leadership styles, particularly servant and adaptive leadership, are associated with more effective motivation strategies. Leaders who adopt these styles tend to foster a supportive work environment, provide better career development opportunities, and enhance recognition and resource allocation, ultimately improving motivation among staff.

The results of this study align with the study of Chughtai et al. (2024), which demonstrates how adaptive leadership influences employee performance and emphasizes its role in fostering a supportive work environment. Both studies suggest that adaptive leadership plays a critical role in shaping positive work environments that enhance employee motivation.

Furthermore, Kainde and Mandagi (2023) emphasized the importance of servant leadership in educational settings, which resonates with the findings of the current study. At the individual level, servant leadership creates a nurturing environment where teachers experience heightened morale, job satisfaction, and engagement. Trust and loyalty flourish, strengthening relationships within the educational community. At the organizational level, servant leadership empowers individuals, enhances communication, and promotes a positive, collaborative culture. This aligns with the current study's finding that servant leadership is a significant factor in enhancing teacher motivation and fostering a supportive work atmosphere.

5. Significant Relationship between the School Administrators' Leadership Styles and Level of Teachers' Performance

Table 5
Significant Relationship between the School Administrators' Leadership Styles and Level of Teachers' Performance

Teacher Performance	Leadership styles		
	Adaptive leadership style	Distributed leadership style	Servant leadership style
Content knowledge and pedagogy	$r=0.544^{**}$ Moderate correlation $p=0.000$	$r=0.351^{**}$ Low correlation $p=0.000$	$r=0.477^{**}$ Moderate correlation $p=0.000$
Learning environment and diversity of learners	$r=0.494^{**}$ Moderate correlation $p=0.000$	$r=0.240^{**}$ Low correlation $p=0.000$	$r=0.378^{**}$ Low correlation $p=0.000$
Curriculum and Planning and	$r=0.417^{**}$	$r=0.292^{**}$	$r=0.376^{**}$

Assessment and Reporting	Moderate correlation p=0.000	Low correlation p=0.000	Low correlation p=0.000
Personal growth and professional development	r=0.391** Low correlation p=0.000	r=0.337** Low correlation p=0.000	r=0.405** Moderate correlation p=0.000
Plus factor	r=0.364** Low correlation p=0.000	r=0.214** Low correlation p=0.000	r=0.292** Low correlation p=0.000
**Significant @ 0.01			

Table 5 presents the relationship between leadership styles and teacher performance, revealing that adaptive leadership has the greatest impact. It showed moderate correlations with content knowledge and pedagogy (Pearson $r = 0.544$, $p\text{-value} = 0.000$) and the learning environment (Pearson $r = 0.494$, $p\text{-value} = 0.000$). In contrast, servant leadership demonstrated moderate correlations in a few areas but is generally weaker, while distributed leadership exhibited mostly low correlations, indicating a limited effect on teacher performance. These findings highlight that the adaptive leadership style of school administrators, which promotes flexibility and responsiveness to teacher needs, is the most effective in enhancing teacher performance. Furthermore, the results provide sufficient statistical evidence to reject the null hypothesis, confirming a significant relationship between leadership styles and teacher performance.

The findings suggest that effective school administrators' leadership styles positively influence teachers' performance. Specifically, stronger adaptive and servant leadership styles are associated with higher levels of instructional competence, learning environment management, and professional development. This means that the better the leadership style of school administrators, the higher the level of teachers' performance.

The findings of the present study are supported by Sumaiti (2024), who also found that the relationship between adaptive leadership and teacher performance is highly significant.

Additionally, Manigbas et al. (2024) suggest that Department of Education (DepEd) officials should prioritize teachers' professional development, tailoring it to their specific needs to continuously improve their teaching competencies, including content knowledge and pedagogy. This would help teachers achieve a high level of proficiency in the Philippine Professional Standards for Teachers (PPST) domains and ultimately lead to quality instruction.

