ROLE OF LEADERSHIP PRACTICES AND MOTIVATION IN SHAPING ORGANIZATIONAL EFFICIENCY

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Abstract

This study explored the relationship between leadership practices, motivation, and organizational efficiency in educational settings. It utilized a descriptive-correlational research design. Data were gathered through a researcher-made survey questionnaire distributed to a random sample of educators. Descriptive and inferential statistics were used to analyze the responses. The study found that leadership practices, including dimensions like "Modelling the way" and "Inspiring a shared vision," were perceived as "Strongly Agree," with significant positive correlations between leadership practices and organizational efficiency, particularly in areas such as resource management and professional development. Additionally, motivation among teachers was found to be "Strongly Agree," with intrinsic factors like achievement and work itself being particularly influential. Positive correlations were also observed between motivational factors and organizational efficiency, especially in leadership and professional development efficiency. The findings suggest that effective leadership, combined with strong motivational strategies, plays a critical role in enhancing school organizational efficiency. Educational leaders must strategically balance leadership practices with motivational drivers to foster a productive and sustainable educational environment.

Keywords: *leadership practices, motivation, organizational efficiency*

1. Introduction

Increasing organizational efficiency in schools has become essential for educators and administrators in the rapidly changing education landscape. As multifaceted organizations, schools demand strong leadership and adept staff to deliver a good quality of service and reach optimal operational effectiveness (Leithwood & Jantzi, 2005). Leadership is central to developing a school's vision, creating a positive culture, and running its operations. However, leadership is not enough: the motivation of teachers and staff also matters mightily. When leadership practices foster motivation, schools are better prepared to achieve educational objectives and improve organizational efficiency (Fullan, 2011). Motivation from both an intrinsic and extrinsic source drives teachers' commitment and dedication. Research demonstrates that teachers who have been Agreed with have advanced, broad understanding, are more active and respond more often toward problem-solving--all of which affect student outcomes and schools themselves, to put it another way (Herzberg, 1968).

Nevertheless, in many schools, problems such as low motivation caused by ineffective

leadership and a lack of incentives to work hard are coupled with limited opportunities for staff development. This ultimately leads to low organizational efficiency in the school. An approach that builds capacity for work at an individual human level could succeed in breaking down barriers to organizational efficiency (Robinson et al., 2008). This study examines the relationship between School Head's Leadership Practices and Teacher's Motivation and their combined impact on organizational Efficiency. By exploring this connection, the research sought to fill literature gaps and provide evidence-based strategies for school leaders wishing to enhance their institution overall.

1.1 Statement of the Problem

This study aimed to explore the role of Leadership Practices and Motivation in Shaping Organizational Efficiency.

Specifically, it sought to answer the following:

1. How do the respondents describe the Leadership Practices of the School Head:
   - 1.1 Modelling the Way;
   - 1.2 Inspiring a Shared Vision;
   - 1.3 Challenging the Process;
   - 1.4 Enabling Others to Act; and
   - 1.5 Encouraging the Heart?
2. How do the respondents describe Motivation with regards to:
   - 2.1 Achievement;
   - 2.2 Recognition;
   - 2.3 Work Itself;
   - 2.4 Responsibility;
   - 2.5 Advancement; and
   - 2.6 Possibility for Growth?
3. How do the respondents perceive Organizational Efficiency in terms of:
   - 3.1 Leadership Efficiency;
   - 3.2 Professional Development Efficiency;
   - 3.3 Resource Management Efficiency;
   - 3.4 School Climate Efficiency; and
   - 3.5 Monitoring Systems Efficiency?
4. Is there a significant relationship between Leadership Practices and Organizational Efficiency?
5. Is there a significant relationship between Motivation and Organizational Efficiency?
6. Singly or in combination, do leadership practices and motivation significantly predict the organizational Efficiency in schools?

1.Methodology

This chapter explained the researcher's methodology for reaching the required findings of the study. It specifically covered research design, population and sample, research instrument, data collection, and data analysis.

The research design used in the study was descriptive-correlational. In this study, a descriptive research design was suitable to investigate the current status of some variables (leadership practices, motivation, and organizational efficiency) and their strengths and weaknesses among public school teachers. A correlational design was used to analyze the association between these variables (Creswell, 2014). Design: This design was adopted to provide a clearer picture of the relationship between leadership practices and motivation and how this relationship accounted for the productivity and

efficiency of their organizations (Babbie, 2010).

The study's respondents were 124 Public Elementary School Teachers of Mulanay II District, Division of Quezon. Teachers' selection was based on random sampling, so each teacher was equally likely to be chosen, and population representativeness was assured.

The sampling design used in this study was random sampling, i.e., any person in the target population had an equal and independent opportunity to be chosen for that sample. This approach was taken to allow for an objective, nonbiased identification of respondents and to reduce the risk of selection bias. The population of the study was 124 teachers in the thirteen (13) Public Elementary Schools of Mulanay II District. All potential participants were identified from the list of all teachers in the school, and a random sample was selected without regard for school, grade, or other characteristics of subgroups. This procedure enabled the study to achieve a representative sample of the district's public elementary school population and to minimize complexity and bias in the selection process.

The research-made survey questionnaire was the primary data-gathering instrument designed particularly for this research. The instrument was divided into four parts: (1) a demographic profile that collected basic information such as Age, Sex, Years of Teaching Experience, Position Rank, Marital Status and Highest Educational Attainment; (2) a section on leadership practices, which measured the extent to which teachers perceived their school leaders exhibiting various leadership practices (Kouzes & Posner, 2017); (3) motivation, which assessed both intrinsic and extrinsic factors affecting teachers' work motivation, based on the Herzberg's Two-Factor Theory (2000); and (4) organizational efficiency, which probed teachers' perceptions of the extent to which their schools had been effective learners on behalf of the students and were creating a positive working atmosphere (Leithwood et al., 2004). 's (2004).

The data collection process was rigorous and ethical to maintain the trustworthiness and robustness of the study. At first, the researcher conceived the research plan by making it closely coherent with the research objectives and methodological goals. The dean's office reviewed and approved the plan according to institutional research guidelines. When their approval was granted, the researcher requested the Schools Division Office (SDO-Quezon), the Public Schools District Supervisor (PSDS), and the School Heads of the schools to allow their students to participate in the research. These permissions were obtained by a Permission Letter explaining the study's aim, procedure, and possible outcomes. By ethical considerations, all participants received an informed consent statement, including the project's aims, that participation was voluntary, and that no information would be disclosed. All participants were informed that they could discontinue participation at any point during the study without punishment. Subsequently, the research supervisor, school heads, and the panel of experts validated the research instruments since they were mapped with the study's objectives and were used in the study. After validation, the questionnaire was administered online via Google Forms to ensure ease of response to the questionnaire and efficient data collection. This approach further allowed participants to complete the survey comfortably and securely while protecting their privacy and with greater time convenience. The researcher followed ethical guidelines at all stages of data collection to ensure the rights of participants. Responses were de-identified, and closed-ended answers were kept securely. The researcher also established transparency by sharing the purpose and development of the study with participants, which helped develop trust and an atmosphere of cooperation.

The data obtained were analyzed through descriptive and inferential statistics. To summarize demographic characteristics of the students and patterns of leadership practices, motivation, and organizational efficiency, we employed descriptive statistics, calling means, Standard deviation (SD), frequency count, and percentages. These actions enabled the researcher to provide a clear portrayal of the condition of those variables among the teachers. Pearson Pearson's correlation coefficient (Pearson r) assessed the interplay of leadership practices, motivation, and organizational effectiveness. The statistical test identified the strength and direction of the association between the variables to find out how leadership and motivation influence organizational outcomes in the educational industry (Pallant, 2020)

2. Results and Discussion

Table 2 ***Perception on Leadership Practices in terms of Modelling the Way***

	Indicators	Mean	SD	Verbal Interpretation
1.	The school head ensures that school policies and programs align with the vision, mission, and goals (PPSSH 1.1.1).	3.76	0.43	Strongly Agree
2.	The school head demonstrates professional and ethical leadership in decision-making (PPSSH 1.1.2).	3.72	0.49	Strongly Agree
3.	The school head ensures that policies and procedures are implemented consistently (PPSSH 1.1.3).	3.70	0.48	Strongly Agree
4.	The school head models accountability and fairness in school governance (PPSSH 1.1.4).	3.68	0.49	Strongly Agree
5.	The school head communicates expectations for integrity and professionalism among teachers (PPSSH 1.1.5).	3.69	0.50	Strongly Agree
	Overall	3.71	0.48	Strongly Agree

Legend: 3.50-4.00 Strongly Agree, 2.50-3.49 Agree,1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree

As seen in Table 2, the respondents strongly agreed the items with the leadership dimension "Modelling the Way". The top-rated item (M=3.76, SD=0.43) confirms that the school heads align the school policies with the institution's vision, mission, and goals. This orientation is observed in the performance of programs such as SBM, Brigada Eskwela, and the LAC sessions. For instance, school heads of Mulanay II District routinely carried out School Improvement Planning (SIP) workshops, which involved stakeholders in strategically setting targets and planning. These joint planning sessions also promoted the school's commitment to excellence in education and ensured that AIPs reflected the organization's shared values. They also facilitated the Learning Action Cell (LAC) on professional ethics, instructional leadership and inclusive education by developing a culture of reflection and ethical decision-making among teachers. Second, by the way they manage the bureaucracy — when school heads conducted periodic performance appraisals that were open and transparent, when they listened to the teaching faculties appeal for an equitable sharing of teaching load, or when recognition awards like the "Gurong Galing" were given to teach staff who rendered nothing but honest-to-goodness work, the school heads were accountable. Their decisions and actions were perceived to be fair and so justifiable. This work, built trust and professionalism within the school community. The school heads also established school monitoring system and scheduled sufficient administrative meetings to ensure consistent implementation of the rules and practices regarding attendance, observation and student behavior, across departments and year levels. School heads undertook capacity-building exercises like in-service training (INSET) and values formation seminars to inculcate honesty and professionalism among teachers. They also exemplified human relations values such as punctuality, fiscal transparency, and respectful communication, thereby establishing the environment in which interaction was expected. These practices made those principles found in PPSSH 1.1.1 to 1.1.5 come alive and made the school a place where the teachers and the learners worked guided by a clear moral compass and a sense of direction and purpose.

