SCHOOL HEADS' MOTIVATIONAL TECHNIQUES AND TEACHERS' PERSONAL COMPETENCIES AND PERFORMANCE

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ABSTRACT

The study aimed to determine the relationship of school heads motivational techniques and teacher's personal competencies and performance.

Specifically, this study sought answers to the following: (1) What is the level of School Heads' Motivational Techniques with regards to Creative Motivation, Competence Motivation, Reward-Based Motivation, and Fear-Based Motivation? (2) What is the level of Teachers' Personal Competencies in terms of Instructional Delivery, Assessment, and Classroom Management? (3) What is the level of Teachers' Performance relative to IPCRF? (4) Does the School Heads' Motivational Techniques have significant relationship to the Teachers' Personal Competencies? (5) Does the School Heads' Motivational Techniques have significant relationship to the Teachers' Performance?

The level of school head's motivational technique in terms of creative motivation has an overall mean of 4.16 and a verbal interpretation as to *high extent;* in terms of competence motivation, it has an overall mean of 4.14 and interpreted as to *high extent;* in terms of reward-based motivation, the overall mean is 4.05 and interpreted as to *high extent;* in terms of fear-based motivation, the overall mean is 4.05 and interpreted as to *high extent.*

The level of teacher's personal competencies in terms of instructional delivery has an overall mean of 4.25 and interpreted as to *very high extent;* in terms of assessment, it has an overall mean of 4.27 and interpreted as to *very high extent;* in terms of classroom management, it has an overall mean of 4.35, and interpreted as to *very high extent.*

The level of teacher's individual performance commitment and review form has an overall mean of 3.91 and interpreted as *satisfactory.*

The analysis of relationship between school head's motivational technique and the teacher's personal competencies in terms of instructional delivery reveals that creative motivation has an r value of 0.771 with P-value of 0.0000, competence motivation have an r value of 0.695 with P-value of 0.0000, reward-based motivation have an r value of 0.748 with p-value of 0.000, and fear-based motivation have an r value of 0.678 with p-value of 0.000 with the degree of correlation of strong relationship and interpreted as significant. The teacher's personal competencies in terms of assessment reveals creative motivation has an r value of 0.722 with p-value of 0.0000, competence motivation have an r value of 0.625 with p-value of 0.0000, reward-based motivation have an r value of 0.674 with p-value of 0.000, and fear-based motivation have an r value of 0.645 with p-value of 0.000 with the degree of correlation of strong relationship and interpreted as significant. While the teacher's personal competencies in terms of classroom management reveals creative motivation has an r value of 0.727 with p-value of 0.0000, competence motivation have an r value of 0.721 with p-value of 0.0000, reward-based motivation have an r value of 0.669 with p-value of 0.000, and fear-based motivation have an r value of 0.659 with p-value of 0.000 with the degree of correlation of strong relationship and interpreted as significant.

The analysis of relationship between school head's motivational technique and the teacher's individual performance commitment and review form reveals that creative motivation has an r value of -0.025 with p-value of 0.801, competence motivation have an r value of -0.053 with p-value of 0.590,

reward-based motivation have an r value of -0.096 with p-value of 0.332, and fear-based motivation have an r value of -0.099 with p-value of 0.317 with the degree of correlation of weak relationship and interpreted as not significant.

The first hypothesis was rejected because a significant correlation between the school head's motivational technique and the teacher's personal competencies was found. Hence, the second hypothesis was accepted because no significant correlation between the school head's motivational technique and teacher's individual performance commitment and review form was found.

Keywords:

assessment, classroom management, competence motivation, creative motivation, fear- based motivation, instructional delivery, IPCRF, motivational techniques, reward- based motivation

INTRODUCTION

Teachers' effectiveness and skill levels are improved through the use of motivational strategies by school heads. The development of educational quality is aided by head teachers who employ various motivational strategies to boost teachers' confidence. To meet the school's specified goals, each head of school has to be interested in the work of their teachers. Students engage in educational activities with greater enthusiasm when teachers are inspired to do so. The completion of several jobs is made possible by a number of variables.

Teachers' vulnerabilities are identified by their school heads, who then encourage them to improve their financial standing. For their primary demands to be met, teachers need a decent wage. If a teacher lacks motivation, their performance begins to decline. A motivated employee constantly goes above and beyond to fulfill their obligations within a business. In a similar vein, a driven teacher would always seek out more effective and high-quality ways to carry out their duties.