6. Significant Relationship between the School Administrators' Motivation Strategies and Level of Teachers' Performance

Table 6
Significant Relationship between the School Administrators' Motivation Strategies and Level of Teachers' Performance

Teachers' Performance	Motivation Strategies			
	Career development	Recognition and rewards	Resource allocation	Supportive work environment
Content knowledge and pedagogy	r=0.478** Moderate correlation p=0.000	r=0.336** Low correlation p=0.000	r=0.479** Moderate correlation p=0.000	r=0.483** Moderate correlation p=0.000
Learning environment and diversity of learners	r=0.409** Moderate correlation p=0.000	r=0.273** Low correlation p=0.000	r=0.344** Low correlation p=0.000	r=0.404** Moderate correlation p=0.000
Curriculum and Planning and Assessment and Reporting	r=0.431** Moderate correlation p=0.000	r=0.270** Low correlation p=0.000	r=0.345** Low correlation p=0.000	r=0.368** Low correlation p=0.000
Personal growth and professional development	r=0.409** Moderate correlation p=0.000	r=0.297** Low correlation p=0.000	r=0.323** Low correlation p=0.000	r=0.366** Low correlation p=0.000
Plus factor	r=0.333** Low correlation p=0.000	r=0.141* Low correlation p=0.023	r=0.208** Low correlation p=0.001	r=0.231** Low correlation p=0.000
**Significant @ 0.01	*Significant @ 0.05			

As shown in Table 6, the results indicate a significant relationship between school administrators' motivation strategies and teachers' performance. Career development (Pearson $r = 0.478$, p -value = 0.000), resource allocation (Pearson $r = 0.479$, p -value = 0.000), and a supportive work environment (Pearson $r = 0.483$, p -value = 0.000) all showed moderate correlations with teachers' performance. Among these, a supportive work environment is particularly influential, reinforcing the idea that it directly enhances teaching effectiveness. Interestingly, recognition and rewards show only low correlations across all areas, suggesting that while rewards are appreciated, they are not as impactful in improving teacher performance as other strategies, such as career development or a supportive work environment.

The findings suggest that effective motivation strategies, particularly career development and a supportive work environment, contribute to higher teacher performance or stronger motivation strategies from school administrators are associated with higher levels of teacher performance.

Moreover, the findings of Saleem et al. (2021) further support the results of the present study, demonstrating that continuous professional development programs significantly enhance teachers' academic skills, subject expertise, and teaching methods. This is consistent with research conducted by Joseph et al. (2021), Baharuddin (2021), and Krasniqi (2021), all of which emphasize the crucial role of a supportive work environment in improving teacher performance.

Furthermore, Katel (2023) highlights the importance of motivational factors in shaping teachers' performance and their ability to create effective learning environments. Katel stresses that fostering teacher motivation through a supportive school culture and ensuring the availability of adequate learning resources not only enhances the teaching experience but also improves student outcomes, which aligns with the findings of the present study.

In contrast, the findings contradict the study by Mulyana (2021), which suggests that motivation and the work environment have no significant effect on teacher performance. Mulyana argues that improving teacher performance requires supporting teachers with career development opportunities. However, the present study indicates that factors beyond career development, such as a supportive work environment and other motivation strategies, are more influential in motivating teacher.

Furthermore, the present study contradicts the findings of Manzoor et al. (2021), which reveal that intrinsic rewards significantly impact employee motivation and performance. While it is commonly believed that motivated employees perform better, and that an effective reward system boosts motivation and performance, the current study suggests that recognition and rewards alone are not sufficient to significantly motivate teachers. Instead, the study highlights that factors like career development and a supportive work environment play a more crucial role in enhancing teacher motivation and performance.

7. Regression Analysis between School Administrators' Leadership Styles and Motivation Strategies taken Singly or in Combination of the Level of Teachers' Performance

Table 7
Regression Analysis between School Administrators' Leadership Styles and Motivation Strategies taken Singly or in Combination of the Level of Teachers' Performance

Predictor	Dependent Variable	R ²	F	p-value	B	T	p-value
Adaptive leadership style	Level of Teachers performance (overall)	0.289	14.798	0.000	0.361	3.345	0.000*
Career development					0.315	2.454	0.015*
Reward and recognitions					-0.298	-2.411	0.017*
*Significant @ 0.05							

As shown in Table 7, the regression analysis examined the impact of school administrators' adaptive leadership style and motivation strategies on the overall level of teachers' performance. Adaptive Leadership Style and Teacher Performance.

The adaptive leadership style was a significant predictor of teachers' performance ($R^2 = 0.289$, $p = 0.000$), indicating that 28.9% of the variance in teachers' performance could be explained by this leadership style. The positive β coefficient (0.361, $p = 0.000$) suggests that as school administrators employ more adaptive leadership strategies, teachers' performance tends to improve.

