

Managerial skills and motivation as antecedents of teachers' performance in public elementary schools in the division of Laguna

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Abstract

The study examined the Managerial Skills and Motivation as Antecedents of Teachers' Performance in Public Elementary Schools in the Division of Laguna during the Second Semester of the School Year 2023-2024. Furthermore, the study aimed to determine the extent of managerial skills, the extent of teachers' motivation, and the level of teachers' performance in the last three (3) years as disclosed in the teachers' Individual Performance and Commitment Review (IPCR). The respondents are public school teachers in the Division of Laguna. The study aimed to collect data from the public elementary school teachers with a sample size of 2,350 teacher-respondents. The study examining the perceived managerial skills of school heads, as reported by teachers, revealed that school heads are Very Much Skilled across five key dimensions: conceptual skills, human skills, technical skills, communication skills, and supervisory skills. An assessment of teachers' motivation in public elementary schools revealed that they are Very Much Motivated. Over the last three (3) years, teachers consistently demonstrated a Very Satisfactory level of performance. In addition, School Year 2020-2021 has the lowest numerical value with subsequent years showing a gradual increase. The correlation analysis conducted to examine the relationship between managerial skills in the areas of conceptual skills, human skills, technical skills, communication skills and supervisory skills and teachers' performance in the last three (3) years established a significant relationship. However, technical skills and supervisory skills during School Year 2020-2021 failed to establish a significant relationship to teachers' performance. The correlational analysis conducted to examine the relationship between extrinsic motivation and teachers' performance yielded an overall significant relationship except during the School Year 2022-2023. Likewise, the correlational analysis between intrinsic motivation and teachers' performance yielded a significant relationship. However, the correlational analysis of the combined extrinsic motivation and intrinsic motivation failed to establish a significant relationship to teachers' performance. Among the five (5) components of managerial skills, only human skills emerged as a predictor of teachers' performance. Furthermore, among the components of motivation, both extrinsic and intrinsic motivation emerged as predictors of teachers' performance. In conclusion, school heads' managerial skills and teachers' performance are essential in the delivery of quality service and education which underscores their powerful impact in the educational setting. Likewise, motivation contributes to teachers' performance and in sustaining and maintaining teachers' performance. This gives highlight to the impact of giving the right motivation to enhance the performance outcomes. Moreover, the dynamic of human skills and motivation impact in teachers' performance. The combination of the two are essential in attaining the desired performance outcomes specifically in the delivery of quality education.

Keywords: managerial skills, teacher motivation, teacher's performance, public elementary schools, predictors of performance

1. Introduction

This chapter includes the discussion about the introduction, background of the study, scope and limitation of the study, statement of the problem, hypothesis, theoretical framework, conceptual framework, and definition of terms.

The occurrence of the pandemic and the transition to post pandemic era had a major impact on human life including the field of education. This affected the teachers, heads of institutions and government

officials. The conditions and changes have demanded teachers for abrupt adaptation without preparation. Teachers had to adapt to the changes quickly and continuously to facilitate learning. However, not all teachers are able to adapt easily to the demands of the changing world. The changes have somehow affected how they perform their duties and responsibilities in the efficient delivery of learning. The way they perform teaching and learning before the pandemic has been different and without preparation, performance has been greatly affected. Since the advent of pandemic, teachers have been looking for the provision of guidance and support from their respective school heads. Uncertainties have caused teachers to seek for additional support and guidance to make sure that they are in the right path and clear direction. Thus, school heads' managerial ability greatly helped teachers in navigating to the changing world in the teaching field. Managerial skills possessed by school heads play a crucial role in ensuring operational efficiency of the school and maintaining high level of efficiency among the teachers in the workplace.

Likewise, teachers were forced to transition to conform and adapt to the needs on how education can be delivered to the learners. Many teachers experienced struggles in staying motivated due to the lack of resources and unpreparedness coupled with anxiety due to the abrupt changes that affected their performance. Some even came to a point of depression especially when faced with uncertainties without prior preparation. Therefore, helping teachers navigate to the post pandemic era of education is crucial in maintaining their performance in the delivery of quality education. Teachers' performance can be guided and supported using school heads provision of support using managerial skills and teachers' motivation. When teachers' performance is sustained, they can work together to help resolve related educational problems.

The World Bank (2023) recognizes the importance of preparing and supporting teachers throughout their careers. This support to teachers is increasingly crucial in the context of high global learning poverty rates, particularly prevalent in low- and middle-income countries, and the significant learning recovery needs due to prolonged school closures during the COVID-19 pandemic.

As stated in the Republic Act 9155, or the "Governance of Basic Education Act of 2001" in Section 7, Powers, Duties and Functions, consistent with the national educational policies, plans and standards, the school heads shall have authority, accountability, and responsibility for the following:

"(7) Administering and managing all personnel, physical and fiscal resources of the school."

In addition, these powers, duties and functions were further given emphasis and elaboration in DepEd Order No. 24, s. 2020 titled "National Adoption and Implementation of Philippine Professional Standards for School Heads".

Moreover, DepEd Order No. 002 s.2024 titled "Immediate Removal of Administrative Tasks of Public School Teachers" is guided by agency directions to remove the nonteaching tasks of teacher to give support to teachers to teach better. This is geared toward building a conducive environment for effective teaching and learning to thrive.

This answers the clamor of the teachers in the additional and ancillary tasks assigned to them. Philippine Business for Education (2023) shared that teachers are unable to teach because they are forced to comply with other non-teaching requirements in the form of administrative reports and committee work. It is necessary to account for schools' staffing needs for human resources, learning and development, and general and custodial services. They added that these positions should be formalized with the creation of corresponding plantilla items and allocation of budget; otherwise, the staffing support and deloading efforts might not be sustained.

Furthermore, pursuant to DepEd Order No. 9, s.2002, titled "Establishing the Programs and Awards and Incentives for Service Excellence (PRAISE) in the Department of Education" PRAISE shall adhere to the principles of providing incentives and awards based on performance, innovative ideas, and exemplary behavior.

This clearly asserts that the Department of Education recognizes the outstanding performance of its employees. The establishment of PRAISE provides incentives to motivate

employees who have contributed ideas, suggestions, inventions, discoveries, superior accomplishments, and other personal efforts. Thus, it aims to provide and maintain motivation among the employees.

Despite the efforts exerted by the Department of Education, there is still a pressing need to address the challenge of maintaining teachers' performance. The study wants to assess the perceived managerial skills of the school heads that supported teachers' performance during and after the pandemic and teachers' motivation that affects performance. Because challenges and problems that hinder teachers' performance are not always the same, school heads' managerial skills and external and internal motivation factors are crucial for teacher's work performance. Therefore, conducting this study holds significant implications for teachers in the field of education.

Background of the Study

The pandemic and post pandemic era greatly affected the educational system in the Philippines. It has particularly affected the way teachers perform their duties and functions in the delivery of teaching and learning. Due to the immense impact of pandemic, teachers experienced struggles and difficulties in the adaptation and performing their duties and functions. The after-effect of the pandemic brought uncertainties which denoted a negative impact and caused teachers to feel unsure if they are doing the right thing that affects their job performance.