Educational motivation appears to have a variety of consequences on instructors' effectiveness, which in turn affects how well pupils succeed in their academic work at school. Because they constantly teach with a grin on their face and are gentle with their students, motivated teachers not only execute their work with excitement but also transmit that enthusiasm to the students. According to Akpaka (2013), motivation is the process that elicits individuals' behavior, purpose, and direction by sustaining and channeling it. The school heads must thus try to inspire the teachers in their schools in order for them to perform extremely effectively. In order to motivate personnel in any firm to give their all in the performance of their jobs, motivational tactics are deployed. And the company has to learn what these workers need in order to inspire them. Finding what the workers require cannot be simple because employee "A" may have different requirements than employee "B," for example. Therefore, a teacher's motivation level affects how well they perform. The importance of the role of school heads and administrators in fostering instructors' and workers' motivation and satisfaction (Abdullah, 2019). They must evaluate instructors together in order to assess their performance. Many school heads were critical of the instructors' subpar performance and failed to inspire them to do a good job.

Academic performance is a construct that includes a variety of important elements (Abdullah & Mirza, 2018). Heads encourage teachers by providing them with financial incentives as well as other benefits including recognition, the opportunity to learn new skills, and personal development. Teachers who work hard are rewarded by their school heads. Using motivational techniques, school administrators can increase teachers' effectiveness and competence. Head teachers can contribute to the improvement of educational quality by employing various motivational strategies to boost teachers' confidence. To help the school reach its intended goals, each leader of a school must show interest in the work of his or her teachers. Teachers' inspiration encourages pupils to engage fully in class activities. Several elements

contribute to the accomplishment of numerous tasks necessary for effective instruction. School heads identify teachers' areas of weakness and encourage them to improve their financial situation. For teachers to be able to meet their basic demands, they need high pay. If a teacher is not motivated, their performance output begins to decline. The school head of an organization uses motivation as a key strategy to ensure that teachers deliver excellent instruction (Srivastava & Bhatia, 2013).

Each society's process of knowledge and cognitive growth is significantly influenced by the activity of teachers. It is a very demanding job that calls for professional competences and ongoing professional knowledge enhancement, social competencies, and the capacity to develop them, and scientific research skills that are connected to the capacity to communicate scientific findings to students in a way that makes them understandable and motivating for their future development. The responsibility of school heads is to be aware of the competence of teachers. The importance of the role of school heads and principals in fostering instructors' and workers' motivation and satisfaction (Abdullah, 2019). They must evaluate instructors together in order to assess their performance. Many heads were critical of the instructors' subpar performance and failed to inspire them to do a good job. Academic performance is a construct that includes a variety of important elements (Abdullah & Mirza, 2018). School heads encourage teachers by providing them with financial incentives as well as other benefits including recognition, the opportunity to learn new skills, and personal development. Teachers who work hard are rewarded by their heads. According to research on incentives and rewards, using prizes effectively motivates instructors to carry out their duties effectively. Imo (2013) stated that instructors who are motivated are more likely to participate in supplementary activities in order to meet their learning objectives. Extrinsic and intrinsic motivation differ depending on the mental capacity of the individual.
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Specifically, the study answers the following questions:
1. What is the level of School Heads' Motivational Techniques with regards to:
   1.1 Creative Motivation;
   1.2 Competence Motivation;
   1.3 Reward-Based Motivation; and
   1.4 Fear-Based Motivation?
2. What is the level of Teachers' Personal Competencies in terms of:
   2.1 Instructional Delivery
   2.2 Assessment; and
   2.3 Classroom Management?
3. What is the level of Teachers' Performance relative to IPCRF?
4. Does the School Heads' Motivational Techniques have significant relationship to the Teachers' Personal Competencies?
5. Does the School Heads' Motivational Techniques have significant relationship to the Teachers' Performance?

REVIEW OF RELATED LITERATURE

Everyone in the society is concerned about how well teachers are doing their jobs (Mbwana, 2015). In this sense, a teacher's performance includes their responsibility to instruct pupils both within and outside of the classroom. The utilization of instructional resources, teaching strategies, routine student evaluations, lesson planning, student evaluations, doing fieldwork, instructors participating in sports, attending school assemblies, and guidance and counseling are among the essential elements of teaching. In order to effectively educate students both within and outside of the classroom, a teacher must be able to combine their experience, teaching strategies, instructional materials, knowledge, and abilities.