Career development had a positive significant effect on teacher performance ($\beta=0.315$, $p=0.015$ \beta = 0.315, $p = 0.015$ \beta=0.315, $p=0.015$), implying that professional growth opportunities contribute to better teaching effectiveness. This suggests that when school administrators prioritize teachers' career development - such as training, mentorship, and professional advancement - teacher performance is likely to improve.

Recognition and rewards showed a negative significant effect on teacher performance ($\beta=-0.298$, $p=0.017$ \beta = -0.298, $p = 0.017$ \beta=-0.298, $p=0.017$). This unexpected result could indicate that the current reward and recognition mechanisms in place may not be effectively motivating teachers, or they might be perceived as inadequate or unfair. This suggests a need for a reassessment of the incentive system to ensure it aligns with teachers' expectations and needs.

The findings suggest that school administrators' adaptive leadership style plays a crucial role in enhancing teachers' performance. Additionally, career development initiatives positively impact teacher effectiveness, while the current system of recognition and rewards may require improvement to better support teachers.

The findings of this study suggest that adaptive leadership by school administrators plays a key role in improving teacher performance. Career development initiatives positively influence teacher effectiveness, while the current recognition and reward system may need improvements to better support teachers. These results are consistent with previous studies. Sumiati et al. (2024) highlighted the positive impact of adaptive leadership on teacher performance, emphasizing the importance of a collaborative school culture. Nebiyu and Kassahun (2021) found that adaptive leadership leads to higher goal achievement and organizational effectiveness. Li et al. (2022) emphasized the importance of Continuing Professional Development (CPD) in enhancing teacher self-efficacy and improving educational outcomes.

Khadka (2021) also supported the idea that rewards can motivate teachers, but improper implementation can lead to dissatisfaction. The study recommends that school administrators ensure fairness and address teachers' basic needs in the reward system. Ningsih (2021) further confirmed that rewards positively affect teacher performance.

8. Proposed Action Plan

Action Plan for Sustaining Leadership Styles, Motivation Strategies, and Teacher Performance

Effective leadership and motivation strategies significantly influence teacher performance, which in turn impacts student learning outcomes. This action plan is designed to strengthen school administrators' leadership styles, optimize motivation strategies, and improve overall teacher effectiveness in secondary schools within the Division of Catanduanes. By addressing these areas, the plan aims to foster a supportive educational environment where both administrators and teachers can excel.

General Objectives

- 1. To sustain the school administrators' leadership styles** by providing targeted training and development programs that emphasize adaptive, distributed, and servant leadership.
- 2. To sustain the motivation strategies for teachers** by implementing structured career development opportunities, improving resource allocation, and fostering a supportive work environment.
- 3. To sustain a higher level of teacher performance** through continuous professional development, mentorship programs, and data-driven policy enhancements.

Action Plan Matrix

Key Areas	Objectives	Strategies/Activities	Persons Involved	Resources Needed	Time Frame	Expected Outcomes
Sustaining Leadership Styles of School Administrators'	Sustain adaptive, distributed, and servant leadership practices	Conduct leadership training and professional development workshops for school administrators'	School administrators, DepEd officials, HR department	Training modules, expert speakers, budget for seminars	Quarterly	98% Improved leadership effectiveness and better support for teachers
Sustaining Motivation Strategies for Teachers'	Sustain motivation strategies, especially in career development and resource allocation	Implement structure mentorship programs, increase career development opportunities, enhance resource distribution	School administrators', teachers', HR department	Career development plans, mentorship materials, financial support training	Ongoing	98% Increased job satisfaction and professional growth among teachers
Sustaining for a Higher Level of	Sustain teacher effectiveness in	Conduct continuous training, peer mentoring, and	Teachers, school heads, subject coordinators	Workshop venues, education	Quarterly	98% Higher teaching effectiveness