The researcher as a classroom teacher had a firsthand experience of difficulty in coping with the challenge of performing her duties as a classroom teacher after the pandemic. The researcher felt that uncertainties hindered her from performing her duties and responsibilities unlike before the pandemic era. It has decreased her motivation because what she was facing during the implementation of the limited face-to-face classes was different from the situations she used to experience before. Although there was support, the feeling of fear and anxiety continued making her perform less than the usual and felt less motivated than before.

In the same manner, as described by Lisnawati (2018), the managerial skills of good principals must seek to improve teacher performance through a program for developing the ability of education personnel. Therefore, the principal must have the personality, abilities, and skills to manage an educational institution. In his role as a manager, the principal must be able to pay attention to the needs and feelings of the people who work so that teacher performance is consistently maintained.

Villanueva and Meer (2021) expressed that teachers' work performance is linked to their participation in decision-making, higher artistic autonomy, favorable work environment, and work behavior or attitude. A productive worker could be a happy worker," the saying goes. Those who feel their work environment is supportive and caring have high self-esteem, self-worth, and job satisfaction in their schooling, and it is hard for them to quit a responsible workplace.

Furthermore, as stated by Lagrisola (2018), individual performance is fueled mainly by the kind of motivation that a worker usually experiences. In the world of teaching, several factors greatly affect the kind of output that a teacher shows. These can be divided into internal and external factors. Internal factors include the following: the kind of management that a school head implements in order to guide the teacher towards the attainment of their goals; the relationship that teachers have with each other; the attitude and response of students or learners towards their action or delivery of their tasks and the quality of training that a teacher has gone through changing time of education. External factors are attributed mainly to family profile and lifestyle. In most cases, a good family background accentuates the virtuous performance of a teacher.

In addition, Callo (2014) stated that without motivation, teachers' performance would be highly hindered. The level of motivation of workers will determine the teachers' response to the organizational rules, responsibilities, and opportunities. Also, motivation is the force that initiates, guides, and maintains goal-oriented behaviors.

Thus, teachers' performance was affected by the pandemic and transition to post pandemic era. To

address this problem, it is important to assess what support can be provided to the teachers and what external and internal factors can help uplift their motivation to perform their duties. Problems are opportunities for improvement. Managerial skills in terms of conceptual, human, technical, communication and supervisory skills coupled with teachers' motivation factors can be used in enhancing teachers' performance.

With the abovementioned discussion, the study aimed to assess the extent of managerial skills of school heads and motivation as perceived by the teachers in the Division of Laguna in relation to teachers' performance. The findings of this study will provide valuable insights to school leaders for planning teachers' capacity building program including in-service training.

Scope and Limitation of the Study

This study aimed to assess the extent of managerial skills and motivation as antecedents of teachers' performance in public elementary schools in the Division of Laguna for the School Year 2023-2024. Managerial skills involve conceptual skills, human skills, technical skills, communication skills and supervisory skills. On the other hand, the teachers' motivation was assessed based on extrinsic motivation and intrinsic motivation. Moreover, the performance of teachers was based on their Individual Performance and Commitment Review (IPCR) covering the last three (3) school years: School Year 2020-2021, School Year 2021-2022 and School Year 2022-2023.

The study was conducted in the Division of Laguna composing of twenty-four (24) sub-offices where the schools are located, namely: Alaminos, Bay, Calauan, Los Baños, Pila and Victoria, Kalayaan, Lumban, Paete, Pagsanjan, Nagcarlan, and Santa Cruz, Famy, Mabitac, Pakil, Pangil, Santa Maria and Siniloan, Cavinti, Liliw, Luisiana, Magdalena, Majayjay and Rizal.

The time frame for data collection and analysis was limited to School Year 2023-2024. The respondents of the study are 2,350 public elementary school teachers in the Division of Laguna. Clustering was utilized to determine the respective number of respondents in each school size. The objective of the study is to assess the relationship and influence of managerial skills and teachers' performance and motivation and teachers' performance.

Through understanding the given aspects, the study aimed to provide insights and recommendations for improving the performance of the teachers through managerial skills and motivation. The study utilized descriptive research design and the respondents were chosen through random sampling. The quantitative data gathered from the responses of the participants were tabulated and analyzed to arrive at general findings, conclusions, and recommendations about the research conducted.

To gather reliable data in the conduct of the study, the researcher used adapted and modified survey questionnaire checklist from the study of Melo (2021) in the first part to assess the extent of managerial skills of the school heads. To determine the extent of motivation among teachers, the researcher utilized the study of Cajurao et al. (2023). The survey questionnaire underwent face validation and content validation by the experts and was tested for its reliability. Lastly, to determine the level of performance of the teachers, the researcher utilized the Individual Performance and Commitment Review (IPCR) set by the Philippine Professional Standards for Teachers (PPST) and prescribed by the Department of Education.

The survey questionnaire underwent face validation and content validation by the experts and reliability testing. The researcher decided to conduct this study to convey an in-depth understanding, awareness, and discernment on the role of managerial skills and motivation in teachers' performance.

Statement of the Problem

The study aimed to determine the managerial skills and motivation as antecedents of teachers' performance in selected public elementary schools in the Division of Laguna during the school year 2023-2024.

Specifically, it sought answers to the following questions:

1. What is the extent of managerial skills among the school heads in public elementary schools with respect to the following areas:
 - 1.1 conceptual skills;
 - 1.2 human skills;
 - 1.3 technical skills;
 - 1.4 communication skills; and
 - 1.5 supervisory skills?
2. What is the extent of motivation of the teachers in public elementary schools in the Division of Laguna with respect to:
 - 2.1 extrinsic motivation; and
 - 2.1 intrinsic motivation?
3. What is the level of performance of the teachers in public elementary schools in the Division of Laguna as revealed in the IPCR for the last three (3) years?
4. Is there a significant relationship between the managerial skills and the performance of teachers in public elementary schools in the Division of Laguna?
5. Is there a significant relationship between teachers' motivation and performance of the teachers in public elementary school in the Division of Laguna?
6. Which among the managerial skills and motivation singly or in combination influence the performance of public elementary school teachers in the Division of Laguna?
7. Based on the analysis of the study, what capacity building program for teachers and school heads maybe proposed?

Hypothesis

Based on the presented problems, this study tested the following null hypotheses:

1. There is no significant relationship between the managerial skills and the performance of teachers in public elementary schools.
2. There is no significant relationship between motivation and the performance of teachers in public elementary schools.
3. Managerial skills and motivation singly or in combination do not influence the performance of the teachers in the public elementary schools.

Theoretical Framework

The study is anchored on the Self-Determination Theory that serves as basis. According to Manninen et al. (2022), Self-Determination Theory of Ryan and Deci (2000) emphasizes the satisfaction of basic human needs for autonomy, competence, and relatedness as a key driver of motivated behavior. In contrast to many theories of motivation, which emphasize the quantity of motivation (e.g., goal-setting theory), Self-Determination Theory emphasizes the idea that qualitative differences in motivation also matter. Specifically, a key contribution of Self-Determination Theory is that it describes a continuum in which goals may be pursued for different reasons, ranging from being intrinsically motivating at one extreme to being extrinsically motivating at the other end. The theory suggests that these different motivations can all lead individuals to act, but they may have different implications for performance and well-being.