Individual Performance Commitment and Review Form (IPCRF) is a vital and required structure by educators in the Department of Education, in this structure the rater, most likely a Master Teacher or a Principal survey the presentation of instructors (T-I, T-II and T-III) in the particular school year. IPCRF is the reason for instructors' execution and one of the necessities for the educator's application for advancement, Performance Based Bonus and any grant award in the Department of Education.

Competence is the demonstrated capacity to use information and skills. It is also explained in terms of accountability and independence (Quendler et al., 2013). What is referred to as the general human competency, which to some extent represents all of the human efforts inside an organization, can be viewed from a different perspective. In order to satisfy the high demands of their job, teachers need to possess a number of unique personal attributes, which are outlined in the idea of teacher competence.

These elements of teacher competency have successfully been separated from traits that represent the real in-classroom teaching technique (Zee & Koomen (2016). Effective classroom management, a welcoming classroom environment, and the capacity for cognitive engagement have all been convincingly identified as the three fundamental components of teaching excellence. The term "teacher competency" refers to the personality traits of the educator (such as motivation and knowledge). On the other hand, teaching quality relates to how teachers really behave and how they engage with students in the classroom.

The quality of education and learning must be improved via assessment. In this study, assessment is defined as the process of acquiring information regarding student learning via the use of tools (such as a test or homework assignment) and activities (such as questioning and classroom discussions) (Van der Kleij, Vermeulen, Schildkamp, & Eggen, 2015). When assessment serves a formative function, it aids in enhancing student learning. Both in education and the teaching process, assessment plays a significant role.

The term "instructional method" simply refers to methods of promoting learning. The curriculum's delivery, implementation, or action phase is what the learners will actually be taught. According to Alison (2019), a successful teaching approach guarantees that learners will learn new information or skills more quickly and effectively. It encompasses all of the tasks involved in putting the curriculum into practice, from establishing the learning objectives to evaluating the results and using the feedback for improvement.

Effective administration is essential for maintaining teacher motivation, especially at the school level. Teachers are prone to lose their feeling of professional dedication and duty if the management and support mechanisms in place are broken. The quality of both internal and external supervision has a significant impact on the significance of teachers' job and their ability in carrying it out at the school level, where management of teachers is most important (Mark, 2015).

Creative Motivation is frequently known to be incited by a feeling of needing to say or communicate something. It very well may be as words, craftsmanship, melody, business, or creation; however, it generally begins from attempting to put oneself out there. In light of the underlying self-drive, creative motivation is never mixed up to be an extrinsic motivation.

Fundamentally, competence motivation is driven by interest, eagerness to know more or have a few abilities. This sort of motivation is otherwise called learning motivation as it includes fabricating more skill on a topic and isn't a contest among peers.

A reward-based motivation can complement achievement-driven motivation since the reward can provide a satisfying sense of accomplishment. You will be paid externally and fulfilled by performing what the firm wants with both motivator kinds.

Fear of disappointment that creates individuals more prevailing chose to decrease uneasiness rather than dispose of the cause of the uneasiness. Not infrequently intemperate negative feelings cause

them to do procedure ineffectual in completing its tasks (De Castella, Byrne, and Covington 2013), one of them with disregard of duty or attempt scholastic hesitation.

Teacher motivation is essential because it enhances educators' abilities and knowledge, which in turn affects students' academic success. If instructors are not sufficiently motivated in the classroom, the pupils and the educational system will suffer as a direct result. Therefore, motivation plays an important role for developing their effective performance. Head teachers employ motivation approach to inspire teachers for creative and innovative work (Wongkiatkajorn, 2015).

The beneficial and preventive effects of classroom management techniques on proper conduct, teacher-student interactions, and academic and social success have been widely demonstrated (Chow & Gilmour, 2016; Maggin et al., 2017; Moore et al., 2017; Simonsen et al., 2008). The majority of empirical studies demonstrating the advantages of classroom management techniques give teachers plenty of time to implement them, some with intense coaching and feedback (Kamps et al., 2015; Sutherland et al., 2020). This is crucial since coaching might result in growth in classroom management effectiveness, which is connected to children's progress in reading (Varghese et al., 2016).