Teacher Performance	content knowledge, pedagogy, and learning environment	curriculum development workshops		digital materials, online learning platforms		ess and improved student learning outcomes
Sustaining the Relationship Between Leadership Styles and Motivation Strategies	Ensure alignment of leadership styles with motivation strategies to maximize teacher performance	Regular leadership assessment and feedback sessions; establish leadership and motivation scorecards	School administrators, faculty representatives/teachers	Performance evaluation tools, leadership surveys, software for tracking progress	Every academic year	98% alignment between leadership approaches and teacher needs
Key Areas	Objectives	Strategies/Activities	Persons Involved	Resources Needed	Time Frame	Expected Outcomes
Sustaining the Impact of Leadership Styles on Teacher Performance	Sustain leadership practices that directly influence teacher performance	Encourage adaptive leadership style and collaborative decision-making in school administration	School administrators, teachers	Leadership manuals, decision-making frameworks, online collaboration tools	All year round	98% More engaged and high performing teachers
Sustaining Motivation Strategies for Higher Teacher Performance	Sustain career development and supportive work environment	Provide incentives, recognition programs, and professional growth opportunities	School Administrators, HR department, local government units, stakeholders	Funding for incentives, award plaques, scholarship opportunities	Every academic year	98% Increased teacher motivation and retention

Utilizing Predictive Insights from Regression Analysis	Use data-driven approaches to sustain teacher performance	Develop data-driven policy recommendations based on leadership styles and motivation strategies	DepEd officials, school administrators, research teams	Data collection tools, statistical software, research funding	Annual policy review	98% More effective school policies improving teacher performance
---	---	---	--	---	----------------------	--

SUMMARY OF FINDINGS

1. The Leadership Styles of School Administrators' as Assessed by the Respondents

The findings showed that the school administrators' leadership styles were ranked as follows: ranked 1, adaptive leadership style (3.54), interpreted as strongly agree; and ranked 2.5, both distributed leadership style (3.46) and servant leadership style (3.46), each interpreted as strongly agree.

2. Motivation Strategies Employed by School Administrators as assessed by the Respondents

The findings showed that the motivation strategies employed by school administrators were ranked as follows: ranked 1, career development (3.40) interpreted as strongly agree; ranked 2, supportive work environment (3.37) interpreted as strongly agree; ranked 3, recognition and rewards (3.36) interpreted as strongly agree; and ranked 4, resource allocation (3.17) interpreted as agree.

3. Level of Teacher Performance as assessed by the Respondents

The findings showed that the level of teacher's performance was ranked 1plus factor (4.67) interpreted as very high; ranked 2, learning environment and diversity of learners (4.56) interpreted as very high; curriculum and planning & assessment and reporting (4.53) interpreted as very high; personal growth & professional development interpreted as very high (4.52); and content knowledge and pedagogy (4.50) interpreted as very high.

4.1 Relationship Between Relationship between the School Administrators' Leadership Styles and Motivation Strategies

For the relationship between school administrators' leadership styles and motivation strategies, it was found that adaptive and servant leadership styles exhibited the strongest correlation with motivation strategies. Pearson r values of 0.854 and 0.807 were obtained, indicating a high correlation, with p -values of .001. This provides sufficient statistical evidence to reject the null hypothesis, confirming a significant relationship between the variables. This means that the better school administrators' leadership styles, the better motivation strategies they employed.

4.2 Relationship between the School Administrators' Leadership Styles and Level of Teachers Performance

For the relationship between school administrators' leadership styles and teacher performance, it was found that adaptive leadership has the greatest impact on teachers' performance. It shows moderate correlations with content knowledge and pedagogy (Pearson $r = 0.544$, $p\text{-value} = 0.000$) and the learning environment (Pearson $r = 0.494$, $p\text{-value} = 0.000$), both of which are lower than the significance level of 0.01. This implies that there is sufficient statistical evidence to reject the null hypothesis, demonstrating a significant relationship between the variables. This means that the better the school administrators leadership styles, the higher the level of teachers' performance.

4.3 Relationship between the School Administrators' Motivation Strategies and Level of Teachers Performance

For the relationship between school administrators' motivation strategies and level of teachers' performance the results indicate a significant relationship between school administrators' motivation strategies and teachers' performance. Career development (Pearson $r = 0.478$, $p\text{-value} = 0.000$), resource allocation (Pearson $r = 0.479$, $p\text{-value} = 0.000$), and a supportive work environment (Pearson $r = 0.483$, $p\text{-value} = 0.000$) all show moderate correlations with teachers' performance. Among these, a supportive work environment is particularly influential. The findings provide sufficient statistical evidence to reject the null hypothesis, confirming a significant relationship between the variables. It means that the better school administrators' motivation strategies, the higher the level of teachers' performance.