According to Self-Determination Theory, intrinsically motivating tasks are interesting, enjoyable, and spontaneously pursued by individuals. Such motivation is experienced as autonomous and self-determined (Deci and Ryan, 2000). In contrast, extrinsically motivated tasks are pursued because of external contingencies, but can be experienced as controlling or autonomous depending on the extent to which the

contingencies have been internalized by the individual. As such, Self-Determination Theory describes several different types of extrinsic motivation. External regulation is the least internalized form of extrinsic motivation with individuals pursuing tasks because of rewards or punishments present in the environment. Introjected regulation is the next form of extrinsic motivation, with individuals pursuing goals because they have internalized and come to self-administer the rewards and punishments for the goal. Often, individuals who experience introjected motivation pursue tasks because they would feel guilty if they did not. Identified regulation reflects a more internalized form of extrinsic motivation whereby individuals understand the value of the goal and pursue it based on that understanding, but they have not come to personally value the goal and the reasons for its pursuit. Integrated regulation reflects the most complete internalization of an extrinsic goal whereby individuals have come to personally value the goal and experience it as important. The goal is not inherently interesting or fun (so it is not intrinsically motivating), but it is valued, important, and experienced as autonomously motivating. Finally, in contrast to the motivated behaviors described above, Self-Determination Theory also recognizes that some behaviors may be motivated, which means that individuals are not able to provide a reason for why they engage in them.

Ryan and Deci (2000) argued that some goals are more consistent with satisfying an individual's basic needs than others. In particular, striving for autonomous goals may lead to greater need satisfaction and better well-being, whereas striving for controlled goals may lead to the thwarting of one's needs and worse well-being. A key finding from research on SDT is that more autonomous forms of motivation are associated with better performance on interesting or complex tasks.

Hence, the overwhelming impact of pandemic on educators allows us to contemplate on how to sustain teachers' autonomy, competence and relatedness in order to fuel performance in the educative process while facing the challenges brought by the pandemic.

This study is also anchored on Behaviorism which is an educational philosophy focusing on the behaviors that are a result of experience. As cited by McLeod (2024), Watson (2013) argued that all behaviors in animals or humans are learned, and the environment shapes behavior. Furthermore, Watson (1913) in his article "Psychology as the behaviorist views it" explained that behaviorist views psychology as a purely directive experimental branch of natural science. Its theoretical goal is the prediction and control of behavior. So far, human psychology has been unsuccessful due to the mistaken notion that introspection is the only method available to psychology, and that it is the study of consciousness.

Thus, Behaviorism can influence both intrinsic and extrinsic motivation for teachers by emphasizing the role of reinforcement, feedback, clear expectations, interest and enjoyment, sense of mastery, autonomy and control, and social rewards in shaping their behavior and motivating their teaching efforts.

This thought applies to what can help motivate teachers and how can this strengthen their drive in their performance. It implies that knowing what motivates oneself to perform will result to optimized productivity, satisfaction, goal setting, decision making, resilience, personal growth, and relationships. It enables teachers to live a purposeful and authentic life and guides their actions.

Conceptual Framework

Based on the theories presented, a conceptual framework was formulated. Illustrated on the succeeding page are the three main variables of the study namely managerial skills, motivation, and teachers' performance. Since the study will focus on the correlational analysis of the variables, the presentation in the diagram shows their interconnectedness.

The figure illustrates three frames indicating the variables of the study. The first frame presents the independent variables namely of managerial skills and motivation. The first independent variable is Managerial Skills in the areas of conceptual skills, human skills, technical skills, communication skills and supervisory skills. The second independent variable is Motivation with respect to extrinsic and intrinsic motivation. The second frame presents the dependent variable which is Teachers' Performance for the last

three (3) years in the Individual Performance Commitment and Review (IPCR).

Significant elements are added in the framework like lines and arrow. These are strategically positioned in the conceptual framework depicting the connections of the variables. The independent variables such as Managerial Skills and Motivation are connected with an arrow pointing to the Teachers' Performance as the dependent variable of the study which is indicative of their interrelationship. Lastly, the arrow pointing to the last frame indicates the output of the study which is a capacity building program that was designed based on the findings of the study entitled the Project SMP or "Skills, Motivation and Performance Capacity Building Program."

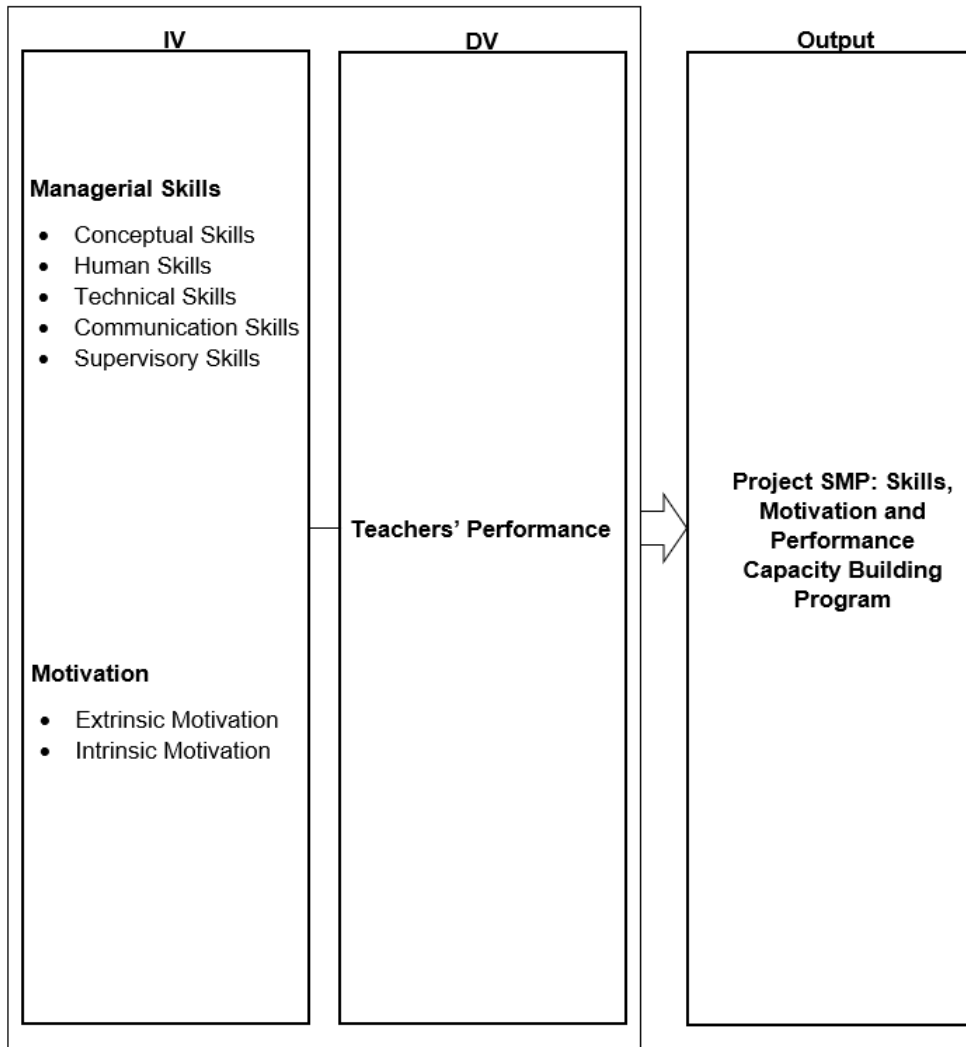


Figure 1

Conceptual Paradigm of Managerial Skills and Motivation as Antecedents of Teachers' Performance in Public Elementary Schools in the Division of Laguna

Review of Related Literature and Studies

This chapter presents the various literatures and studies of both foreign and local settings. These readings have been found to be pertinent in the study being investigated.