These evidences suggest school principals not only feel responsible but also can initiate professionalism, and integrity in schools. School leaders lead by example, hold people accountable by being truthful, upholding policy and procedure, and maintain an environment of trust and respect. This management

style boosts teacher morale and promotes teamwork in continuously improving the school. The Gulayan sa Paaralan, student governance activities, and teacher mentoring systems prove how integrity and ethical leadership become part of the school's everyday practices, mirroring the choice of school heads to show the way.

These results parallel previous work highlighting the importance of good leadership within educational settings. Kouzes and Posner's (2021) model of leadership whether exemplary leaders approach determines the extent to which an organizational leader engages in alignment, suggesting that by being explicit about values and by role modelling them congruently with the organization vision, mission, and goals which is one of the highest rated measures of aligning policies with organization vision, mission, goals. Similar conclusions can be inferred from educational leadership researchers as well who consistently reports stability of leadership as a major factor that can significantly improve shared school commitment and job satisfaction for teachers (Hallinger & Wang, 2021). Moreover, while the least scored, modeling accountability, fairness and ethics, remained highly practiced and important, reiterating previous research highlighting transparency and fairness as paramount for trust building and perceived leadership effectiveness in academic institutions (Northouse, 2021).

Table 3 Perception on Leadership Practices in terms of Inspiring a Shared Vision

Indicators	Mean	SD	Verbal Interpretation
1. The school head collaborates with stakeholders to develop strategic school improvement plans (PPSSH 1.2.1).	3.69	0.48	Strongly Agree
2. The school head ensures that policies and strategies support the shared school vision (PPSSH 1.2.2).	3.68	0.49	Strongly Agree
3. The school head communicates the school's priorities through structured planning sessions (PPSSH 1.2.3).	3.66	0.52	Strongly Agree
4. The school head monitors and evaluates school-wide progress in achieving set objectives (PPSSH 1.2.4).	3.72	0.47	Strongly Agree
5. The school head aligns institutional goals with national education policies (PPSSH 1.2.5).	3.72	0.45	Strongly Agree
Overall	3.69	0.48	Strongly Agree

Legend: 3.50-4.00 Strongly Agree, 2.50-3.49 Agree,1.50-2.49 Disagree,1.00-1.49 Strongly Disagree

Table 3 indicates the respondents' perceptions of leadership practices on Inspiring a Shared Vision; all indicators have a score translated as "Strongly Agree. The average mean score of 3.69 (SD = 0.48) suggests that respondents believe visionary leadership exists in the schools. The most highly rated (M = 3.72) evidence includes monitoring school-wide progress and alignment of institutional goals with national education policies by heads of school. These were school-level initiatives such as BEDP and the SMEPA cycles. Conversely, the item with the smallest M (M = 3.66) corresponds to communicating school priorities through structured planning processes, a dimension with potential for further development regarding leadership communication.

These suggest that in the Mulanay II District, the school heads exercise inclusive and policy-driven leadership, service, development of a shared vision and school improvement monitoring are all concerned with stakeholder involvement. Brigada Eskwela Consultative Meetings, Parents-Teachers Association assemblies and School Governing Council planning are examples of how they promote collaboration. When school leaders engage community members in the development and assessment of the School Improvement Plan (SIP), there is an overall shared responsibility and commitment toward the

direction of the school. Moreover, they engage in well-organized midyear and end-of-year performance reviews, consistency with DepEd's guidelines, e.g., Philippine Professional Standards for School Heads (PPSSH), evidenced-based and policy-driven leadership.

Kouzes and Posner (2012) explain that leaders can inspire a shared vision when they enlist others through appeal to common aspirations for the future. This is consistent with Hallinger's (2011) research that demonstrates the importance of articulating a vision and strategic purpose that staff at all levels of the organization can unite under. In contrast to findings in which school heads operated without purposeful communication channels (Nguni et al., 2006), the school heads in Mulanay II exhibit responsive planning and working within national frameworks. But the "communicating the school priorities" rating was a bit less, so maybe despite the clarity of the vision, there is a call for more iterative and co-constructive planning sessions to go deeper with understanding and buy-in.

Table 4 Perception on Leadership Practices in terms of Challenging the Process

	Indicators	Mean	SD	Verbal Interpretation
1.	The school head encourages teachers to adopt evidence-based instructional strategies (PPSSH 3.2.1).	3.69	0.47	Strongly Agree
2.	The school head regularly evaluates teaching and learning processes for effectiveness (PPSSH 3.2.2).	3.59	0.54	Strongly Agree
3.	The school head supports teachers in refining assessment and reporting systems (PPSSH 3.2.3).	3.66	0.48	Strongly Agree
4.	The school head promotes collaboration for research-driven curriculum development (PPSSH 3.2.4).	3.60	0.54	Strongly Agree
5.	The school head ensures that innovative practices are implemented and monitored for impact (PPSSH 3.2.5).	3.65	0.48	Strongly Agree
	Overall	3.64	0.50	Strongly Agree

Legend: 3.50-4.00 Strongly Agree, 2.50-3.49 Agree,1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree

Table 4 shows how respondents perceived leadership practices based on Challenging the Process. The ratings of all indicators on the scale reflected mean scores that amounted to "Strongly Agree" with a total mean of 3.64 (SD = 0.50). The indicator with the highest average score (M = 3.69, SD = 0.47) pertains to school heads promoting evidence-based instructional practices among the teachers. This was manifested in Mulanay II District regarding the advocacy for Differentiated Instruction, Project-Based Learning, and Reading Recovery Programs. School heads conducted Learning Action Cell (LAC) sessions to incorporate updated pedagogies including that of the Most Essential Learning Competencies (MELCs) framework to make learning contextually relevant based on the learners' needs and academic performance. All indicators were considered relatively high overall, the lowest mean score (M = 3.59, SD = 0.54) was in the dimension of periodically assessing teaching and learning processes. Although what took place was classroom observation and post observation conferences, the data suggest that the evaluation might be compliance more than developmental in orientation. To build up in this area, the school heads in the district contemplated taking part in Instructional Rounds, Peer Coaching and Formative Observation Tools to enhance reflective teaching and improvement. The district has also rolled out a district-wide approach such as Project LEaD (Learning Effectiveness and Development) that provides feedback mechanisms for teachers to improve over time. Finally, the continued development of the Performance Monitoring and Coaching Plan (PMCP) continues to deepen the culture of evidence based and data driven instruction.

These findings are complemented by Kouzes and Posner's (2012) leadership principle that highlights the role of 'Challenging the Process' by being innovative, taking risks, and continually looking for ways to get better. Heads of schools in Mulanay II District do this by encouraging research-based and creative classroom practices. According to Leithwood et al. (2006): effective school leaders create a culture in which staff feel supported to try new things, reflect on the success of those things and work collaboratively. This can be seen in the efforts towards developing a collaborative curriculum such as through the (SLAP) School Learning Action Plan and Action Research Congress held at the district level. Contrary to schools that rigidly adhere to tradition and concentrate in a suppressed tradition of innovation (Nguni et al., 2006) schools in Mulanay II are embarking on dynamic leadership that builds professional learning and foster instructional innovation.

Table 5 Perception on Leadership Practices in terms of Enabling Others to Act

Indicators	Mean	SD	Verbal Interpretation
1. The school head ensures that teachers have access to continuous professional development (PPSSH 2.1.1).	3.74	0.44	Strongly Agree
2. The school head promotes collaborative learning through professional learning communities (PLCs) (PPSSH 2.1.2).	3.71	0.46	Strongly Agree
3. The school head delegates leadership responsibilities equitably among staff (PPSSH 2.1.3).	3.61	0.55	Strongly Agree
4. The school head ensures that mentoring and coaching programs support teacher growth (PPSSH 2.1.4).	3.69	0.48	Strongly Agree
5. The school head removes unnecessary administrative burdens to allow teachers to focus on instruction (PPSSH 2.1.5).	3.51	0.62	Strongly Agree
Overall	3.65	0.51	Strongly Agree

Legend: 3.50-4.00 Strongly Agree, 2.50-3.49 Agree,1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree

Table 5 depicts Stakeholder perceptions of leadership here practising in the dimension –of "Enabling others to act". All the indicators are "Strongly Agreed" as the mean values fall between 3.51 and 3.74. The indicator with the highest value (mean = 3.74; SD = 0.44) captures that the school head regularly ensures teachers have access to continuous professional development. On the other hand, the item that scored the least (mean = 3.51; SD = 0.62), pragmatic as well, is about the effort made by the school head in reducing administrative tasks so that teachers can concentrate more on teaching. The average score of 3.65 (SD = 0.51) reflects the participants' belief in the effectiveness of leadership practices in enabling teachers and fostering collaborative interaction.

One of the most visible examples was offering in-service training. The school heads frequently organized and conducted In-Service Training (INSET) and performed roles in NEAP-accredited training programs. They likewise made available the webinars of the Division of Quezon, in collaboration with other institutions, to have access not simply to professional development at the school level but also to regional and national events. School administrators also emphasized collaborative learning within Professional Learning Communities (PLCs). These were enacted during monthly LAC sessions that involved teachers sharing reflections, co-constructing lesson plans and peer-evaluating classroom practices. Leaders were named to oversee the training sessions at the school level, and the district left it to individual schools to structure the release of faculty to attend, making instructional leadership a

decentralized policy. In addition, the school leaders set up peer coaching, where the experienced teacher, often in the Africanistic tradition of supervising collective coaching, supports teachers to teach and cope—in terms of methodology in pedagogical materials development and emotional stance. The "Bantay-Guro" Mentoring Program in certain schools, for instance, was created to support young teachers in managing their classrooms, developing lesson plans, and evaluation. In order to address the fair distribution of leadership roles, the school heads established the School-Based Committees such as the School Disaster Risk and Management (SDRRM) Team, Child Protection Committee, and School-Based Feeding Program (SBFP) Committee, who assumed leadership roles together with their teachers. This promoted collective responsibility and distributed leadership. However, as much as these ideas had been widely pursued, teacher feedback suggested that teachers were still distracted from their students by administrative requirements – whether due to multiple or cumbersome forms of reporting and documentation. Some heads responded by introducing in-house streamlining measures – including standard report templates. These initiatives signaled an emerging realization on the part of school leaders of the necessity of shielding teachers from the destruction of their time for instruction so they could concentrate instead on learner success.