METHODOLOGY

The study used descriptive and quantitative methods. A research approach that used a questionnaire to collect the required data. The study's use of the descriptive technique is appropriate since it sought to identify the motivating variables affecting elementary school teachers' performance in Santa Cruz District, Laguna. 105 elementary school teachers from the Santa Cruz Sub-Office served as the study's responders. All the responders came from the Santa Cruz District's population of Elementary School Teachers.

The researcher discusses the study's design and the techniques used to address the study's principal issue in this chapter. This chapter addresses the technique of inquiry used, as well as the apparatus, considering worldwide guidelines for conducting research. A brief description of the study's setting, sampling procedure, and subjects was also provided. Finally, it demonstrates the meticulous procedure followed in this investigation, as well as the statistical techniques utilized to analyze the information obtained.

RESULT AND DISCUSSION

Table 1. Level of School Head's Motivational Technique in terms to Creative Motivation

STATEMENTS	Mean	SD	Remarks
The principal is always constructive and optimistic in his leadership of the school	4.21	0.85	Always Observed
The principal cares for teachers' egos	4.07	0.84	Often Observed
The principal is an appreciative person and often appreciate teachers openly	4.21	0.88	Always Observed
The principal is appreciative and guides the teachers to develop a sense of humor	4.11	0.87	Often Observed
The principal develops a habit of self-study among teachers	4.18	0.92	Often Observed
Weighted Mean	*4.16*		
SD	*0.82*		
Verbal Interpretation	*High Extent*		

Table 1 illustrates the level of the school head's motivational technique in terms of Creative Motivation.

From the statement above, *"The principal is always constructive and optimistic in his leadership of the school"* yielded the highest mean score *(M=4.21, SD=0.85)* and was remarked as Always

Observed. This is followed by *"The principal is an appreciative person and often appreciates teachers openly"* with a mean score *(M= 4.21, SD=0.88)* and was also remarked as Always Observed. On the other hand, the statement *"The principal cares for teachers' egos"* received the lowest mean score of responses with *(M=4.07, SD=0.84)* yet also remarked Often Observed.

The level of school head's motivational technique in terms of creative motivation attained a weighted mean score of 4.16 and a standard deviation of 0.82 and was High among the respondents. In this study and based on the responses, it was synthesized that among the school heads, most of the principal shows constructive and optimistic leadership, most of them possess the characteristics that cares on taking care of the egos of the teachers, school heads openly appreciate teachers, guides and helps develop in various means for teachers to improve.

Table 2. Level of School Head's Motivational Technique in terms to Competence Motivation

STATEMENTS	Mean	SD	Remarks
The principal is very punctual and encourages punctuality among teachers	4.13	0.87	Often Observed
The principal acknowledges teachers' achievements	4.19	0.89	Often Observed
The principal is an innovative person and encourage teachers to be innovative	4.16	0.87	Often Observed
The principal encourages hardworking teachers	4.20	0.87	Always Observed
The principal creates professional competition among teachers	4.04	0.93	Often Observed
Weighted Mean	*4.14*		
SD	*0.83*		
Verbal Interpretation	*High Extent*		

Table 2 illustrates the level of the school head's motivational technique in terms of Competence Motivation.

From the statement above, *"The principal encourages hardworking teachers"* yielded the highest mean score *(M=4.20, SD=0.87)* and was remarked as Always Observed. This is followed by *"The principal acknowledges teachers' achievements"* with a mean score *(M= 4.19, SD=0.89)* and was also remarked as Often Observed. On the other hand, the statement *"The principal creates professional competition among teachers"* received the lowest mean score of responses with *(M=4.04, SD=0.93)* yet also remarked Often Observed.

The level of the school head's motivational technique in terms of competence motivation attained a weighted mean score of 4.14 and a standard deviation of 0.83 and was High among the respondents.

Table 3. Level of School Head's Motivational Technique in terms to Reward-Based Motivation

STATEMENTS	Mean	SD	Remarks
The principal awards teachers with impressive titles	4.00	0.95	Often Observed
the principal leads and assists his teachers to gain achievable targets	4.19	0.90	Often Observed
The principal handles school financial matters prudently and fairly	4.17	0.87	Often Observed
The principal regularly provides instructional material and technologies for teachers	4.09	0.87	Often Observed
the principal provides extra financial incentives to teachers for extra-work done	3.82	1.04	Often Observed
Weighted Mean	*4.05*		

SD		*0.83*
Verbal Interpretation		*High Extent*

Table 3 illustrates the level of the school head's motivational technique in terms of Reward-Based Motivation.