Managerial Skills

According to Salehi and Mohammadi (2014) the guarantors of success or failures of any organization are the managers. Management quality at all levels indicates manager penetration and effectiveness. Organizational management and human resources management skills determine how well an organization operates. These skills are the ability to apply the technical knowledge and personal experience of a manager.

In addition, Abila (2014) described managerial skills are set of qualities and attributes in the personality of the managers that enable them to effectively manage the entire organization. These skills can contribute to the development of the team, each individual and other personnel in the institution. As applied to teaching, it is how teachers deal with students on the activities, perform administrative functions and act as a team with the other employees. These skills develop an organize programs and policies.

Conceptual Skills

As pointed out by Hariri and Surmintono (2020), committed teachers are characterized by four qualities: having a desire to be good teachers, being more fact purveyors and sources, recognizing and accepting individual worth, and meeting professional responsibilities. Principals can help teachers be committed to teaching, for example, by implementing leadership styles that contribute to their commitment.

Moreover, Karacabey, (2021) teachers' desire to improve themselves in their profession will mean that they will continue to do research by accepting their students. Reading from various sources, preparation of reports, a compilation of articles will contribute to gain the opinions of other researchers in their professional development process. School administrators are also able to support teachers in finding and researching resources.

Likewise, Melo (2021) cited that conceptual skills of the school heads acknowledge the importance of each member of the organization. They recognize how different functions of organization depend on one another. Also, they recognize that change in each part necessarily influences other parts.

Human Skills

According to Bashir (2017), human skills are “people skills.” They are the abilities that help a leader to work effectively with subordinates, peers, and superiors to accomplish the organization’s goals. Human skills allow a leader to assist group members in working cooperatively as a group to achieve common goals.

Bush (2018) suggests that a better approach to principals’ induction is to regard it as an ongoing process. Bush suggests that such a process might have six phases: Succession planning, leadership preparation, recruitment and selection, induction, mentoring, and in-service development.

Technical Skills

As opined by Cidree (2018), for school improvement to be achieved for the purpose of quality assurance there is need for principals of schools to involve the students and teachers in the decision making especially in the matters concerning them, appoint different committees in schools headed by vice principals like exam committee, administration committee, general duty committee, block supervisors, sanitation committee, manual labor committee, clubs and societies among others.

Cole (2020) also stated that principals should apply some planning strategies for school improvement

for quality assurance for the attainment of educational goals/objectives. Cole further asserted that the followings are considered for school improvement like working documents that school use to monitor their progress over time and to make revisions when necessary to ensure that the plans stay on course for the development of the school.

Hernando-Malipot (2021) reported that recognizing the challenges under the “new normal” in education the Department of Education (DepEd) will resume the conduct of an initiative by that aims to provide the necessary technical assistance to the field - particularly to teachers. DepEd Undersecretary for Curriculum and Instruction Diosdado San Antonio, in a memorandum dated March 29, announced that “DepEd Teaches” - an online program featuring episodes that focus on steps and initiatives in overcoming the challenges in providing education in the new normal - will resume this month. San Antonio explained that “DepEd Teaches” was officially launched in December 2020 to support the current efforts DepEd to improve the delivery of education services.

Communication Skills

In addition, McCleskey (2014) explained that oral communication is useful to motivate subordinates. However, as time evolves and moves into the digital age, communication can now be transmitted via digital devices to obtain almost instant real time feedback as opposed to the traditional face-to-face interaction. Moreover, they strongly propose that leaders must leverage on and fully utilize mobile technology to enable them to work at any place and time.

The same sentiment was pointed out by Sheninger (2014) who stated that the trend of including technology into leadership research is a recent development given that digital leadership is a relatively new leadership practice that connects leaders with technology. Leaders must be able to leverage on ICT and technology to support their leadership practice, for instance in their communication practice.

Supervisory Skills

Glickman et al. (2017) emphasize that supervisory effectiveness is a result of the quality of supervision that encompasses knowledge, interpersonal and technical skills. The quality of teaching and learning will be enhanced if all three factors are successfully applied. Aspects of knowledge include school direction, androgynous educational methods, teacher development and other alternative supervisory practices that can be explored and improved upon while interpersonal skills need to be mastered by supervisors to establish symbiotic relationship orientation and encourage change.

Venas (2019) defined supervision as the process of monitoring and directing of activities or course of action in a specific field or institution. The term supervision is very much common in the terra firma of teaching. Teachers are being supervised by their superiors like their school heads and principals. These supervisors exhibit skills which are essential to those who are under which are essential to those who are under their direct leadership.

Motivation

According to Zalwango (2014) stresses that motivation is the willingness of an employee to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment. A motivated employee willingly tries hard to contribute his or her best performance towards accomplishing his or her work.

Callo (2014) further stated that without motivation, teachers' performance would be highly hindered. The level of motivation of workers will determine the teachers' response to the organizational rules, responsibilities, and opportunities. Also, motivation is the force that initiates, guides, and maintains goal-oriented behaviors.

Extrinsic Motivation

According to Kingful and Nusenu (2015), teacher can be motivated by intrinsic or extrinsic motivations. Intrinsic refers to the belief he has in himself about the work he does without being influenced by anything external. In this context, he can be motivated by his professionalism, his vocation of teaching, his love toward students, parents and the country he is educating for, to name a few. On the other hand, extrinsic relates to the totality of external factors that affect him in doing his work with joy and love. Here we can mention the work environment, his students' performance, salary statement, allowance and bonus, his family situation, and so on.

Murwanashayaka et al. (2024) expressed that a teacher who is extrinsically motivated contributes a lot to quality education. This is due to the fact that a motivated teacher is punctual, well prepared and complete teaching documents, giving and marking assignments, participating in institutional and professional events and self-discipline. Also, teachers wish to be motivated extrinsically in three main ways such as building a conducive working environment for them, salary and allowances, and appreciable students' outcomes.

Intrinsic Motivation

According to Tiwari (2020), motivation is an internal process that makes a person move towards a goal. Raising the motivation and status of teachers as well as retaining high quality teachers is therefore vital to improving education. Motivation refers to the resolution of achieving a goal, marked by goal directed behavior. When we refer to someone being motivated, it implies that the individual is trying to perpetrate a certain task. However, motivation alone can't suffice to complete that task with utmost efficiency. Ability, having the skill and knowledge to perform that task is also significant in this regard.