5. Regression Analysis between School Administrators' Leadership Styles and Motivation Strategies taken Singly or in Combination of the Level of Teachers Performance

For the predictive value of school administrators' leadership styles and motivation strategies, it was found that adaptive leadership style, career development, and recognition and rewards accounted for 28.90% ($F = 14.798$) of the variability in the dependent variable. The results also showed that for every one-unit increase in adaptive leadership style and career development, there is an increase of 0.361 and 0.315, respectively, in the level of teacher performance. The probability test yielded $p\text{-values}$ of 0.000 for both variables, which are lower than the significance level of 0.01, suggesting that there is sufficient statistical evidence to reject the null hypothesis. Therefore, it can be concluded that adaptive leadership, career development, and recognition and rewards significantly predicted the level of teacher performance.

6. Based on the findings of the study, an action plan was developed.

CONCLUSION

Based on the findings of the study, the study conclusions were drawn:

1. School administrators effectively demonstrate adaptive, distributed, and servant leadership styles, which are strongly acknowledged by the respondents, highlighting their impact on fostering a collaborative and supportive educational environment.

2. The motivation strategies implemented by school administrators, particularly career development, recognition and rewards, and a supportive work environment, are well-received by teachers, suggesting their effectiveness in enhancing job satisfaction and professional growth.
3. The level of teacher performance remains very high across content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, personal growth and professional development, and the plus factor.
4. Effective leadership styles, particularly servant and adaptive leadership, are closely linked to successful motivation strategies, such as creating a supportive work environment, providing better career development opportunities, and enhancing recognition and resource allocation. These strategies, in turn, significantly improve staff motivation.
5. Effective school administrators' leadership styles, particularly adaptive and servant leadership, positively influence teachers' performance by enhancing instructional competence, learning environment management, and professional development.
6. Stronger motivation strategies, particularly career development and a supportive work environment, are associated with higher levels of teacher performance.
7. Strengthening school administrators' leadership style and enhancing career development initiatives will likely improve teacher's performance., while refining recognition and reward systems could further support teacher effectiveness.
8. There is need to implement the developed action plan to improve the school administrators' leadership styles and motivation strategies in enhancing teacher performance.

RECOMMENDATIONS

Based on the findings, and conclusions, the researcher recommends the following:

1. School administrators should embrace leadership principles that prioritize supporting teachers through service, collaboration, and empowerment, which can be promoted via workshops and training sessions. Furthermore, it is important to implement regular assessments of leadership practices, gathering feedback from teachers about the leadership styles of administrators. This feedback can be collected through surveys or direct communication to foster ongoing improvement and ensure alignment with teachers' needs.
2. School administrators should create professional learning communities (PLCs) for collaboration, peer observations, and feedback to promote continuous improvement. They should prioritize professional development, including career training, mentorship, and advancement pathways. Transparent recognition and reward systems, such as a peer recognition program and initiatives like "Teacher of the Month," should be implemented to celebrate teachers' efforts. These actions will foster a supportive work environment that encourages growth, recognition, and career advancement.
3. School administrators should continue to support teachers in developing their skills in key areas such as content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, personal growth and development, and the plus factor. This can be achieved through continuous professional development, fostering collaborative opportunities, and providing targeted resources. By doing so, administrators will ensure that teachers maintain high levels of performance, encourage innovation in teaching practices, and ultimately improve student outcomes and the overall school environment.
4. School administrators should adopt and cultivate adaptive and servant leadership styles. By prioritizing adaptability and service to teachers, administrators can create an environment that

fosters collaboration, supports professional growth, and enhances teaching practices, ultimately improving student outcomes and overall school performance. Additionally, offering regular training on adaptive and servant leadership will empower administrators to effectively guide and support their teams.

5. School administrators should establish comprehensive career development programs that include mentorship, training, and clear advancement pathways. Furthermore, fostering a supportive work environment through recognition, open communication, and opportunities for professional growth will boost teacher motivation and performance, ultimately benefiting both teachers and students.