These results are based on the enabling leadership framework, as indicated by Kouzes and Posner (2012), which focuses on how leaders empower others by developing their competence and sharing responsibility and trust. According to Leithwood et al. (2004), trusting relations among teachers foster innovation and student achievement. The practices observed in Mulanay II were in line with these principles, particularly in building collaborative cultures and professional learning. However, as reported by Nguni et al. (2006), scores are modestly lower regarding administrative pulling back and leadership handing over, and long-standing hierarchical proclivities exist within certain schools.

Table 6 Perception on Leadership Practices in terms of Encouraging the Heart

Indicators	Mean	SD	Verbal Interpretation
1. The school head ensures that teacher accomplishments are acknowledged and rewarded (PPSSH 4.2.1).	3.61	0.52	Strongly Agree
2. The school head provides timely and meaningful feedback to support teacher development (PPSSH 4.2.2).	3.68	0.50	Strongly Agree
3. The school head develops programs that promote teacher well-being and motivation (PPSSH 4.2.3).	3.60	0.57	Strongly Agree
4. The school head fosters a school culture that values teacher contributions (PPSSH 4.2.4).	3.65	0.53	Strongly Agree
5. The school head ensures that recognition practices are equitable and merit-based (PPSSH 4.2.5).	3.62	0.52	Strongly Agree
Overall	3.63	0.53	Strongly Agree

Legend: 3.50-4.00 Strongly Agree, 2.50-3.49 Agree,1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree

Table 6 shows the respondents' perceptions of the dimension "Encouraging the heart". In this dimension, all measures were between 3.60 and 3.68 (on average) in the sense of "Strongly Agree". The highest means score (3.68, SD = 0.50) was for providing timely and constructive feedback that contributes to teacher growth by the school head. The lowest rated factor (mean = 3.60; SD = 0.57) indicates personal development of programs to support teacher well-being and motivation. The overall mean (3.63, SD = 0.53) points to a fairly consistent perception by respondents that the leadership in acknowledging and valuing teachers' input is effectively enacted in the school.

In Mulanay II District, the "Encouraging the Heart" leadership practice was done through the different recognition, feedback, and well-being programs that the school heads did to boost morale and build a support system. The most strongly endorsed practice—feedback is timely and helpful (M = 3.68)—was reflected in the way school leaders engaged in post-observation conferences, performance-review conversations, and classroom walkthrough reflections. These sessions were formative and summative, as they were strengths-based, areas-for-improvement/team targets-based, and individualized. Principals made sure it was public and immediate when the way to go, such as honouring creative classroom strategies at flag ceremonies, school bulletins, and faculty meetings, creating a climate for appreciation. Moreover, headteachers of schools in the division employed official recognition mechanisms to recognize teachers' merit and commitment. Criteria included Gurong Huwaran Awards, Perfect Attendance Certificates and Teacher Appreciation Month. These programs also helped to foster a sense of community and professional pride. Teachers who volunteered or extended themselves during Brigada Eskwela and remedial reading programs were cited publicly. Those repeated acts of encouragement helped build emotional attachment and loyalty among the staff, strengthening their buy-in to the school's mission. However, the lower average score on developing programs to enhance teacher well-being and motivation was observed (M = 3.60), indicating that structured and ongoing support accompanying only the recognition was also necessary. These activities embody that the school heads of Mulanay II effectively invoke the heart through feedback and praise. However, scaling up systematic support to the teachers' wellness could significantly enhance the school culture and lessen exhaustion.

The findings are consistent with long-held theories on educational leadership, such as Kouzes and Posner's (2021) focus on recognizing and rewarding achievements to promote engagement and a favourable school climate. High marks for prompt feedback align with Northouse's (2021) proposition that leaders must focus on substantive interactions that foster trust and support ongoing growth. Hallinger and Wang (2021) also emphasize the need for holistic programs that aim at promoting teacher well-being and motivation and ensuring a healthy working educational system. While practices in current leadership are given high average scores, the relatively lower score about teachers' well-being programs is also in line with recent literature recommendations that school leaders should at least place the same emphasis on teachers' emotional and mental well-being as professional recognition of, if sustainable organization effectiveness and retention of teachers are to be achieved (Hallinger & Wang, 2021; Northouse, 2021).

Table 7 Summary Table as to Perception on Leadership Practices

Subscales	Mean	SD	Verbal Interpretation
Modelling the way	3.71	0.48	Highly Practiced
Inspiring a shared vision	3.69	0.48	Highly Practiced
Challenging the process	3.64	0.50	Highly Practiced
Enabling others to act	3.65	0.51	Highly Practiced
Encouraging the heart	3.63	0.53	Highly Practiced
Overall	3.66	0.50	Highly Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced,1.50-2.49 Somewhat Practiced, 1.00-1.49 Not Practiced)

Table 7 presents participants' views about leadership practices in five subscales: "Modelling the way, "Inspiring a shared vision," "Challenging the process," "Enabling others to act" and "Encouraging the heart. All subscales had a mean score of "Highly Practiced" (3.63-3.71). The second part of the statement was rated highest ("Modelling the way") (mean = 3.71; SD = 0.48), with which the rating

shows strong consensus towards consistency and honesty on the part of school heads in their leadership "Modelling the way". In contrast, "Encouraging the heart" scored lower in the mean of the samples (3.63; SD = 0.53), though it is within an average high score. The global mean (3.66; SD = 0.50) indicates respondents view leadership practices as relatively effective on all dimensions used in this study.

The results of these analyses indicated good, equal management quality in certain important areas of the school. The high scores on the "Modelling the way" and "Inspiring a shared vision" dimensions suggest a good congruence between leadership behaviours, organizational values and shared purpose. However, while still positive, the lower rating in "Encouraging the heart "might indicate a necessity to enhance schools with practices focusing explicitly on recognition, feedback, and the emphasis on teacher well-being. Strategic improvements in these areas may increase organizational commitment and teacher satisfaction, which may, in turn, support long-term improvements in instruction and the school's performance.

The findings are consistent with the transformational leadership model of Kouzes and Posner (2021) and suggest that the rated dimensions are essential for effective leadership in organizations. High scores for "modelling the way" further underscore that role modelling and ethical behaviour are critical in building trust and organizational effectiveness (Northouse, 2021). The relatively lower score in "Encouraging the heart" reflects similar concerns in recent educational leadership research, which imply that. In contrast, recognition practices are generally strong, there is an opportunity to promote more holistic teacher support programs (including emotional and motivational dimensions) (Hallinger & Wang, 2021). Therefore, while a strong overall leadership practice is supported, the literature indicates that continued investment in emotional and psychological support processes may result in an even greater return.

Table 8 Perception on Respondents' Motivation in terms of Achievement

Indicators	Mean	SD	Verbal Interpretation
1. My teaching performance is measured through clear and fair performance benchmarks.	3.67	0.49	Strongly Agree
2. I feel a sense of accomplishment when students achieve learning milestones.	3.81	0.42	Strongly Agree
3. The school provides opportunities for me to improve instructional strategies.	3.61	0.49	Strongly Agree
4. My contributions to student success are recognized through structured evaluations.	3.67	0.51	Strongly Agree
5. I experience professional growth when I reach my teaching and career goals.	3.75	0.45	Strongly Agree
Overall	3.70	0.47	Strongly Agree

Legend: 3.50-4.00 Strongly Agree, 2.50-3.49 Agree,1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree

As indicated in Table 8, students' motivation perceptions are listed on the dimension of "Achievement." With the "Strongly Agree" falling in the middle (if not the exact middle) of the range, respondents' average ratings of every indicator fell between 3.61 and 3.81. The highest rated indicator (mean = 3.81; SD = 0.42) is the teachers' feeling of success when students reach learning targets. You can see this during quarterly recognition programs, reading remediation celebrations, and culminating events (i.e., the Science Fair, the Math Festival, and English Week), where the students' results are acknowledged, and the teachers' hard work is commended." Teachers' pride and fulfilment come from seeing students top the National Achievement Test (NAT), show improvement in the Essential Learning Competency (MELC), or literacy-focused projects, including Every Child a Reader Program (ECARP). The (already relatively low) mean score for 'availability of opportunities to develop an instructional

strategy instead (M = 3.61, SD = 0.49) implies that, while teachers are satisfied with their student's progress, institutional support in promoting teaching innovation and capacity development may lag. While LAC and District Training Programmes are organized regularly, they may not be differentiated / enriched for emerging needs in teaching. Some teachers also wished for greater exposure to content-specific workshops, demo-teaching models, and digital and blended learning platforms, particularly in the aftermath of the pandemic education scenario. Overall, the strong motivational context reflected in the 3.70 overall mean suggests that personal and professional achievement still is a major motivating force that propels teacher engagement and productivity inclined to that of Mulanay II District. According to Herzberg's Motivation-Hygiene Theory, intrinsic motivators/psychological factors – including recognition of success and promotion – are relevant for job satisfaction and performance. To maintain this, school leaders might consider extending the Professional Development Plan (PDP), increasing the teacher-led innovation showcases, and influencing inter-school networking, where good practice and teaching and learning strategies can be exchanged. These techniques would improve pedagogical skills and enrich teachers' feelings of success in a collegial and future-oriented school climate.

The findings indicate that student success and personal professional development motivate respondents, and they focus on internal motivators related to accomplishment and recognition for their contribution to work. This highlights the need to build settings that illustrate a clear line from the efforts of teachers to the outcome for students. On the other hand, the lower score for instructional improvement opportunities suggests that, although teachers are highly motivated, additional focused support may be needed to improve teaching. Therefore, school administration may also incentivize teachers by providing more organized staff development opportunities to enhance instruction.

The results are consistent with Herzberg's motivation theory, which identifies achievement as one of the strong intrinsic motivators that play an important role in an employee's satisfaction and performance level (Herzberg et al., 1959, as quoted in (Robbins & Judge, 2021)). The most highly rated motivations positioned on the feeling of accomplishment on pupils' success corresponds with research promoting the intrinsic factors such as recognition and achievement as important in teacher motivations and continuance (Kouzes & Posner, 2021). However, the slight decline in the rating regarding opportunities for instructional improvement is consistent with findings emerging from some of the more recent educational research that indicates schools need to make continued and structured investments in teacher development in order to maintain or enhance teacher motivation and instructional quality (Hallinger & Wang, 2021; Northouse, 2021).