As explained by Rodriguez and Cuidamat (2021), motivation is all about what drives a person. There is a combination of external and internal motivating factors in the lives, but the internal motivations have proven time and time again to be far more effective. What motivates one person may not be what motivates the next because people are all unique, and that is the biggest thing to remember when understanding the internal motivation and trying to change the life.

Teacher Performance

According to Nasution and Ramadan (2021), teachers' performance during the COVID-19 pandemic has decreased, as can be seen from the delivery of learning materials during online learning where teachers are unable to keep up with developments in information and communication technology which causes educators to have difficulty operating technology. As a result of educators' lack of experience regarding online learning, educators cannot continue the online learning process carried out by educators and students so that material is not conveyed during online learning.

Furthermore, according to Lisnawati (2018), the managerial skills of good principals must seek to improve teacher performance through a program for developing the ability of education personnel. Therefore, the principal must have the personality, abilities, and skills to manage an educational institution. In his role as a manager, the principal must be able to pay attention to the needs and feelings of the people who work so that teacher performance is consistently maintained.

Villanueva & Meer (2021) expressed that teachers' work performance is linked to their participation in decision-making, higher artistic autonomy, favorable work environment, and work behavior or attitude. A productive worker could be a happy worker," the saying goes. Those who feel their work environment is supportive and caring have high self-esteem, self-worth, and job satisfaction in their schooling, and it is hard for them to quit a responsible workplace.

Lagrisola (2018) stated that individual performance is fueled mainly by the kind of motivation that a worker usually experiences. In the world of teaching, several factors greatly affect the kind of output that a teacher shows. These can be divided into internal and external factors. Internal factors include the following: the kind of management that a school head implements in order to guide the teacher towards the attainment of their goals; the relationship that teachers have with each other; the attitude and response of students or learners towards their action or delivery of their tasks and the quality of training that a teacher has gone through changing time of education. External factors are attributed mainly to family profile and lifestyle. In most cases, a good family background accentuates the virtuous performance of a teacher.

Individual Performance and Commitment Review (IPCR)

According to Cabrera and Eslabon (2024), if the teachers are satisfied with their jobs, it will result in good performance and will lead to higher academic achievement of the pupils. In the Individual Performance Commitment and Review Form (IPCRF), instructional competence is one of the biggest components covering teachers' job performance. Teachers are rated on their IPCRF as Outstanding (4.50-5.00), Very Satisfactory (3.50-4.49), Satisfactory (2.50-3.49), Unsatisfactory (1.50-2.49), and Poor (below 1.49) (Other components include learners' achievement, school home and community involvement and professional and personal characteristics).

Moreover, Lagrisola (2019) stated that the Department of Education used Individual Performance Commitment Rating Form (IPCRF) to empower the teachers in the use of their skills in performing the teaching learning process in public elementary and secondary Schools. The goal of the Department of Education in the use of this system is to adequately measure the output of each teacher using the documented proof of evidence compiled as individual portfolio.

Studies

The following are the variables of the study with reviewed related studies both foreign and local.

Managerial Skills

In the study of Jaidie et al. (2020) titled "Relationship of Principal's Managerial Skills and Academic Supervision Skills through Organizational Climate to Teacher Performance in Public Elementary Schools in Pandawan District", it proves that the principal's managerial skills can provide a positive and significant direct relationship with the performance of elementary school teachers in the Pandawan Regency. Result of the study revealed that there is a relationship between the principal's managerial skills and teacher performance with a path coefficient of 0.457.

Akporehe and Asiyai (2023) in their study titled "Principals' Managerial Skills and Teachers' Job Performance: Evidence from Public Secondary Schools in Delta State, Nigeria" revealed that the managerial skills possessed by public secondary school principals for influencing teachers' job performance are communication, human relations and technical. The level of teachers' job performance is moderate. Result also revealed that there was a significant relationship between principals' communication skill, human relation skill and technical skill and teachers' job performance in secondary schools in Owa communities in Delta State, Nigeria.

Conceptual Skills

In the study of Ibay and Pa-alisbo (2020) titled "An Assessment of the Managerial Skills and Professional Development Needs of Private Catholic Secondary School Administrators in Bangkok, Thailand", school administrators demonstrated a high level of proficiency in conceptual skills but still needs

improvement on certain aspects. Two items that had the same mean scores of 3.70. These were the identification of informal organization and the articulation of strategy. Besides, the ability of prediction got the lowest mean score of 3.66. This means that school administrators need training in these areas.

Sahlin (2023) in the findings of his study titled “Professional development of school principals – how do experienced school leaders make sense of their professional learning?” showed that principals need access to systematized, formal professional learning at all stages of their careers, not just qualifying pre-service or in-service principal training. A growing body of research has emphasized the importance of school leadership for quality improvement in schools, which reinforces the importance of school leaders’ continuous professional development in working life.

Human Skills

The same result was yielded from the study of Mikhaharahap et al. (2022) titled “The Effect of Interpersonal Communication and School Leadership on the Performance of Junior High School Teachers in Kapuas Barat District of Kapuas Regency“. The results showed that there was a positive and significant influence between interpersonal communication and teacher performance where the significance value of the results of this study was 0.000 which is smaller than the level of confidence used 0.05. Likewise, the influence of the principal's leadership on the performance of the teacher council shows a significant effect with a significant result of 0.004 and is smaller than the 0.05 confidence level.

Villanueva et al. (2021) in their study titled “Assessing the School Heads Leadership in the Towns of Nueva Ecija, Philippines: Inter-Relationship of Supervisory Skills, Interpersonal Skills and Leadership Skills”, revealed that school leaders’ interpersonal, leadership, and supervisory skills were regarded as evident by both the school and their teachers. The inter-relationship of Supervisory Skills, Interpersonal Skills and Leadership Skills showed significant associations between the school head’s decision making and their managerial skills in planning and organizing thereby concluding that School Heads’ leadership was evident.

Technical Skills

Zhong (2016) in the study titled “The Effectiveness of Digital Leadership at K-12 Schools in Mississippi Regarding Communication and Collaboration During CCRS Implementation” found out that at qualitative stage showed that principals utilized hybrid ways to support teachers’ communication and collaboration regarding CCRS implementation, including formal meetings, group collaboration, trainings, social media, website, online learning, digital teaching, personalized professional development, peers’ modeling, digital management, digital data collection and interpretation, digital citizenship promotion, and website filter.

The study of Jabonillo (2019) titled Principals' Leadership Styles and the Extent of Instructional Technical Assistance Provided to Teachers” was conducted to 192 teachers from 11 secondary schools. The study utilized descriptive-correlation method and employed weighted mean, and Spearman rank correlation coefficient. Result of the study revealed that the instructional technical assistance of the principals to their teachers is high in the following areas: teaching and learning, school curriculum implementation, learning environment and IMs enhancement.