From the statement above, *"the principal leads and assists his teachers to gain achievable targets"* yielded the highest mean score *(M=4.19, SD=0.90)* and was remarked as Often Observed. This is followed by *"The principal handles school financial matters prudently and fairly"* with a mean score *(M= 4.17, SD=0.87)* and was also remarked as Often Observed. On the other hand, the statement *"the principal provides extra financial incentives to teachers for extra-work done"* received the lowest mean score of responses with *(M=3.82, SD=1.04)* yet also remarked Often Observed.

The level of the school head's motivational technique in terms of reward-based motivation attained a weighted mean score of 4.05 and a standard deviation of 0.83 and was High among the respondents.

Table 4. Level of School Head's Motivational Technique in terms to Fear- Based Motivation

STATEMENTS	Mean	SD	Remarks
The principal always expects better performance from the teachers	4.13	0.83	Often Observed
The principal believes in fair play on all matters	4.13	0.89	Often Observed
The principal never compromises on disciplinary issues	4.06	0.81	Often Observed
The principal writes annual confidential reports about teachers realistically and timely	3.94	0.97	Often Observed
The principal criticizes teachers constructively	3.96	1.03	Often Observed
Weighted Mean	*4.05*		
SD	*0.83*		
Verbal Interpretation	*High Extent*		

Table 4 illustrates the level of the school head's motivational technique in terms of Fear-Based Motivation.

From the statement above, *"The principal always expects better performance from the teachers"* yielded the highest mean score *(M=4.13, SD=0.83)* and was remarked as Often Observed. This is followed by *"The principal believes in fair play on all matters"* with a mean score *(M= 4.13, SD=0.89)* and was also remarked as Often Observed. On the other hand, the statement *"The principal writes annual confidential reports about teachers realistically and timely"* received the lowest mean score of responses with *(M=3.94, SD=0.97)* yet also remarked Often Observed.

Table 5. Level of Teacher's Personal Competencies in terms of Instructional Delivery

STATEMENTS	Mean	SD	Remarks
Utilize engaging, interesting, and developmentally appropriate teaching methods that will have a high impact.	4.27	0.89	Always Observed
Establish a setting where students are engaged and participate actively in both individual and cooperative learning	4.31	0.89	Always Observed
Utilize technology and a variety of ways to actively engage pupils.	4.21	0.94	Always Observed
Units and lessons should incorporate Aboriginal/Indigenous learning principles.	4.14	0.97	Often Observed

Encourage pupils to engage with the lesson in a variety of ways based on their interests and abilities.	4.33	0.92	Always Observed
Weighted Mean	4.25		
SD	0.86		
Verbal Interpretation	Very High Extent		

Table 5 illustrates the level of personal competencies in terms of Instructional Delivery

From the statement above, "Encourage pupils to engage with the lesson in a variety of ways based on their interests and abilities" yielded the highest mean score (M=4.33, SD=0.92) and was remarked as Always Observed. This is followed by "Establish a setting where students are engaged and participate actively in both individual and cooperative learning" with a mean score (M= 4.31, SD=0.89) and was also remarked as Always Observed. On the other hand, the statement "Units and lessons should incorporate Aboriginal/Indigenous learning principles" received the lowest mean score of responses with (M=4.14, SD=0.97) yet also remarked Often Observed.

Table 6. Level of Teacher's Personal Competencies in terms of Assessment

STATEMENTS	*Mean*	*SD*	*Remarks*
Set and communicate learning objectives or targets for each lesson that students can comprehend and express.	4.22	0.80	Always Observed
Differentiate tests to meet the needs of each student	4.24	0.78	Always Observed
Employ variety of assessing techniques that are in line with your educational objectives.	4.29	0.79	Always Observed
Report achievements and progress in a precise, timely, and relevant manner.	4.31	0.81	Always Observed
Come up with strategies where students may evaluate themselves and give their peers constructive criticism.	4.28	0.77	Always Observed
Weighted Mean	*4.27*		
SD	*0.74*		
Verbal Interpretation	*Very High Extent*		

Table 6 illustrates the level of personal competencies in terms of Assessment.