6. School administrators should enhance their adaptive leadership style by emphasizing flexibility, responsiveness, and proactive support for teachers. In addition, strengthening career development initiatives such as mentorship programs, professional training, and clear advancement opportunities will help improve teacher performance. Moreover, refining recognition and reward systems to ensure fairness, transparency, and alignment with teachers' motivations will further enhance teacher effectiveness and contribute to a positive school culture. These efforts will ultimately increase teacher satisfaction, boost performance, and improve student outcomes.

7. The school administrators should monitor and evaluate the implementation of the developed action plan.

8. Future research should conduct similar studies to assess the consistency of the results and evaluate the effectiveness of the findings in sustaining and continuously enhancing school administrators' leadership styles and motivation strategies to improve teacher performance in secondary schools.

REFERENCES

- Aquino, C. J., Afalla, B., & Fabelico, F. (2021). Managing educational institutions: School heads' leadership practices and teachers' performance. *Available at SSRN 3948871*. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3948871
- Baharuddin, B. (2021). The Effect of Working Environment on The Teacher Performance. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 24(1), 122-130. https://journal3.uin-alauddin.ac.id/index.php/lentera_pendidikan/article/view/19507
- Cherry. (2023). Motivation: The Driving Force Behind Our Actions. <https://www.verywellmind.com/what-is-motivation-2795378>
- Chughtai, M. S., Syed, F., Naseer, S., & Chinchilla, N. (2024). Role of adaptive leadership in learning organizations to boost organizational innovations with change self-efficacy. *Current Psychology*, 43(33), 27262-27281. <https://link.springer.com/article/10.1007/s12144-023-04669-z>
- DepEd Order No. 9, s. 2002. Establishing the Program on Awards and Incentives for Service Excellence (PRAISE) in the Department of Education. <https://www.deped.gov.ph/2002/03/05/do-9-s-2002-establishing-the-program-on-awards-and-incentives-for-service-excellence-praise-in-the-department-of-education/>
- DepEd Order No. 2, s. 2015. Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education. <https://www.deped.gov.ph/2015/02/06/do-2-s-2015-guidelines-on-the->

- establishment-and-implementation-of-the-results-based-performance-management-system-rpms-in-the-department-of education/
- DepEd Order No. 42, s2017. The National Implementation of the Philippine Professional Standard for Teachers <https://www.deped.gov.ph/2017/08/11/do-42-s-2017-national-adoption-and-implementation-of-the-philippine-professional-standards-for-teachers/>
- DepEd Order No. 8, s. 2023, the Multi-Year Guidelines on the Results-Based Performance Management System for the Philippine Professional Standards for Teachers. <https://www.deped.gov.ph/2023/02/03/february-3-2023-dm-008-s-2023-multi-year-guidelines-on-the-results-based-performance-management-system-philippine-professional-standards-for-teachers/>
- Gepila Jr, E. (2020). Assessing teachers using Philippine standards for teachers. *Universal Journal of Educational Research*, 8(3), 739-746. https://d1wqtxts1xzle7.cloudfront.net/64234854/ujer2-19514112-libre.pdf?1597994238=&responsecontentdisposition=inline%3B+filename%3dAssessing_Teachers_Using_Philippine_Stan.pdf&Expires=1741008846&Signature=t1l5kfnngukpe8d6cae~usude5ai8gehuw9fbzlklyeck4juxtjwo9bcfpzntnw55wqgdbbr9ztmaq4f8il6cv~wrljy3fdsrcej8ezjopdbnydtgbqjaleepevhyagy2vhp3rne4t7myzifu~oobiq~fac16iqcmtebrnlokpobvpsy9n49qu85we0gwmha7ijul3wgtrrsstupesyytimetkagh0wkuhtofo6tggsvnbwcof bwqjraaa6tdtrbtbwiahmi5v~ggjfln0sgtb2faa~qqus1bvyltfhoolzxmojaluefwupsshxzfjkjvf7ksxhn36kemglwg__&key-pair-id=apkajlohf5ggslrbv4za
- Hastuti, A. P., & Utomo, S. T. (2022). Total Quality Management and Learning Organization for Early Childhood Education at PAUD ELPIST Temanggung. *Journal of Childhood Development*, 2(1), 1–11. <https://doi.org/10.25217/jcd.V2I1.2217>
- Joseph, J. A. (2022). *Influence of Institutional Work-life Balance Practices on Teachers' Performance in Public Secondary Schools in Homa-bay County, Kenya* (Doctoral dissertation, University of Nairobi).
- Kainde, S. J., & Mandagi, D. (2023). A systematic review of servant leadership outcomes in education context. *EDUKASIA: Jurnal Pendidikan dan Pembelajaran*, 4(2), 2563-2574. <https://www.jurnaledukasia.org/index.php/edukasia/article/view/627>
- Katel, K. P. (2023). Teachers' Motivational Factors and Student Learning Achievements. *Solukhumbu Multiple Campus Research Journal*, 5(1), 1-1. <https://solucampus.edu.np/wp-content/uploads/2024/05/Solukhumbu-Multiple-Campus-Research-Journal-Vol-5-No.1-Dec.-2023.pdf>
- Khadka, J. (2021). Rewards: motivation or demotivation for Nepali private school teachers?. *European Journal of Education Studies*, 8(2). <https://oapub.org/edu/index.php/ejes/article/view/3600/6235>
- Krasniqi, R. (2021). Principal's Role in Supporting Teacher Collaborative Learning. *Research in Educational Administration & Leadership*, 6(4), 903-941. <https://dergipark.org.tr/en/download/article-file/2165069#page=158>
- Kumari, S., & Goyal, R. (2024). A Study of Leadership Styles of School Principals: A Conceptual Overview. https://www.researchgate.net/profile/Sunita-Kumari-34/publication/383000545_A_Study_of_Leadership_Styles_of_School_Principals_A_Conceptual_Overview/links/66b7125751aa0775f277d55f/A-Study-of-Leadership-Styles-of-School-Principals-A-Conceptual-Overview.pdf