Communication Skills

The study of Pramahsari and Triatna (2020) titled “Impact of Principal's Communication on Teacher Performance”, the principal's communication has a significant influence on improving teacher performance in primary school teachers. The principal's communication is the process of sending information (message) to the teacher and can carry out the information to the protégé. The principal as a source of information in the

school is needed by the teachers, so that the conveyed can be carried out for the development of the teacher itself as well as for the students.

The result of the study of Saraih, et al. (2022) titled “Contemporary communication conduit among exemplar school principals in Malaysian schools. Khambari Research and Practice in Technology Enhanced Learning” When asked about using technology as a conduit in their internal and external communication, all four school principals admitted that they rely on social media as an important medium of communication in today’s world. Moving into the digital age, communication in schools can now be transmitted via digital devices.

Supervisory Skills

The study of Sudarjat et al. (2015) titled “Influenced by other factors, Supervision, Leadership, and Working Motivation to Teachers’ Performance”, the result can be stated that supervision positively influences teacher performance within school organizations in Bogor Indonesia. The strength of association of supervision to teacher’s performance is observable.

On the contrary, the study of Ordanel and Dionisio (2023) in their study titled “Effects of Supervisory Practices of School Principals to Work Performance of Teachers” revealed that there is no correlation established between the level of supervisory practices of school principal and the level of working performance of teachers. Based on the results the teachers are effective and efficient which means that they are performing their job effectively and efficiently.

Motivation

Similarly, the study of Esdras and Andala (2021) titled “The Influence of Motivation on Teacher Performance in Boarding Secondary Schools of the Western Province of Rwanda” which revealed that the findings have proved that there was high positive Karl Pearson Coefficient of correlation (r) of 0.742 to the side of teachers which meant that when teachers are either extrinsically or intrinsically motivated their performance increase.

At the same time, Kumari and Kumar (2023) in their study titled “Influence of motivation on teachers’ job performance” aims to identify the factors influencing teachers’ motivation and evaluate the influence of motivation on teachers’ job performance in private schools in Mirpurkhas, Pakistan. Based on the findings, it was found out that motivation significantly influences teachers’ job performance. The study revealed that self-determined and non-self-determined motivation and factors influencing teachers’ motivation significantly impact teachers’ job performance.

Extrinsic Motivation

Maningu (2017) in the study conducted titled “The Effects of Teachers’ Morale in Improving Academic Performance of Secondary Schools in Bukoba Municipal Tanzania”, teachers were asked to choose things that can motivate them perform effectively in order of their importance from the list of different highlighted morale motives. Salary dominated as the highest on rank from selection. Others were high-quality administrators and available teaching and learning materials. As human teachers are motivated differently and with time, but standards should be maintained as motivation both extrinsic and intrinsic.

The study conducted by Estevez (2016) titled “The Effects of Performance-Based Pay on Teacher Motivation and Student Outcomes” aimed to investigate the effect of Effects of Performance-Based Pay on teacher motivation. The results of the study showed that teachers had high levels of instrumentality indicating that teachers are motivated by their accomplishments and feelings of self-efficacy, and personal growth. On the other hand, they were less motivated by extrinsic rewards including the monetary compensation or

opportunities for advancement or promotions.

Haddad et al. (2023) conducted a study titled “The Nexus between Extrinsic Motivation and Employees’ Retention; Do Compensation Packages and Flexible Working Hours Matter?” to identify the motivating factors that can help banks succeed in a highly competitive environment, and to explain the relevance of effective motivational factors that banks can utilize to encourage and retain competent personnel. Findings of the study revealed that Bank employees at the two institutions did not differ significantly in their preferences for extrinsic motivations.

Likewise, Harland (2023) in the review of the National Foundation for Educational Research (NFER) found consistent evidence that flexible working helps teachers’ sense of wellbeing, job satisfaction and motivation and reduces burnout, resulting in increased intention to remain in the profession. Access to flexible working is a prominent factor in teachers’ decisions to stay or leave. Where it is available, they are more likely to be satisfied and want to stay.

The finding in the study of Labrador (2023) titled “Effects of Motivation and Job Satisfaction to Work Performance of Elementary Public School Teachers” explored the effects of motivation and job satisfaction on to work performance of elementary public school teachers of Zone III, Schools Division of Zambales, Philippines. Based on the findings, the teacher-respondents “Strongly Agreed” on the effect of Intrinsic and Extrinsic Motivation on their Work Performance. The teachers were “Highly Satisfied” as to supervision, recognition, interpersonal relationship and work itself, but they are only “Satisfied” with Salary and Promotion on the aspects of Job Satisfaction.

Intrinsic Motivation

The study of Nyakundi (2014) titled “Relationship between teachers' motivation and their work performance in pre-primary schools in Kenyena District, Kisii County, Kenya” investigated the effect of pre-primary school teachers' motivation on their work performance. Based on the findings, a good number of pre-primary schoolteachers were motivated by internal factors as opposed to external rewards.

The results of the study of Mairitsch et al. (2023) titled “They Are our Future: Professional Pride in Language Teachers across the Globe” revealed two main orientations in terms of the sources of professional pride experienced by participants, namely, self-, and other oriented. Furthermore, data showed that participants in this study reported only on authentic pride as opposed to hubristic pride.

Similarly, Weidman (2015), in the study titled “The benefits of following your pride: Authentic pride promotes achievement” tested whether authentic pride promotes adaptive downstream achievement outcomes by motivating individuals to engage in appropriate behavioral responses to success and failure. The results revealed that authentic pride shifted in direct response to achievement outcomes, such that those who performed well felt greater pride. Furthermore, individuals who felt low authentic pride responded to these feelings by changing their achievement behavior in a functional manner.

Teacher Performance

In the study conducted by Rodriguez and Cuidamat (2021) titled “Motivational Factors Influencing the teaching performance of Teachers in Tuy Batangas, Philippines” aimed to analyze the motivational factors influencing the teaching performance of teachers in Tuy District, Batangas, Philippines. The findings revealed that the teachers are mostly female, have salary grade (SG) 11 and are always motivated in terms of their profession, health wellness, social relationship, and personal attributes. They also have very satisfactory ratings in their Individual Performance Commitment and Review Form (IPCRF).

Likewise, the study of Labrador (2023) titled” Effects of Motivation and Job Satisfaction to Work Performance of Elementary Public School Teachers” explored the effects of motivation and job satisfaction on to work performance of elementary public school teachers of Zone III, Schools Division of Zambales,

Philippines. The teacher-respondents “Strongly Agreed” on the effect of Intrinsic and Extrinsic Motivation on their Work Performance. The teachers were “Highly Satisfied” as to supervision, recognition, interpersonal relationship and work itself, but they are only “Satisfied” with Salary and Promotion on the aspects of Job Satisfaction. The study showed that teacher-respondents have an “Outstanding” work performance. The results revealed that there is a significant difference in their assessment of the effect of extrinsic motivation and there is also a significant difference in the assessment of the aspects of salary when grouped according to the position.