Table 9 Perception on Respondents' Motivation in terms of Recognition

Indicators	Mean	SD	Verbal Interpretation
1. The school formally recognizes outstanding teaching performance (e.g., awards, promotions).	3.56	0.58	Strongly Agree
2. I receive timely and constructive feedback from supervisors and colleagues.	3.54	0.56	Strongly Agree
3. My contributions are acknowledged in school-wide meetings, reports, or events.	3.54	0.53	Strongly Agree
4. The school fosters a culture of peer appreciation and recognition.	3.56	0.53	Strongly Agree
5. Recognition systems in my school are transparent, equitable, and based on merit.	3.56	0.58	Strongly Agree
Overall	3.55	0.55	Strongly Agree

Legend: 3.50-4.00 Strongly Agree, 2.50-3.49 Agree,1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree

Table 9 depicts the respondents' views on motivation for the "Recognition". Mean scores for all indicators ranged between 3.54 and 3.56, consistently indicating "Strongly Agree." The items "The school has an official recognition of excellent teaching" and "Mine is a school that celebrates the appreciation of peers" as well as "The recognition systems in my school are clear, fair and based on merit" shared the highest scores (mean = 3.56). The indicators relating to timely feedback received time to praise in school meetings or reports achieved a slightly lower mean of 3.54 each. Recognition was also reported as an important factor for motivation, frequently felt by most participants and highly rated, with a mean score of 3.55 (SD = 0.55).

In Municipality of Mulanay II, awarding is widely observed during the quarterly and annual recognition rite for "Gurong Huwaran", "Most Innovative Teacher", and "Model Classroom Manager" awards. Public recognition of teachers often occurs in big school gatherings such as the Culminating Program for Brigada Eskwela, Foundation Day or World Teachers' Day, where teachers are praised for outstanding teaching, leading the school's activities or caring about students. These are motivational and contribute to a positive school environment with committed excellence. We can also see the culture of peer appreciation reflected in day-to-day school life. Teachers in Mulanay II are used to acknowledging one another in small ways, such as through shout-outs in flag ceremonies, birthday greetings on bulletin boards, or simple messages of appreciation written in the faculty chat groups or teacher journals. School leaders endorse these practices by promoting team celebrations (e.g., following successful school projects such as model performance at the district level or school-based reading intervention success). These collective affirmations of recognition promote social bonding, psychological safety, and belongingness among teachers. The transparency and equity of recognition systems, as represented through rubrics and performance-based approaches, strengthen the legitimacy and support for them within schools. Even though the averages were lower for timely feedback and recognition in school-wide meetings (M = 3.54), the teachers still felt significant recognition. However, this 'Find' also suggests a venue for senior leadership to institutionalize more immediate and informal feedback, such as sending short, notes or digital certificates through group chats and repurposing part of a faculty meeting time to celebrate successes, including those like lesson innovations or student successes under a teacher's tutelage.

The high score and reliability imply that the recognition policy can be used as a practical approach to motivating teachers and fostering a positive and validating school atmosphere. There is something especially motivating about formal recognition, transparent merit-based structures, and peer acknowledgement, and these findings highlight the importance of structured acknowledgement for teachers' morale and job satisfaction. However, the somewhat weaker scores of timely feedback and public recognition suggest there may be a value in improving the consistency and visibility of these experiences. Improving such practices could have additional implications for overall motivation, which could sustain employees' professional enthusiasm and organizational commitment.

These findings are consistent with motivational theories, particularly Herzberg's Two-Factor theory, which emphasizes recognition as an important motivator and correlate of job satisfaction (Robbins & Judge, 2021). As suggested by Kouzes and Posner (2017), the impact of acknowledgement is substantial on both commitments to the organization and people's motivation/ performance, which resonates well with the participants' importance of the structured practices of acknowledgement and appreciation. The slightly lower scoring on feedback as a practice also coincides with research that emphasizes the importance of timely and helpful feedback to reinforce desired behaviours and continue to inspire educators (Northouse, 2021; Hallinger & Wang, 2021).

Table 10 Perception on Respondents' Motivation in terms of Work Itself

Indicators	Mean	SD	Verbal Interpretation
1. My teaching responsibilities align with my skills, expertise, and interests.	3.70	0.46	Strongly Agree
2. The school provides flexibility in lesson planning and instructional design.	3.61	0.51	Strongly Agree
3. My work engages me intellectually and professionally.	3.70	0.46	Strongly Agree
4. I feel challenged and motivated to develop innovative teaching strategies.	3.69	0.46	Strongly Agree
5. My school ensures that administrative tasks do not interfere with effective teaching.	3.58	0.59	Strongly Agree
Overall	3.66	0.49	Strongly Agree

Legend: 3.50-4.00 Strongly Agree, 2.50-3.49 Agree,1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree

The quality that most motivates respondents is the "Work Itself," as shown in Table 10. All these indicators were rated as "Strongly Agree", with a score ranging from 3.58-3.70. Two individual items on the survey showed both the highest mean scores: "My teaching responsibilities are consistent with my skills, expertise, and interests" and "My work stimulates me intellectually and professionally" (both 3.70; SD = 0.46). Contrarily, the item reflecting administrative responsibilities as barriers to effective teaching obtained the lowest mean score (mean = 3.58; SD = 0.59), indicating some minimal concerns in this category. This aggregated relating factor of 3.66 (S.D. = 0.49) confirms that the respondents Strongly Agree due to the nature of the work, which connects with the intrinsic factors that are regarded directly to a specific profession and intellectual stimulation.

In Mulanay II, The most highly rated indicators— "My teaching responsibilities match my abilities, knowledge, and interests" and "My work is intellectually stimulating and professionally rewarding" (M = 3.70)— illustrate that most teachers find satisfaction and intellectual engagement in their day-to-day teaching. This congruence can be observed in the way teachers are most frequently placed to teach subject areas in which they excel. Active participation in curriculum contextualization, lesson exemplars, action research, (and) district demo teaching further engagement there. These kinds of tasks engage teachers intellectually and give them opportunities for professional creativity, critical analysis and educational innovation. Think creatively. Teachers of Mulanay II also shared that they were involved in the planning and implementing of school improvement programs, including conducting remedial reading programs, co-curricular clubs, or subject-based competitions (e.g., Math and Science Quiz Bee). These activities not only utilize talents and passions but also provide meaningful teaching-moments that are beyond the classroom lecture. They offered something significant and valuable to work on, which helps cement Herzberg's argument that, for work to be truly engaging, it must offer opportunities for achievement, recognition, and responsibility.

What is more, school leaders frequently consult teachers on new lessons, classroom management approaches and support for pupils, thus enhancing their involvement in meaningful work. Nonetheless, the somewhat lower mean score (M = 3.58) regarding administrative tasks being an obstacle to teaching indicates some ongoing concern that non-teaching responsibilities can be a barrier to effective pedagogy. This is the problem in many public elementary schools where teachers are not only required to report writing, filing, and documenting school-based validation. Although essential, they can take time away from lesson planning and student engagement. In this challenge, some schools in the district have implemented approaches (team-based reporting, using a standardized report form, using LGU-funded clerical time or interns) to address them. These initiatives are intended to cut administrative red tape and give teachers more time to do what they do best – teach and inspire students.

Going forward, by institutionalizing these support systems, we can protect these intellectually rewarding features of teaching as a way to inspire and maintain good teaching.

These findings strongly suggest that, for teachers, work-related intrinsic satisfaction is related to their job content through intellectual distraction, skills discretion and the opportunity to be innovative. High motivation in these two dimensions probably has a good impact on their performance, satisfaction and attachment. Nonetheless, the relatively low score in administrative burdens may be where leaders can influence a positive motivational outcome. Solving bureaucratic work problems for teachers may enable them to be more fully devoted to their primary instructional responsibilities, subsequently increasing job satisfaction and impact in the classroom overall.

Results strongly support Hackman and Oldham's (1980) Job Characteristics Model, which suggests that intrinsic job characteristics like skill variety, task identity and meaningfulness of work are strong determinants of employee motivation and satisfaction (Robbins & Judge, 2021). Likewise, Kouzes and Posner (2017) contend that professional congruity and mental activity are closely linked to higher motivation and performance levels within educational environments. However, the lower administrative interference score reflects concerns noted in educational leadership literature related to excessive administrative exactions that may counterproductively affect teacher motivation and effectiveness (Northouse, 2021; Hallinger & Wang, 2021). Nevertheless, a focus on workload management has the potential to improve motivation in terms of job satisfaction and instructional efficacy, although motivation per se still seems strong overall.

Table 11 Perception on Respondents' Motivation in terms of Responsibility

Indicators	Mean	SD	Verbal Interpretation
1. I am entrusted with decision-making authority in my teaching methods.	3.59	0.53	Strongly Agree
2. The school assigns leadership roles and responsibilities to teachers fairly.	3.59	0.49	Strongly Agree
3. I feel accountable for my students' progress and school performance.	3.75	0.44	Strongly Agree
4. I have opportunities to lead school projects, initiatives, or academic programs.	3.54	0.52	Strongly Agree
5. I am encouraged to contribute to school decision-making processes.	3.61	0.49	Strongly Agree
Overall	3.62	0.49	Strongly Agree

Legend: 3.50-4.00 Strongly Agree, 2.50-3.49 Agree,1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree

Table 11 presents the respondents' perceptions regarding the motivational factor "Responsibility." Mean scores ranged between 3.54 and 3.75; all items were rated "Strongly Agree." The strongest indicator (highest rated) is that teachers feel responsible for their student's progress and the school as a whole; mean of 3.75, SD = 0.44, which presents itself in the form of teachers actively monitoring and intervening in student performance (i.e. remedial classes, home visitation programs, use of learner progression-tracking methodologies including Individual Remediation Plans and Reading Recovery Monitoring Sheets). Teachers also take extra charge outside the class by attending or assisting in NLC sessions to give more time and extend support to challenged learners in line with the MELCs. Practitioners' school heads further develop this professional accountability perception in performance review meetings and School Monitoring, Evaluation and Adjustment (SMEA) conferences, in which learner outcomes are closely associated with teachers' input and effort. Moreover, many teachers in this district show responsibility for school-wide results as they start or continue many school-based projects such as the Gulayan sa Paaralan Program, School-Based Feeding Program (SBFP) and Brigada Eskwela. These events demonstrate how responsibility is embedded in instruction, as well as in school operations and community service. Teachers support school readiness, work on resource mobilization and

stakeholder collaboration, and frequently take on additional tasks beyond their responsibilities. This dedication amounts to a labour of love and an unquestioned professional identification in which teachers understand themselves as central to the school's success. However, the slightly lower opportunity to take leadership in school projects (M = 3.54) indicates that although teachers want to assume responsibilities, they might not necessarily get formal leadership roles or the autonomy to plan advocacies. Some leadership functions are reserved for particular coordinators or higher-ranked staff, providing less active roles for the rest. To remedy this situation, school heads in Mulanay II are finding new ways to develop more inclusive and shared leadership positions—such as creating teacher-led committees, trying out subject area leadership on a rotating basis under mid-career teachers, and appointing mid-career teachers to take the lead on campus journalism, environment, or student club projects. Embedding such a practice can also facilitate shared leadership and grow teachers' capacity and motivation by valuing them as contributors to the school's direction and success.