From the statement above, *"Employ variety of assessing techniques that are in line with your educational objectives"* yielded the highest mean score *(M=4.29, SD=0.79)* and was remarked as Always Observed. This is followed by *"Come up with strategies where students may evaluate themselves and give their peers constructive criticism"* with a mean score *(M= 4.28, SD=0.77)* and was also remarked as Always Observed. On the other hand, the statement *"Set and communicate learning objectives or targets for each lesson that students can comprehend and express"* received the lowest **mean score of** responses with *(M=4.22, SD=0.80)* yet also remarked Always Observed.

Table 7. Level of Teacher's Personal Competencies in terms of Classroom Management

STATEMENTS	*Mean*	*SD*	*Remarks*
Provide a welcoming environment for learning with definite norms and expectations.	4.39	0.79	Always Observed
Recognize possible problems and alter or defuse behavior	4.35	0.76	Always Observed
Redirect student behavior while being kind, understanding, and considerate of each student's learning condition.	4.33	0.79	Always Observed
Make mistakes an opportunity for learning.	4.28	0.83	Always Observed
Prepare the classroom for learning and student ownership	4.38	0.80	Always Observed

Weighted Mean	*4.35*
SD	*0.75*
Verbal Interpretation	*Very High Extent*

Table 7 illustrates the level of personal competencies in terms of Classroom Management.

From the statement above, *"Provide a welcoming environment for learning with definite norms and expectations"* yielded the highest mean score *(M=4.39, SD=0.79)* and was remarked as Always Observed. This is followed by *"Prepare the classroom for learning and student ownership"* with a mean score *(M= 4.38, SD=0.80)* and was also remarked as Always Observed. On the other hand, the statement *"Make mistakes an opportunity for learning"* received the lowest mean score of responses with *(M=4.28, SD=0.83)* yet also remarked Always Observed.

Table 8. Level of Teacher's Individual Performance Commitment and Review Form

Score	f	%	Verbal Interpretation
4.500-5.000	0	0.00	Outstanding *(5)*
3.500-4.499	96	91.00	Very Satisfactory *(4)*
2.500-3.499	9	9.00	Satisfactory *(3)*
1.500-2.499	0	0.00	Unsatisfactory *(2)*
Below 1.499	0	0.00	Poor *(1)*
Total	*105*	*100*	
Mean	*3.91*		Satisfactory
SD	*0.28*		

Table 8 illustrates the level of individual performance commitment and review form of the respondents.

Out of 105 respondents, almost of the respondents' performance range *"3.500 to 4.499"* as received the highest frequency of ninety-six (96) or 91% of the total sample population. Score shows the mean *(M=3.91, SD=0.28)* as remarked as *Very Satisfactory* improved based on the score. In the above findings, the impact of the school head's motivation to teachers and the teachers' personal competencies reflected on the results of their Individual Performance Commitment as they obtained the very satisfactory performance. It also shows that a certain motivation creates a significant difference among individuals, as it shows that 91% of respondents were categorized as very satisfactory in performance and the 9% of them were satisfactory.

Table 9. Significant Relationship of School Head's Motivational Technique and Teacher's Personal Competencies

Motivation Technique	*Competencies*	*r value*	**p-value**	**Degree of Correlation**	**Analysis**
Creative Competence		.771	0.000	Strong relationship	Significant
	Instructional Delivery	.695	0.000	Strong relationship	Significant
Reward-Based		.748	0.000	Strong relationship	Significant
Fear-Based		.678	0.000	Strong relationship	Significant
Creative Competence		.722	0.000	Strong relationship	Significant
	Assessment	.625	0.000	Strong relationship	Significant
Reward-Based		.674	0.000	Strong relationship	Significant
Fear-Based		.645	0.000	Strong relationship	Significant
Creative Competence	*Classroom Management*	.727	0.000	Strong relationship	Significant
		.721	0.000	Strong relationship	Significant

Reward-Based		.669	0.000	Strong relationship	Significant
Fear-Based		.659	0.000	Strong relationship	Significant

Scale	Strength
± 0.80 – ± 1.00	Very Strong
± 0.60 – ± 0.79	Strong
± 0.40 – ± 0.59	Moderate
± 0.20 – ± 0.39	Weak
± 0.00 – ± 0.19	Very Weak

Table 9 presents the significant relationship between the school head's technique and teacher's personal competencies.