Individual Performance and Commitment Review (IPCR)

The study of Cadag (2024) titled “The Effectiveness of Individual Performance Commitment Review Form as an Evaluation Tool to Improve Teachers’ Performance: Basis for Technical Assistance” aims to assess the effectiveness of the IPCRF as an evaluation tool for improving teachers’ performance. The results revealed that teachers were rated primarily as having performed outstandingly. However, the level of effectiveness of IPCRF in assessing the teachers’ performance, as assessed by school heads and teachers, is low in terms of the plus factor.

In addition, Hermogeno and Dulos (2022) in their study titled “Work Attitude and Performance of Elementary School Teachers in the City Division of San Carlos” aimed to determine the work attitude and performance of one hundred seventy-six (176) elementary school teachers in the City Division of San Carlos. It utilized the descriptive method of research with the survey questionnaire checklist as the main instrument in gathering the needed data. Result revealed that majority of the respondents earned a Very Satisfactory Rating during the School Year 2018-2019.

2. Methodology

This chapter includes the discussion about the method of research study, setting of the study, subject of the study, procedure of the study, sources of data, sampling design and sample, construction of the instrument, validation of the instrument, administration of the instrument, data gathering procedure, statistical treatment, and statistical treatment.

Method of Research Used

Quantitative research design was employed in this study. Quantitative research design determines the relationship between an independent variable and dependent variable within a population and establishes associations between variables. According to Adedoyin (2020), quantitative research is known as the study of phenomena using numerical data and statistical, analytical, or computing tools. Wilson (2019) stated that quantitative research methods are concerned with the planning, design, and implementation of strategies to collect and analyze data. Similarly, according to Eden (2017), the data that come from quantitative research are numerical in form and often take the form of explaining the frequency, degree, value, and/or intensity of a variable.

This study employed a descriptive correlational research design to analyze the data in managerial skills and motivation as antecedents of teachers’ performance in the public elementary school in the Division of Laguna. Correlational study is primarily interested in describing relationships among variables. Descriptive research design provides a detailed and accurate picture of the characteristics and behaviors of a particular population or subject. The primary factors in the study are managerial skills, motivation, and teacher performance. Correlation between managerial skills and teacher’s performance and motivation and teacher’s performance was also analyzed.

The study also employed regression analysis. Regression analysis is the most used method to answer

questions regarding relationship between variables and groups.

The chosen research method is particularly relevant as it focuses on assessing the extent of managerial skills and motivation in relation to the teachers' performance in public elementary school teachers. By employing a descriptive research approach, the study aims to gain insights into the prevailing condition and provide a thorough analysis.

Setting of the Study

The study was conducted in the four (4) clusters in the Division of Laguna. Each cluster is composed of six (6) sub-offices. Mega schools, large schools, medium schools, and small schools were selected in each cluster.

In the education sector, the Division of Laguna is composed of 24 sub-offices. The clustering of the sub-offices was based on the Division Memorandum No. 2, S. 2024, "Elementary School Heads's Convergence for Performance Management". Cluster 1 is composed of the sub-offices namely: Alaminos, Bay, Calauan, Los Baños, Pila and Victoria. Cluster 2 is composed of Kalayaan, Lumban, Paete, Pagsanjan, Nagcarlan, and Santa Cruz. The sub-offices of Famy, Mabita, Pakil, Pangil, Santa Maria and Siniloan constitute the Cluster 3. Finally, Cluster 4 is composed of the sub-offices of Cavinti, Liliw, Luisiana, Magdalena, Majayjay and Rizal.

The Division of Laguna supports the DepEd programs and projects in the field of Education Human Resource Development. The Department issued DepEd Order No. 21, series of 2018 aims to promote and support the professional development and career growth of personnel in schools and learning centers as well as teaching personnel who are performing managerial, supervisory, and administrative functions at the schools' division (SDO), regional (RO), and central offices (CO). The HRTD for Personnel in Schools and Learning Centers is described as a capacity-building initiatives and interventions that develop individual competencies and values. It focuses on instructional leadership and teaching and teaching-related functional competencies. Also, it recognizes the application of different learning methodologies such as structured and experiential learning experiences and coaching and mentoring.

The target beneficiaries of this program are the Teaching and Teaching-related Personnel in the CO, RO, SDO including Schools Division Superintendents (SDSs) and Assistant Schools Division Superintendents (ASDs) and the School and Learning Centers' Personnel including School Heads. The training components include Teacher Quality Improvement (Teacher Induction Program, Career Pathways Program, Specialized Programs, Scholarship Programs), School Leaders Quality Improvement (School Heads Development Program, District and Supervisors Development Program, Superintendent Leadership Program), and Program Support (Policy, Planning and Research, HRD Program Management, NEAP Operations).

The map of Laguna is illustrated on the previous page highlighting the 24 sub-offices in the Division of Laguna where the respondents were gathered.

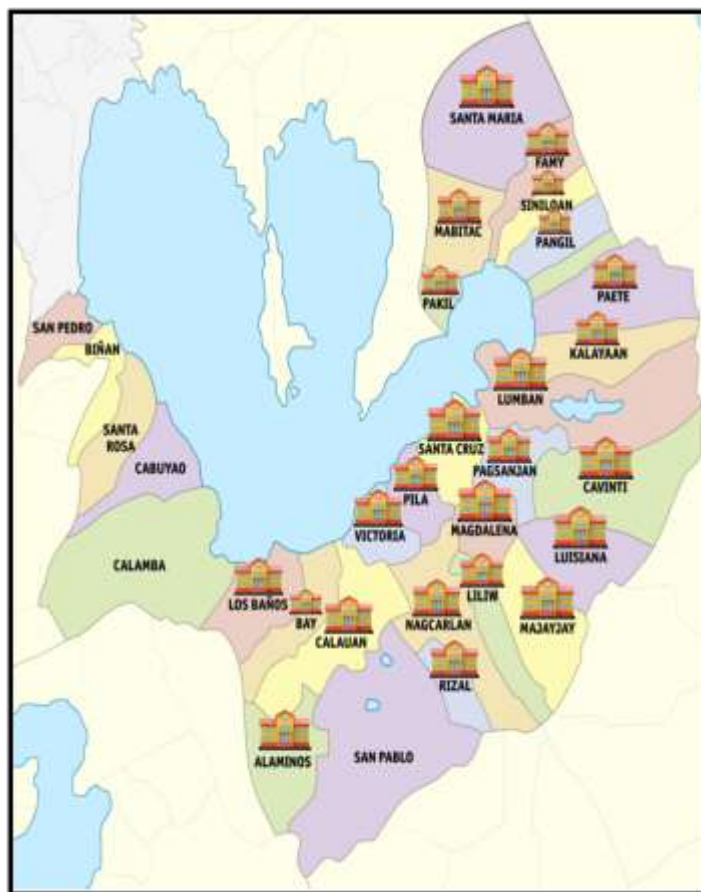


Figure 2
Location Map of the 24 Sub-offices in the Division of Laguna

Subject of the Study

The respondents of the study are the 2,350 teachers in public elementary schools that were selected through cluster sampling. The respondents of the study were selected from mega schools, large schools, medium schools and small schools in the Division of Laguna.