- Laylo, A. R., & Elisa, N. (2020). Emerging Distributed Leadership Frameworks as Practiced in Public Secondary Schools. *IOER International Multidisciplinary Research Journal*, 2(3), 192-203. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3717655
- Lin, W., Yin, H., & Liu, Z. (2022). The roles of transformational leadership and growth mindset in teacher professional development: The mediation of teacher self-efficacy. *Sustainability*, 14(11), 6489. <https://link.springer.com/article/10.1007/s12144-019-00575-5>
- Manigbas, J. I., Ollet, A. L., Noble, M. P. L., Angeles, J. R., Cayetano, N. M., & Fucio, M. P. (2024). Teachers' Competency in Content Knowledge and Pedagogy in Buhi South District, Philippines. *International Education Trend Issues*, 2(1), 21-30. <http://www.ijble.com/index.php/ieti/article/view/365/391>
- Manzoor, F., Wei, L., & Asif, M. (2021). Intrinsic rewards and employee's performance with the mediating mechanism of employee's motivation. *Frontiers in psychology*, 12, 563070. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.563070/full>
- Mnjokava, C. E. (2024). The Influence of School Heads' Motivation Strategies on Teachers' Performance in Public Secondary Schools in Arusha Region, Tanzania. <https://jriiejournal.com/wp-content/uploads/2024/02/jriie-8-1-017.pdf>
- Mulyana, Y., Chaeroni, N., Erlangga, H., Solahudin, M., Nurjaya, N., Sunarsi, D., & Purwanto, A. (2021). The influence of motivation, ability, organizational culture, work environment on teachers performance. *Turkish Journal of Computer and Mathematics Education*, 12(4), 99-108. <http://repository.unpas.ac.id/52884/1/The%20Influence%20of%20Motivation%20C%20Ability%20Organizational%20Culture%20Work%20Environment%20on%20.pdf>
- Mutesasira, G. et al. (2022). Motivation Reinforcement Strategies to Improve Teacher's Performance in High Schools: A Perspective of Amathole East District of SoAfricaican: [http://krepublishers.com/02-Journals/jhe/jhe-79-0-000-22-Web/jhe-79-1-3-000-22-Abst-pdf/jhe-79-1-3-013-22-3341-Mutesasira-g/jhe-79-1-3-013-22-3341-Mutesasira-g-tx\[2\].pdf](http://krepublishers.com/02-Journals/jhe/jhe-79-0-000-22-Web/jhe-79-1-3-000-22-Abst-pdf/jhe-79-1-3-013-22-3341-Mutesasira-g/jhe-79-1-3-013-22-3341-Mutesasira-g-tx[2].pdf)
- Nebiyu, K. S., & Kassahun, T. (2021). The Effects of Adaptive Leadership on Organizational Effectiveness at Public Higher Education Institutions of Ethiopia. *International Journal of Organizational Leadership*, 10. https://d1wqtxts1xzle7.cloudfront.net/68973637/ijol_Volume_10_Issue_Special_Issue_2_021_Pages_141_159-libre.pdf?1630487892=&response-contentdisposition=inline%3B+filename%3dThe_Effects_of_Adaptive_Leadership_on_Or.pdf&Expires=1741187455&Signature=w5wdrqouvp1cmez4xstfghn4~byzvmoomrqlo~z48vi7ncno0~hrc7ztngsuu6hqyew3cqkzswtxi1ptkmu5a~pgdaonm2uoc9z0dxkqc411wuq7tsz1mh6nq9ew3hdgveh4zsw2vkbbb0vxh1t7gtc1t5njivy7gegtbtbzswbnbaauzjg7arcxw u3foafgmpyx~q7ycsf5dkatlt4m~1rlsezn4odxho0whfmxpx6azhjrojh1kbhpik1dl5E7pz3g8~el8epclugut9ktr06jpm1v4lnrhxkaoeetrgrffebve4ya6uqnldcjvq11i2b9lx9qkIbwuxopw_&key-Pair Id=apkajlohf5ggslrbv4za
- Ningsih, S. F., Arafat, Y., & Mulyadi, M. (2021). The effect of rewards and achievement motivation on teachers' performance. *JPGI (Jurnal Penelitian Guru Indonesia)*, 6(2), 559-565.