The high ratings indicate a strong sense of responsibility among participants, particularly regarding student achievement and school performance. This accountability is a natural incentive and supports the quality of service these professionals commit to. However, the less-than-stellar score around leadership opportunities indicates that there may be space to offer more leadership responsibilities and roles. Providing teachers with additional, more formal chances to take the initiative in ensuring improved school mission fulfilment would improve their sense of autonomy, motivation, and commitment to the organization as well.

These results are consistent with motivational theories and the importance of responsibility as an intrinsic factor influencing employee motivation, particularly Herzberg's Two-Factor Theory, which also identifies responsibility and accountability as essential motivators (Robbins & Judge, 2021). Similarly, Kouzes and Posner (2017) stress that leadership experiences significantly increase employee motivation and organizational commitment. The relatively low score for leadership opportunity corroborates the work of Chen and Hallinger (2019) and Hallinger and Wang (2021), who have argued that actively engaging teachers in leadership activities is critical for professional development and motivation. Therefore, while system responsibility is a potent motivator for respondents, greater access to participatory leadership may improve teacher satisfaction and organizational outcomes.

Table 12 Perception on Respondents' Motivation in terms of Advancement

Indicators	Mean	SD	Verbal Interpretation
1. My school provides a structured career progression system for teachers.	3.56	0.53	Strongly Agree
2. There are opportunities for professional development and leadership training.	3.65	0.48	Strongly Agree
3. I receive support for graduate studies, certifications, or specialization.	3.39	0.66	Agree
4. My promotion opportunities are based on merit and performance evaluations.	3.57	0.56	Strongly Agree
5. I have access to networking, research, and career mentoring programs.	3.38	0.61	Agree
Overall	3.51	0.57	Strongly Agree

Legend: 3.50-4.00 Strongly Agree, 2.50-3.49 Agree,1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree

Table 12 returns respondents' views on motivation to "Advancement." The scores of the indicators varied from positive 3.38 ("Agree") to 3.65 ("Strongly Agree"). The indicator with the highest rating (mean = 3.65, SD = 0.48) The highest-rated indicator (M = 3.65, SD = 0.48), about the availability of professional development and leadership training, also corresponds to current endeavors such as periodic attendance to District and Division INSETs, Leadership Capability Trainings for Subject Coordinators, and DepEd-recognized webinars on curriculum and instructional leadership. School

leaders openly support and advocate for teachers to participate in these learning sessions, and some school leaders are used as LAC session hosts/facilitators and/or demo teachers, increasing their visibility and leadership self-efficacy in the district. These career ladders represent career pathways and indicate that leadership regards development as an agenda. On a second set of scales, however, the scores on the subscales are much lower; these are related to access to networking, research, mentoring programs (mean = 3.38; SD = 0.61) and support with graduate studies and certifications (mean = 3.39; SD = 0.66) on the "Agree" side. These results reveal that the sample's average is still moderate at 3.51 amongst a "Strongly Agree" range, meaning substantial diversity exists in the institution to mandatory motivation support.

The mixed scores indicate that participants appreciate opportunities for advancement but find that support at the organizational level is not consistent, specifically in grad school assistance, certifications, networking, and mentorship activities. Whereas the professional development and leadership training had the highest rating, which indicates strength in existing systems, the lowly-rated indicators pointed toward opportunities for targeted interventions. Better support for higher education, certificates, and mentoring would go a long way to increase general motivation, job satisfaction, and professional commitment among teachers.

These results are consistent with Herzberg's two-factor theory of employee motivation, in which opportunities for advancement and professional growth are critical intrinsic determinants of employee satisfaction (Robbins & Judge, 2021). The relatively lower scores for support in graduate years and career mentoring are consistent with Hallinger and Wang (2021), who call for systematic and supported career development as important for sustained teacher motivation and institutional effectiveness. Kouzes and Posner (2017) state that offering specific paths to advancement and support are key drivers of increased organizational commitment and retention. Therefore, while training and development motivate respondents currently, greater institutional commitment to formal career progression and support mechanisms could result in significantly improved sustained motivation and longer-term career growth.

Table 13 Perception on Respondents' Motivation in terms of Possibility for Growth

Indicators	Mean	SD	Verbal Interpretation
1. My school offers continuous professional development that aligns with my career goals.	3.55	0.58	Strongly Agree
2. I have access to mentorship and peer learning opportunities.	3.51	0.56	Strongly Agree
3. Training and seminars provided by my school enhance my teaching skills.	3.58	0.54	Strongly Agree
4. I am encouraged to engage in action research, innovation, and best practices.	3.56	0.53	Strongly Agree
5. The school supports my participation in conferences, workshops, and education summits.	3.53	0.59	Strongly Agree
Overall	3.55	0.56	Strongly Agree

Legend: 3.50-4.00 Strongly Agree, 2.50-3.49 Agree,1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree

The "Possibility for Growth" is another factor in which the respondents' perception of motivation was in the report in Table 13, but Table 13 shows the respondents' motivation. "Strongly Agree" is matched by all the indicators, and their mean scores vary between 3.51 and 3.58. The third highest item (mean = 3.58; SD = 0.54) is training or seminars provided by the school that help develop teachers' abilities. This is evident with the district's persistent conduct of In-Service Training (INSETs) and Learning Action Cell (LAC) sessions. They are generally conducted in partnership with Division Education Program Supervisors or master teachers and are designed based on performance gaps identified in classroom observations and learner performance. The lowest-rated subcategory (mean = 3.51; SD = 0.56) is mentor and peer access learning opportunities. On average (mean = 3.55; SD = 0.56), the respondents report similar motivation provided by opportunities for professional development

inside the bank.

These results reveal that the participants value structured training, professional development programs, and opportunities to grow as contributing to their motivation and professional commitment. The favourableness of available training and workshops suggests efficacy in responding to teachers' professional development needs. However, the lower mentorship and peer learning scores indicate room for improvement. Enhancing peer cooperation and mentor programs might also enhance teacher professional development and job satisfaction, leading to greater teaching quality.

The findings correspond well with recent educational research focusing on ongoing professional development being a key factor for teacher motivation and the overall effectiveness of the institution (Hallinger & Wang, 2021). Kouzes and Posner (2017) also particularly note that growth in mentoring and peer learning are essential features of effective professional settings. The decline in peer learning scores could be attributed to the work of Northouse (2021), who reports that peer and mentorship programs are significant and help teachers return and teach effectively. Improving these areas may bring additional motivational gains, leading to sustained professional involvement and organizational performance.

Table 14 Summary Table as to the Perception on Respondents' Motivation

Indicators	Mean	SD	Verbal Interpretation
Achievement	3.70	0.47	Highly Motivated
Recognition	3.55	0.55	Highly Motivated
Work Itself	3.66	0.49	Highly Motivated
Responsibility	3.62	0.49	Highly Motivated
Advancement	3.51	0.57	Highly Motivated
Possibility for Growth	3.55	0.56	Highly Motivated
Overall	3.60	0.52	Highly Motivated

Legend: 3.50-4.00 Highly Motivated, 2.50-3.49 Motivated,1.50-2.49 Somewhat Motivated, 1.00-1.49 Unmotivated)

The motivational profile of respondents across six subscales: Achievement, Recognition, Work Itself, Responsibility, Advancement, and Possibility for Growth is presented in Table 14. All the Subscales were scored "Highly Motivated", where mean scores fall in the range of 3.51–3.70. "Achievement" was the highest-rated dimension (mean = 3.70; SD = 0.47), suggesting the respondents' high intrinsic motivation related to achieving academic benchmarks and personal goals. This inherent motivation can be seen during culminating academic activities, quarterly recognitions, and reading recovery progress monitoring, where student growth is a tangible reminder of teacher instruction. Teachers in Mulanay II find fulfilment when they see pupils achieving better performance in their NAT (National Achievement Test), accomplishing their learning recovery plans, or obtaining recognition in subject-area competitions such as Math Quiz and Science fair—as these serve as an affirmation of their role as agents of pupil success. Conversely, the lowest scoring was seen for the subscale of Advancement (M = 3.51, SD = 0.57), indicating that while teachers have a high need for growth, there is a clear perception of limited availability of formal paths to long-term career growth. While school heads highly support training and LAC sessions, support for graduate studies, certifications, and research mentoring is uneven. Some schools are beginning to tackle this disparity, working with local universities and investigating the possibility of local scholarships or study leave, but targeting is not yet consistent across the district. Regular action research coaching, conference participation, and assistance in preparation for promotion, Teacher III or Master Teacher, in particular, have also been requested by the

teachers.

Nevertheless, the all-subscale average (3.60, SD = 0.52) indicates that the motivation of the Mulanay II teachers is intense and characterized by a good balance between different types of motives. Subscales such as Responsibility and Work Itself demonstrate teachers' commitment to student learning and involvement in engaging classroom instruction. Many teachers go beyond their regular school hours to conduct after-class remediation programs that their students attend willingly. They head the school programs such as the Gulayan sa Paaralan and Brigada Eskwela or manage student leadership clubs, exerting claim to instruction and central and schoolwide tasks. To support and further deepen this motivation, school leaders are advised to institutionalize teacher advancement systems and cultivate support structures for advanced study and leadership opportunities. In this way, the district can help ensure that teachers are inspired by their daily successes and a clear, well-supported path for long-term professional growth.

The results of this study emphasize the importance of intrinsic motives, such as achievement and the nature of the work environment, for motivation and job satisfaction among educators. The exceptionally high levels of "Achievement" indicate that teachers experience great fulfilment through their students' success and professional development. However, the lower "Advancement" rating indicates the need for better support frameworks around career pathways, such as more transparent promotion processes, mentorship and advanced training. Working in these special areas could increase teachers' job satisfaction and the effectiveness of their educational institution.