The school head's motivational technique and the teacher's personal competencies in terms of instructional delivery shows that creative motivation has an r value of 0.771 with P-value of 0.0000, competence motivation have an r value of 0.695 with P-value of 0.0000, reward-based motivation have an r value of 0.748 with p-value of 0.000, and fear-based motivation have an r value of 0.678 with p-value of 0.000 with the degree of correlation of strong relationship and interpreted as significant. The teacher's personal competencies in terms of assessment reveals creative motivation has an r value of 0.722 with p-value of 0.0000, competence motivation have an r value of 0.625 with p-value of 0.0000, reward-based motivation have an r value of 0.674 with p-value of 0.000, and fear-based motivation have an r value of 0.645 with p-value of 0.000 with the degree of correlation of strong relationship and interpreted as significant. While the teacher's personal competencies in terms of classroom management reveals creative motivation has an r value of 0.727 with p-value of 0.0000, competence motivation have an r value of 0.721 with p-value of 0.0000, reward-based motivation have an r value of 0.669 with p-value of 0.000, and fear-based motivation have an r value of 0.659 with p-value of 0.000 with the degree of correlation of strong relationship and interpreted as significant.

Table 10. Significant Relationship of School Head's Motivational Technique and Teacher's IPCRF

Motivation	*Performance*	r value	p-value	Degree of Correlation	Analysis
Creative		-0.025	0.801	Weak relationship	Not Significant
Competence	*IPCRF*	-0.053	0.590	Weak relationship	Not Significant
Reward-Based		-0.096	0.332	Weak relationship	Not Significant
Fear-Based		-0.099	0.317	Weak relationship	Not Significant

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Table 10 presents the significant relationship between the school head's technique and teacher's IPCRF.

The school head's motivational technique and the teacher's individual performance commitment and review form shows that creative motivation has an r value of -0.025 with p-value of 0.801, competence motivation have an r value of -0.053 with p-value of 0.590, reward-based motivation have an

r value of -0.096 with p-value of 0.332, and fear-based motivation have an r value of -0.099 with p-value of 0.317 with the degree of correlation of weak relationship and interpreted as not significant.

CONCLUSION

The following conclusions were drawn from the findings.

(1) School heads motivational techniques in terms of Creative Motivation, Competence Motivation, Reward-Based Motivation, Fear-Based Motivation helps teachers to strive and do better in the workplace, thus retaining the nature an environment of upbringing and lifting up the teachers in various motivational manner is encouraged to retain to assure that the teachers and the work environment were harmonious.

(2) School head's various motivational techniques help teachers to develop their self-awareness and decision-making skills and other personal attributes that lead to their professional development.

(3) Teacher's personal competence and performance attributes have high level of engagement to academic related activities and their classrooms as well as their personal development. It might be a great help towards their personal competence and increased performance in the workplace and in enhancing their professional attributes to contribute quality and effective teaching.

(4) There is a significant relationship between School heads motivation techniques and the teacher's personal competencies.

(5) There is no significant relationship in perceived School Heads' Motivational Techniques and Teachers' Performance.

RECOMMENDATIONS

In the light of the conclusion made, the following recommendations are given.

Related studies of this kind in the future should attempt to document the possible causes for further development of the teachers social and personal attributes and various ways on how to attain professional growth through continuing professional education.

It also attempts to include perception from others such as colleagues, school heads and other members of the organization, institution or school where the teacher belongs in order to find more reliable data on the matter.

(1) The school head motivation is advised to retain and be felt more in school settings, thus the level of the teacher's motivation in terms of competence excel and develop a culture of positive working environment whereas fear was not a basis for teachers to work but rather be motivated positively through the school heads.

(2) The teacher's personal competence can be developed and enhanced more through technical assistance in the work settings despite the teacher's having self-motivation and skills. Assistance to teachers will help them be more motivated to excel and learn more in the teaching, thus results in a more manageable classroom setting and effective delivery both in instructional aspects and assessment of the learners.

(3) The teachers' level in IPCR reflects a very satisfactory results to many teachers, thus this research advised that personal development and self-motivation among teachers were encouraged as well as the support of the school heads for the teachers' development to maintain a productive result in terms of teachers' performance.

(4) Teachers' creative motivation helps them to improve in various ways both at work and personal development. Teachers exposed to various activities, positive motivations in school including fair treatment among colleagues, monitoring and new learning situation will help them enhance their personal competence and performances.

(5) School heads may build a work environment filled with motivation to help teachers develop their personal competence and performance in the workplace.

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