- Oco, R. M. (2022). Leadership styles of school heads and their relationship to school performance. *GSSJ*, 10(1). https://www.researchgate.net/profile/RichardOco/publication/358234261_Leadership_Styles_of_School_Heads_and_its_Relationship_to_School_Performance/links/61f79e6daad5781d41c01be5/leadership-Styles-of-School-Heads-andits-Relationship-to-School-Performance.pdf
- Saleem, A., Gul, R., & Dogar, A. A. (2021). Effectiveness of continuous professional development program as perceived by primary level teachers. *Ilkogretim Online*, 20(3), 53-72. https://d1wqtxts1xzle7.cloudfront.net/92839255/ilkonline.2021.03-libre.pdf?1666419802=&response-content-disposition=inline%3b+filename%3dEffectiveness_of_Continuous_Professional.pdf&Expires=1741005777&Signature=bvu76l5uv3tenmoefu-lypgc2ncbg~wwz7cbfemr0wwvnpdz89mx9kvsbcm0nxfd63aebf4rrgma5c~naktqhdzwdsw4celpx9~fkclrz9mu3k1gwge5Eg7tb6qz6wozp~w5tufvuslvxraie8ru9psadskfdwlp5samdhnszhaqIqnt8b6dfd8r2peg5vr9pqth4qwsppxdwl-3dfdao8wnx8tzbtvphjl1ynthgg8xqkyszodp6ljgy8axfdobbprv8jznn9qcnyczsrxmqlxpw6oatdjdgd0lpcapkp9rtshhxmchkl-vnag2iciw8ae2-xw4ktmlgfrdg__&Key-Pair-Id=apkajlohf5ggslrbv4za
- Siswanto, A., Setiawan, Z., Iryanto, R. K., Afifah, Z., & Abdurrohman, A. (2023). The Analysis of Role of Motivation, Career Development and Compensation on Performance of Vocational High School Teachers. *Journal on Education*, 5(4), 15154-15159 <https://jonedu.org/index.php/joe/article/view/2604>
- Sumiati, S., Kurniady, D., Komariah, A., Suryana, A., Dadi, D., & Hafidh, Z. (2024). Linking Principal Adaptive Leadership to Teacher Performance: The Mediating Effect of Collaborative School Culture. *Journal of Social Studies Education Research*, 15(4), 17-41. <https://www.learntechlib.org/p/224786/>
- Villanueva, A. A., Disu, S. S., & Villanueva, K. F. P. A. (2021). Assessing the school heads leadership in the towns of Nueva Ecija, Philippines: Inter-relationship of supervisory skills, interpersonal skills and leadership skills. *Open Access Library Journal*, 8(11), 1-15. <https://www.scirp.org/journal/paperinformation?paperid=113225>