The findings closely mirror the Two-Factor Theory of Herzberg, which makes achievement and the work itself serious sources of intrinsic motivators that affect retention as well as satisfaction of the employees (Robbins & Judge, 2021). The lower score in "Advancement" supports the conclusion of Hallinger and Wang (2021) that well-organized advancement opportunities and professional growth programs are pivotal in maintaining motivation and in retaining teaching staff. Kouzes and Posner (2017) further add that continuous recognition, career development, and growth significantly impact employee commitment and performance. The low score in "Advancement" explains Hallinger and Wang's (2021) conclusion that systematically developed advancement opportunities and programs for professional growth are crucial to our knowledge and motivational factors in the retention of teaching. According to Kouzes and Posner (2017), constantly being appreciated, as well as career development and growth, directly affects employee commitment and performance. Therefore, the study's results may validate the literature, which suggests that a combination of intrinsic and extrinsic motivation approaches may play an important role in maintaining teachers' motivation at a satisfactory level.

Table 15 Level of Organizational Efficiency in terms of Leadership Efficiency

Indicators	Mean	SD	Verbal Interpretation
1. The school leader ensures that school decisions are made based on clear data, preventing time-consuming trial-and-error approaches (PPSSH 1.1.1).	3.56	0.50	Strongly Agree
2. Tasks and responsibilities are assigned strategically to maximize productivity and prevent role redundancy (PPSSH 2.1.3).	3.53	0.55	Strongly Agree
3. Decision-making processes are streamlined to reduce unnecessary administrative delays (SH KRA: Governance).	3.56	0.55	Strongly Agree
4. The school minimizes bureaucratic procedures to allow faster implementation of initiatives (PPSSH 1.3.2).	3.53	0.53	Strongly Agree
5. Policies and plans are consistently reviewed to eliminate inefficiencies in governance (SH KRA: Organizational Commitment).	3.52	0.55	Strongly Agree
Overall	3.54	0.53	Strongly Agree

Legend: 3.50-4.00 Strongly Agree 2.50-3.49 Agree,1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree

Table 15 shows the respondent's evaluations of organizational efficiency in the dimension of Leadership efficiency و. All indicators received a "Strongly Agree" rating, with mean scores between 3.52 and 3.56. Two indicators scored the highest (mean = 3.56), the leader's focus on data-driven and efficient decision-making to reduce bureaucratic hold-ups, and two scored the lowest (mean = 3.07). These leadership characteristics are displayed in utilizing the School Monitoring, Evaluation and Plan Adjustment (SMEPA) process and participating school heads' use of data on learners' performance as well as attendance and teacher outputs to make decisions on interventions and resources. Performance data collected from quarterly testing, early learning language, literacy, numeracy (ELLN) testing and other performance measures, for example, are examined systematically to identify those grades or subjects that need focused support, including remedial classes or special coaching. The eleventh ranked factor (mean = 3.52; SD = 0.55) is regularly reviewing policies and plans for governance effectiveness. The mean value of 3.54 (SD = 0.53) affirmed an excellent perception of organizational performance, even a moderate perception of effective leadership practices.

The results indicate the importance of leadership practices for the organization's efficiency in terms of transparency of decision-making based on data and not becoming permeated by excess red tape. Top scores indicate that leadership is being effective in strategically assigning responsibility and keeping things running well. However, the lower rating around the routine monitoring of governance policies and procedures suggests another aspect of administration that could be beefed up. More regular or methodical assessments of policy would help to improve the effectiveness of governance, streamline inefficiencies, and contribute to the learning aspect of governance.

Findings are consistent with current literature emphasizing leadership effectiveness as essential for organizational achievement, particularly in educational settings. Effective leadership facilitates decision-making, provides clarity, removes administrative bottlenecks, and makes the organization more responsive. (Northouse, 2021) Also relevant, Kouzes and Posner (2017) emphasize that data-informed decision-making is critical to effectively accomplishing strategic institutional objectives. Hallinger and Wang (2021) argue that having regular review and revision of policies and procedures is vital in maintaining organizational effectiveness. However, although the institution exhibits strong leadership

practices, the predictable evolution of governance systems is based on state-of-the-art theory and is recommended in the best practices literature to maximize the organization's efficiencies and effectiveness.

Table 16 Level of Organizational Efficiency in terms of Professional Development Efficiency

Indicators	Mean	SD	Verbal Interpretation
1. Professional development programs are scheduled efficiently to minimize disruptions in instructional time (PPSSH 2.3.1).	3.54	0.53	Strongly Agree
2. Training sessions are designed based on actual teacher needs to prevent irrelevant learning (PPSSH 2.3.2).	3.57	0.51	Strongly Agree
3. The school utilizes low-cost or subsidized training options to maximize budget allocation (SH KRA: Human Resource Development).	3.56	0.50	Strongly Agree
4. Online and blended learning are integrated to allow flexibility and reduce logistical expenses (PPSSH 2.3.4).	3.45	0.59	Agree
5. Post-training evaluations are used to measure the effectiveness of professional development before implementing further sessions (PPSSH 2.3.5).	3.53	0.56	Strongly Agree
Overall	3.53	0.54	Strongly Agree

Legend: 3.50-4.00 Strongly Agree 2.50-3.49 Agree,1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree

Table 16 presents the factors relating to professional development efficiency in the organization. Organization productivity-related perceptions of respondents for professional development efficiency. Scores for indicators were predominantly 'Strongly Agree' with mean scores between 3.45 and 3.57. The most supportive indicator (mean = 3.57; SD = 0.51) is the development of training sessions that are explicitly designed to meet teachers' needs and in-service training that is relevant and focused. It is exemplified by the organization of LAC (Learning Action Cell) sessions and INSET (In-Service Training). For example, when formative assessment and differentiated teaching strategies were identified as areas of challenge based on lesson observations, heads of schools reacted to this by initiating targeted workshops on assessment rubrics, remedial planning and inclusive education techniques. Some schools even did pre-training needs assessments to customize the training topics so that learning is more need-based and does not become generic but is done in a teacher's curriculum in his/her classroom.

Furthermore, division-driven programs are frequently followed by school-based improvements. For instance, after paying courtesy to the division seminar on "Critical Thinking and HOTS", the select teacher-participants were seen returning to their schools of assignment to echo-train in a single or multigrade modality-appropriate manner. This localized adaptation of training is a mechanism that serves the dual purpose of ensuring that capacity-building work leads to meaningful improvement in instruction without being overburdened beyond capacity. Conversely, the lowest scoring indicator (mean = 3.45; SD = 0.59) related to integrating online/blended learning methods for flexibility and cost savings. The calculated average of 3.53 (SD = 0.54) indicates a positive evaluation of the school's professional development practices about resources and targeted training.

The results emphasize the necessity of targeting professional development efforts directly according to teachers' actual practical and instructional needs. High approval of needs-based training programs suggests these methods effectively improve teacher engagement and learning outcomes.

However, the low score on integrating online and blended learning indicates a need to integrate them better, which can be caused by the restrictions on the availability of technology, interactive components and their delivery. Building the capacity of digital learning platforms and support systems could also maximize the efficiency of professional development, improve flexibility, and minimize instructional disruptions and logistical costs.

These findings are consistent with existing literature highlighting professional development's contribution to educational efficiency. Darling-Hammond et al. (2020) emphasize the importance of targeting curricular, professional development as teachers require in their classrooms because this directly affects the quality of instruction and student learning. Guskey (2021) also advocates for routine and applied post-training appraisals necessary to gauge and improve the effectiveness of professional development. However, the moderate level of effectiveness of online and blended modalities is in line with recent research focusing on the difficulties of deploying it, such as the technology readiness and the engagement of the participants (Holmes et al., 2021). This finding implies that the general Professional Development model is sound but that educational leaders need to continue to hone the practice of virtual learning to maximize its potential.

Table 17 Level of Organizational Efficiency in terms of Resource Management Efficiency

Indicators	Mean	SD	Verbal Interpretation
1. The school allocates financial resources based on priority needs to prevent unnecessary expenditures (PPSSH 4.3.1).	3.58	0.51	Strongly Agree
2. Teaching materials and classroom equipment are procured through a needs-based assessment, reducing surplus stockpiling (SH KRA: Financial Efficiency).	3.54	0.55	Strongly Agree
3. Maintenance of facilities follows a preventive maintenance approach rather than reactive repairs (PPSSH 4.4.2).	3.51	0.61	Strongly Agree
4. Digital and technological resources are integrated effectively to support both teaching and administrative efficiency (PPSSH 4.5.1).	3.56	0.51	Strongly Agree
5. Resource distribution is based on an equity model, ensuring that underfunded areas receive the necessary support (SH KRA: Resource Utilization).	3.56	0.55	Strongly Agree
Overall	3.55	0.54	Strongly Agree

Legend: 3.50-4.00 Strongly Agree 2.50-3.49 Agree,1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree

Table 17 Factors Affecting Perceptions of Organizational Efficiency in 'Resource Management Efficiency' Table 17 summarizes how respondents perceive organizational efficiency concerning Resource Management Efficiency. "Strongly Agree" was also assigned for all measures. The item with the highest mean rating (3.58; SD = 0.51) is the school-targeted use of financial resources aligned with priority needs (e.g., resources dedicated to purchasing more updated learning materials, internet in classrooms, or teaching training). This money is used to budget things that support student learning output and not just extra things like new office decorations or unnecessary technology. Regarding the perceived scores of the amenities, the preventive maintenance approach towards the school facilities (mean=3.51; SD=0.61) scored the lowest, while maintenance policy (mean=4.18; SD=0.53) scored the highest amongst the indicators. In the end, the mean overall score of 3.55 (SD = 0.54) reveals that the respondents perceive the non-waste management of resources in the institution as very high.

The results suggest that the school is rationally dependent on resources and applies rationalization to the financial allocations, acquisition work, technology infusion, and equity of resources. For preventive maintenance, in particular, the relatively low score means there is room for improvement in the management approaches that schools use to keep facilities working well through proactive maintenance to avoid unexpected outages or excessive long-term costs. Reinforcing this preventative approach will also increase the efficiency of resource utilization in general and, therefore, positively affect the stability as well as the maneuverability of the institution.

These findings echo those of educational management literature, highlighting the importance of efficient use of resources in the mission of educational bodies. Efficient Use of Resources for Schools and Students: Odden and Picus (2020) underscore the need to manage financial resources strategically, focusing spending on essential educational needs, which is consistent with the results of this study. Moreover, as emphasized by Zhao (2021), technology integration has been an excellent provision and aids in improving instructional and administrative efficiency and results are upheld in this study. Nevertheless, the moderate rating on facility maintenance is consistent with the findings of Tanner and Lackney (2020), who report that systematic PM should be employed as an encouraging practice in schools, underlining the importance of active infrastructure management.

Table 18 Level of Organizational Efficiency in terms of School Climate Efficiency

	Indicators	Mean	SD	Verbal Interpretation
1.	The school implements student behavior policies consistently to minimize classroom disruptions (PPSSH 3.3.1).	3.55	0.52	Strongly Agree
2.	Teacher collaboration is structured to prevent redundant meetings and overlapping responsibilities (PPSSH 3.2.3).	3.56	0.52	Strongly Agree
3.	School-wide activities are scheduled strategically to avoid conflicts and workload strain (SH KRA: Stakeholder Engagement).	3.56	0.52	Strongly Agree
4.	The school provides clear, actionable safety and security protocols to reduce emergency response inefficiencies (PPSSH 4.1.3).	3.58	0.50	Strongly Agree
5.	Student support services are designed to be proactive rather than reactive, reducing long-term intervention costs (SH KRA: Student Well-Being).	3.53	0.50	Strongly Agree
	Overall	3.56	0.51	Strongly Agree

Legend: 3.50-4.00 Strongly Agree 2.50-3.49 Agree,1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree

Table 18 presents respondents' perceptions of organizational efficiency with a specific focus on School Climate Efficiency. All indicators were rated as "Strongly Agree", indicating a shared positive view of the overall school environment and management practices that contribute to a safe, supportive, and collaborative climate. The highest-rated indicator (mean = 3.58; SD = 0.50) relates to the provision of clear and actionable safety and security protocols. This includes established procedures for earthquake and fire drills, secure entry and exit points, the presence of security personnel, and clear guidance during emergencies. These protocols ensure that both students and staff feel physically safe and well-prepared in case of unforeseen events, contributing significantly to a conducive learning environment. Conversely, the lowest-rated indicator (mean = 3.53; SD = 0.50), concerns proactive student support services aimed at minimizing intervention costs. In practical terms, this refers to early intervention strategies such as regular counseling sessions, monitoring of at-risk students, peer mentoring programs, and teacher

referrals. The slightly lower rating suggests that while these support systems exist, there may be gaps in their accessibility, timeliness, or resource allocation—perhaps due to a limited number of guidance counselors or insufficient training on behavioral interventions. The overall mean rating of 3.56 (SD = 0.51) reflects a strong and consistent perception of effective school climate management. Respondents recognize the school's efforts in maintaining structured schedules, fostering a collaborative environment among teachers and staff, and implementing policies that uphold student well-being and discipline. These elements are essential in creating a school culture where both academic and socio-emotional development are prioritized.

The results suggest that the institution successfully maintains an efficient school climate by implementing structured, clear policies, and strategic scheduling practices. The high scores on safety protocols and teacher collaboration indicate a supportive, secure, and well-organized environment, which can lead to improved student and teacher performance. However, the comparatively lower score for proactive student support suggests an opportunity for further enhancement. Strengthening early intervention strategies and support services could further enhance school efficiency, reduce long-term costs, and improve student outcomes through timely assistance.

These findings are consistent with research underscoring the importance of a well-managed school climate. Cohen et al. (2020) argue that clear and consistently implemented behavioral and safety policies significantly contribute to creating an optimal educational environment, a claim supported by this study's highest-rated indicator. Furthermore, Bryk et al. (2019) emphasize that collaborative structures among teachers reduce redundancy, enhance professional satisfaction, and improve institutional efficiency, aligning closely with respondents' high ratings on structured teacher collaboration. The lower-rated proactive support indicator corresponds with Zins et al. (2021), who highlight that proactive student support services, while critically beneficial, often require additional institutional attention to fully realize their preventive and cost-saving potential.

Table 19 Level of Organizational Efficiency in terms of Monitoring Systems Efficiency

Indicators	Mean	SD	Verbal Interpretation
1. The school uses digital platforms to collect and analyze teacher and student performance data efficiently (PPSSH 1.3.1).	3.56	0.56	Strongly Agree
2. Assessment reports are streamlined to reduce excessive paperwork while maintaining accuracy (SH KRA: Monitoring & Accountability).	3.50	0.55	Strongly Agree
3. School head conduct progress monitoring regularly to address gaps before they become systemic issues (PPSSH 1.3.2).	3.50	0.59	Strongly Agree
4. Evaluation tools focus on actionable insights rather than lengthy documentation that does not lead to concrete improvements (PPSSH 3.4.1).	3.52	0.50	Strongly Agree
5. School audits and accountability measures are structured to ensure transparency and prevent mismanagement (SH KRA: Governance & Risk Management).	3.61	0.54	Strongly Agree
Overall	3.54	0.55	Strongly Agree

Legend: 3.50-4.00 Strongly Agree 2.50-3.49 Agree,1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree

Organizational Efficiency on the back page of School Climate Efficiency. All indicators received "strongly agree" responses, expressing a consensus that the overall school environment and

management practices are conducive to a safe, supportive, and cooperative environment. The most positively scored indicator (mean = 3.58; SD = 0.50) concerns the availability of clear and practical safety and security measures. This entails established earthquake and fire drills, secure entrances and exits, security personnel, and instructions in case of an emergency. In addition, the clear procedures mean the students and staff feel physically safe and ready to be responded to in an event for which they were unprepared, significantly enhancing the culture for learning.

On the other hand, the lowest evaluating aspect (mean = 3.53; SD = 0.50) is proactive student support services that help minimize intervention costs. In a practical sense, that means early intervention tactics, like counselling, risk-monitoring of students, peer mentors and teacher referrals. The slightly lower score indicates that although such supports are present, they may not be all that accessible, timely, or well-funded (due to a lack of guidance counsellors or poor guidance counsellor training on behavioral interventions). The weighted average rating of 3.56 (SD = 0.51) indicates collective high confidence that this kind of school climate management is performed. Respondents acknowledge the structure promoted by the school, the camaraderie developed among the teachers and staff, and the policies put in place to maintain the welfare and discipline of the students. These features, we believe, are crucial for establishing a school climate seeking the same emphasis on both academic and socio-emotional growth.

The findings indicate that the institution successfully maintains an effective school climate through a structured, clear policy and an organized scheduling practice. High ratings on safety procedures and teacher cooperation suggest a supportive, safe, and orderly setting that can increase student and teacher efficacy. However, the relatively low proactive student support score also indicates an area where improvement is possible. It is possible that school efficiency, lifelong cost savings, and student outcomes could be further improved by improving early intervention strategies and support through timely support.

These results are aligned with prior empirical evidence regarding the relevance of an adequately managed school climate. Cohen et al. (2020) note that clear and consistently enforced behavioral and safety policies are a key factor in establishing the ideal educational setting, which was the highest-ranked indicator in this study. Furthermore, Bryk et al. (2019) also point out that when teachers work collectively, the redundant workload is reduced, professional satisfaction is increased, and institutional effectiveness is improved. This highly supports the respondents' strong consent on the structured teacher collaboration effect. The lower attending proactive activity value is consistent with Zins et al. (2021), who emphasize that the proactive support of students is an undeniably powerful tool in retaining them too often left to institutional attention and hence missed in their full preventive and cost-saving impacts.

Table 20 Summary Table on Level of Organizational Efficiency

Subscales	Mean	SD	Verbal Interpretation
Leadership Efficiency	3.54	0.53	Highly Efficient
Professional Development Efficiency	3.53	0.54	Highly Efficient
Resource Management Efficiency	3.55	0.54	Highly Efficient
School Climate Efficiency	3.56	0.51	Highly Efficient
Monitoring Systems Efficiency	3.54	0.55	Highly Efficient
Overall	3.54	0.53	Highly Efficient

Legend: 3.50-4.00 Highly Efficient 2.50-3.49 Efficient,1.50-2.49 Somewhat Efficient, 1.00-1.49 Inefficient

Table 20 reports the mean on the five significant efficiency subscales for the overall Level of Organizational Efficiency as perceived by respondents on a scale of 1 to 4: Leadership Efficiency, Professional Development Efficiency, Resource Management Efficiency, School Climate Efficiency, and

Monitoring Systems Efficiency. Scores for all subscales were in the "Highly Efficient" range (3.53 to 3.56), thus suggesting a similarly positive perception of the school's functioning and the management's quality. At the upper end, School Climate Efficiency (. = 3.56; SD = 0.51) gained the highest score, indicating relatively strong recognition of respondents of the school's endeavor to create a safe, collaborative and supportive learning environment (teachers and school staff). Includes an emphasis on classroom management, anti-bullying steps, and positive discipline that builds a culture of mutual respect and emotional health for students and staff. Conversely, Professional Development Efficiency received the lowest rate (mean = 3.53; SD = 0.54), but it is still considered favorable. This rating also highlights areas where the school could better support teacher development, such as offering training specific to teachers' particular needs, an induction program for new teachers or resources to develop new skills and knowledge. Some respondents may have observed few possibilities for capacity-building workshops or PL/Cs related to their subject or grade level. Leadership Efficiency, Resource Management Efficiency and Monitoring Systems Efficiency were grouped closely, indicating confidence in the school's visionary Leadership, ethical management of financial and material resources and effective monitoring of learning achievements and institutional operations. The mean value of 3.54 (SD = 0.53) indicates a common and significant perception of high organizational efficiency. It demonstrates that the school is operating effectively in key aspects of Leadership, the support and development of teaching, the use of resources, school climate, and the effectiveness of self-evaluation – all of which contribute to a well-managed and pupil-centred school.

These findings suggest that by and large, the organization is seen to function effectively at many levels. The higher rating of school climate efficiency indicates that the school effectively organizes a supportive, collegial, collaborative teaching and learning environment. However, the relatively lower scores in professional development effectiveness suggest opportunities for enhancing training modalities and scheduling practices that are likely to enhance the professionalism of the teacher workforce. This more nuanced view highlights the need for balanced enhancement of organizational systems to create higher efficiency and institutional effectiveness.

The results are consistent with current management in education literature that focuses on the holistic view of organizational effectiveness. According to Bryk et al. (2019), school culture positively impacts school improvement and overall organizational effectiveness, aligning with this study's highest-rated subscale. In contrast, professional development has a low-efficiency rating, which can be explained by Guskey's (2021) postulation that constant review and responsiveness in professional development processes create input-related institution success. Additionally, Northouse's (2021) recommendation of equilibrium in elements that guide management elements between the resources, control and Leadership depicts the interconnected nature of these organizational factors as evidenced by the almost uniformly high ratings across each of the subscales for this study.

Table 21 Test of Significant Relationship between Leadership Practices and Organizational Efficiency

Leadership Practices	Organizational Efficiency				
	Leadership Efficiency	Professional Development Efficiency	Resource Management Efficiency	School Climate Efficiency	Monitoring Systems Efficiency
Modelling the way	0.650**	0.640**	0.688**	0.655**	0.674**
Inspiring a shared vision	0.663**	0.643**	0.728**	0.658**	0.673**
Challenging the process	0.765**	0.746**	0.754**	0.729**	0.759**
Enabling others to act	0.710**	0.709**	0.772**	0.729**	0.709**

Encouraging the heart	0.743**	0.759**	0.736**	0.743**	0.759**

***. Correlation is significant at the 0.01 level (2-tailed).*

Correlational Analysis of Leadership Practices and Organizational Efficacy in Schools

Table 21 depicts the correlation between leadership practices and school organizational efficiency dimensions. Results show that all five leadership practices show statistically significant positive correlations ($p < 0.01$) with five sub-dimensions of organizational efficiency. According to the interpretation scale for the coefficients, all relationships are included in the strong (0.60–0.799) and very strong (0.80–1.00). Among the leadership practices, "Challenging the Process" was significantly correlated with a strong level of Leadership Efficiency ($r = 0.765$), Professional Development Efficiency ($r = 0.746$), Resource Management Efficiency ($r = 0.754$), School Climate Efficiency ($r = 0.729$), and Monitoring Systems Efficiency ($r = 0.759$). These findings imply that school leaders who challenge traditional practices, take calculated risks, and lead the change process play a critical role in developing the overall operational effectiveness of the school. For instance, implementing novel pedagogies/new monitoring systems can result in gains in learning outcomes. Similar results were found with "Encouraging the Heart", which exhibited moderate to high correlations, especially with Professional Development Efficiency ($r = 0.759$) and School Climate Efficiency ($r = 0.743$). These results suggest that morale-boosting leadership behaviours (e.g. celebrating collective successes, expressing appreciation, acknowledging efforts) are integral for enhancing teacher development and creating a supportive school context. This aligns with Kouzes and Posner (2017), who emphasized that emotionally intelligent leadership promotes team engagement and organizational trust. The other leadership factor, Enabling Others to Act, also significantly correlated with REco ($r = 0.772$) and MSec ($r = 0.709$). These findings demonstrate the effects of the empowerment of teachers, task responsibility and collaboration teams building on the operational efficiency of school systems. Hallinger (2011) claimed that the shared leadership and line-enabling models facilitate a shared sense of responsibility and enhance system sustainability and effectiveness. 'Modeling the Way' produced the lowest correlations with the leadership practices, but the relationship was still strong in the case of Professional Development Efficiency ($r = 0.640$) and School Climate Efficiency ($r = 0.655$).

These results show conclusively that good school leadership is not merely an administrative activity but one that is involved throughout the entire functioning of a school—from the management of resources to the professional development of teachers. There are leadership constructs that empower, innovate, build emotional connections, and send ripples through systems where sustainable growth and responsiveness in schools are nurtured. The current research also adds to the literature on the importance of transformational/distributed education leadership models (Leithwood & Jantzi, 2006). Leaders who challenge the process and enable a shared vision will likely develop more adaptable and robust school organizations, especially in low-resource contexts such as public schools in the Philippines.

These findings are consistent with those of Bush and Glover (2014), who reported a strong relationship between when leadership practices of collaboration, trust-building, and recognition centered on improved school performance in developing country contexts. Similarly, Day et al. (2016) found a strong link between emotionally supportive leadership and teacher motivation, positively influencing student outcomes and organizational integrity. In contradiction to previous top-down accounts assuming that efficiency is the byproduct of control and compliance, this study suggests that participative and empowering leadership, such as promoting innovation or enhancing staff morale, enhances organizational efficiency. This change is consistent with those of Robinson et al. (2008), who reported that teacher learning and development leadership had the most significant effect on student achievement.

Table 22 Test of Significant Relationship between Motivation and Organizational Efficiency

Motivation	Organizational Efficiency				
	Leadership Efficiency	Professional Development Efficiency	Resource Management Efficiency	School Climate Efficiency	Monitoring Systems Efficiency
Achievement	0.681**	0.686**	0.686**	0.682**	0.685**
Recognition	0.745**	0.710**	0.672**	0.717**	0.732**
Work Itself	0.723**	0.672**	0.629**	0.702**	0.674**
Responsibility	0.687**	0.720**	0.646**	0.683**	0.669**
Advancement	0.744**	0.709**	0.679**	0.738**	0.723**
Possibility for Growth	0.678**	0.681**	0.685**	0.686**	0.702**

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 22: Correlation between dimensions of motivation and organization efficiency. All relationships were significant at the 0.01 level, suggesting that the relationships between all types of motivation and all dimensions of effectiveness were positive. Recognition had significant correlations with Monitoring Systems Efficiency (r =.732) and School Climate Efficiency (r =.717), suggesting that recognition of teachers and staff and their efforts leads to participating positively in feedback mechanisms and progress monitoring and supports creating a collaborative, emotionally safe school environment. This finding is consistent with Herzberg's Two-Factor Theory, which confirms recognition as a significant motivator in improving job satisfaction and performance (Herzberg, 1966). Public praise in the form of merit awards or informal commendation can lift the spirits and involvement of students in school settings. "Advancement" also had robust correlations with every dimension of organizational effectiveness, especially with School Climate Efficiency (r = 0.738) and Monitoring Systems Efficiency (r = 0.723). These findings imply that creating career-ladder opportunities leads to more vigorous school improvement activity and shared leadership. This is consistent with the claim proposed by Ryan and Deci (2000) that intrinsic motivation is raised when people believe in their development and mastery. Responsibility and Work Itself also contributed towards Professional Development Efficiency (r = 0.720 and r = 0.672 respectively), showing that when teachers have some form of responsibility and value their work, then they are more likely to be engaged in a lifetime of learning, curriculum renewal and take on the role of coaching and mentoring others around them. Autonomy and job ownership are crucial for teacher retention and effectiveness, as Ingersoll and Strong (2011) emphasize.

These results suggest that improved teacher motivation -- particularly through greater encouragement, promotion opportunities and engaging roles -- is associated with a better functioning overall school organization. It is a challenge for school leaders and implies that they will need systems of emotional and professional support that go beyond administrative control. This could include formalizing recognition programs, building clear pathways for advancement and devolving leadership responsibilities throughout the staff. Furthermore, these results provide evidence for the more general proposition that motivated teachers are key to organizational success, thus replicating the research by Leithwood and Jantzi (2005) that finds teacher motivation as a mediator of the impact of leadership on school improvement. Likewise, Tschannen-Moran and Hoy (2001) maintained that teachers' efficacy and motivation are necessary for the practical introduction of school reforms and oversight regimes.

Table 23Test of Significant Predictors of Organizational Efficiency from Leadership Practices and Motivation of the Teachers

			Overall Model Test			
Model	**R**	**R²**	**F**	**df1**	**df2**	**p**
1	0.901	0.812	43.9	11	112	<.001

			95% Confidence Interval			
Predictor	**Estimate**	**SE**	**Lower**	**Upper**	**t**	**P**
Intercept	-0.283	0.201	-0.681	0.114	-1.411	0.161
Leadership Practice						
Challenging the process	0.227	0.101	0.027	0.426	2.251	0.026
Motivation						
Responsibility	0.169	0.084	0.002	0.336	2.004	0.048

The regression analysis results indicate that leadership practices and teacher motivation are statistically significant predictors of organizational efficiency ($R^2 = 0.812$, $p <. 001$). "Challenging the process" in leadership practices ($\beta = 0.227$, $p = 0.026$) and "Responsibility" in motivation ($\beta = 0.169$, $p = 0.048$) were found to be the significant predictors. This shows that promoting teachers to challenge and enhance the current systems and developing a high level of responsibility will impact organizational effectiveness. In addition, the high R-value (0.901) also suggests a clear connection between these two factors and the response.

These results imply that the concrete behaviors of leaders and motivation characteristics affect the organization's efficiency. Specifically, it has been found that when school leaders foster innovation, question the status quo, and develop cultures that support the collective solving of problems ("Challenging the Process"), they positively influence the organizational effectiveness of their organization. Likewise, when teachers have a feeling of freedom and ownership over their tasks, this intrinsic motivation positively impacts organizational outcomes. As such, not all leadership and motivational factors have an equal effect on whether tasks are practical; rather, some relate more directly in a causal manner to what tasks are practical and should be prioritized for professional development and managing schools.

These findings are consistent with previous studies. The leadership model of Kouzes and Posner specifies "Challenging the Process" as one of the vital behaviours in their search for exemplary leaders, highlighting experimentation and risk-taking for the institutional benefit. Furthermore, Ryan and Deci's self-determination theory argues that internal motivation, like responsibility, is necessary for long-standing professional performance. In contrast, other dimensions of leadership (e.g., modelling or inspiring) may not have been significant in this sample, potentially due to context or implementation.

This finding corresponds with Hallinger and Heck's assertion that context-specific leadership practices better predict school effectiveness than generalized leadership styles.

3. Recommendations

1. To improve the design and provision of Professional Development opportunities that are more flexible in scheduling, integrate digital learning platforms into Professional Development programs, and align training sessions more closely with teachers' professional needs and aspirations.
2. To organize a plan-oriented practices, such as systematization and institutionalization of well-modulated recognition and rewards programs, should be considered transparency, equity, and merit-based recognition to sustain teacher motivation and efficiency in organizational practices.
3. It is suggested to create transparent and more accessible pathways for career advancement, focusing on mentorship, networking, support for graduate studies, and leadership training to inspire and retain talented educators. To further strengthen collaborative structures within the school, minimizing redundancies and workload conflicts. Enhance proactive student support systems, aligning these closely with stakeholders' needs to maximize long-term cost-effectiveness and organizational efficiency.
4. It is advised that school leaders actively cultivate a culture that pushes teachers to challenge the status quo and take personal responsibility because these are crucial to the effective functioning of organizations.institutionalize transformational leadership practices that align with values-based change management to enhance school culture and performance. School heads may integrate strategic thinking and visionary leadership into their practices to enhance teacher effectiveness, shape positive school culture, and improve overall performance. For future researchers, this study may serve as a reference, and its findings may influence future research.

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