Procedure of the Study

The study followed standard procedure and took several measures to ensure its success. The first step which the researcher has undertaken was the conceptualization of the title which was followed by the title defense. After the approval of the title, conceptual framework was designed and sought for relevant theories in support of the study. By the time the variables were identified, development of Chapters 1, 2, and 3 was accomplished. Proposal defense was undertaken, the construction of a research instrument which comprised of an adapted and modified questionnaire was accomplished and submitted for content validation from pool of

experts in the field of study. The researcher sought permission from the Filipino authors to adapt and modify their questionnaire- checklist. Electronic mails were sent for the approval of the authors.

After the content validation of the questionnaire, pilot testing was administered to thirty (30) teachers and the result was submitted to the Statistical Center for reliability testing. While waiting for the result, the researcher submitted letter of request to conduct the study in the office of the office of the Division superintendent of Laguna twenty-four, (24) public schools district supervisors in the Schools Division of Laguna, and one hundred thirty-seven (137) public elementary schools school heads in the Division of Laguna. The researcher collected data through Google form and hard copy forms. The survey questionnaires were personally distributed to respective school heads. The retrieval of the survey questionnaires followed. The gathered data were then taken to the URS' Statistical Center for appropriate data treatment. Successively, the researcher concentrated on interpreting and analyzing the data, which led to the completion of the remaining chapters of the study, including the creation of the capacity building program for teachers as the output of the study. The researcher then formulated the findings, conclusions, and recommendations based on a careful interpretation and analysis of the data. A pre oral defense was held, where the researcher presented the study's results. After incorporating useful comments and suggestions from the panelists and the researcher's adviser, final oral defense was held. After the defense, the whole research was finalized, considering the feedback received and making sure that all necessary revisions were done accordingly. The manuscript was submitted to the assigned language editor for the fine-tuning of the content and to the Dean of the Graduate School for approval and checking of the overall quality of the manuscript. Finally, with the approval of the Dean of the Graduate School, the manuscript was reproduced, and the copies were submitted to the different libraries.

Sources of Data

This study used a combination of an adapted and modified questionnaire-checklist as instrument. The first part of the questionnaire-checklist was adapted and modified questionnaire from the study of Melo (2021), entitled "Managerial Skills of School Heads as Correlate of Teacher's Work Performance in Distance Learning" which asked the respondents about the extent of school heads' managerial skill. The researcher sought permission to adapt and modify the questionnaire checklist. Electronic mail was sent for the approval of the author.

Scale	Range	Verbal Interpretation	Description
5	4.20 – 5.00	Very Much Skilled	The school head Always performed the skills in the given statement about the different aspects in managerial skills.
4	3.40 – 4.19	Much Skilled	The school head Often performed the skills in the given statement about the different aspects in managerial skills.
3	2.60 – 3.39	Skilled	The school head Sometimes performed the skills in the given statement about the different aspects in managerial skills.
2	1.80 – 2.59	Less Skilled	The school head Seldom performed the skills in the given statement about the different aspects in managerial skills.
1	1.00 – 1.79	Not Skilled	The school head Never performed the skills in the given statement about the different aspects in managerial skills.

Part II dealt with the extent of extrinsic and intrinsic motivation of teachers. The researcher also sought permission from the authors Cajurao et al. (2023) to adapt their questionnaire checklist entitled “The Effect of Intrinsic, Extrinsic Motivation and Organizational Commitment on Millennial Educator’s Job Performance”. Similarly, electronic mails were sent for the approval of the authors.

Scale	Range	Verbal Interpretation	Description
5	4.20 – 5.00	Very Much Motivated	The teacher Always feels motivated in the given statement.
4	3.40 – 4.19	Much Motivated	The teacher Often feels motivated in the given statement.
3	2.60 – 3.39	Motivated	The teacher Sometimes feels motivated in the given statement.
2	1.80 – 2.59	Less Motivated	The teacher Seldom feels motivated in the given statement.
1	1.00 – 1.79	Not Motivated	The teacher Never feels motivated in the given statement.

Part III of the questionnaire was focused on the teacher’s performance in the last three (3) years covering S.Y. 2020-2021, S.Y. 2021-2022 and S.Y. 2022-2023. The numerical and adjectival rating in the Individual Performance and Commitment Review Form (IPCRF) set by the Philippine Professional Standards for Teachers (PPST) and prescribed by the Department of Education was used. The average rating in the last three (3) years of the IPCR was used to assess the teachers’ performance.

The Individual Performance and Commitment Review Form (IPCRF) has the following numerical and adjectival rating equivalences:

Range	Adjectival Rating
4.500 – 5.000	Outstanding
3.500 – 4.499	Very Satisfactory
2.500 – 3.499	Satisfactory
1.500 – 2.499	Poor

Sampling Design and Sample

This study used a cluster random sampling to cover the 24 sub-offices in the Division of Laguna with the mega schools, large schools, medium schools, and small school. According to Simkus (2023), cluster random sampling is a probability sampling method where researchers divide a large population into smaller groups known as clusters, and then select randomly among the clusters to form a sample.

Out of 4,679 public elementary school teachers in the division of Laguna, 2,350 teachers were selected to be part of the study. The study was guided by the work of Krejcie and Morgan (1970) in determining the sample size.

Table 1
Distribution of Respondents per Cluster

Cluster	Sub-Offices	Number of Teacher -respondents				
		Mega School	Large School	Medium School	Small School	Total
1	Alaminos, Bay, Calauan, Los Baños, Pila, Victoria	120	216	478	58	872
2	Kalayaan, Lumban, Paete, Pagsanjan, Nagcarlan, Santa Cruz	109	144	405	66	724
3	Famy, Mabitac, Pakil, Pangil, Santa Maria, Siniloan	31	117	148	110	406
4	Cavinti, Liliw, Lusiana, Magdalena, Majayjay, Rizal	27	112	126	83	348
Total		287	589	1,157	317	2,350

Construction of the Instrument

This study used an adapted and modified questionnaire for Part 1 and Part 2 from the study entitled “Managerial Skills of School Heads as Correlate of Teacher’s Work Performance in Distance Learning” and “The Effect of Intrinsic, Extrinsic Motivation and Organizational Commitment on Millennial Educator’s Job Performance” and the Part 3 the summary of Individual Performance Commitment Review (IPCR) covering S.Y. 2020-2021, S.Y. 2021-2022 and S.Y. 2022-2023 was utilized.

Validation of the Instrument

The researcher used standardized questionnaire for the study. The researcher opted to use research instruments from the various local Filipino authors to ensure that the contents are fitted to the country’s local setting. The researcher asked permission from the local Filipino authors to adapt and modify the questionnaires via electronic mail. After the researcher was granted the permission to adapt and modify the questionnaires, the researcher consulted the members of the panel and experts in the field to validate the content and coverage of the instrument. A total of seven (7) validators who are members of the panel and experts in the field validated the research instrument. To guide the researcher and the experts in the process of validation, original references of the research instruments were printed. These served as bases for the checking of the content, adaptation and modification in the validation process.

After gathering the comments, inputs and suggestions of the experts and validators, the research instrument was finalized. To test the reliability of the research instrument, the researcher executed the pilot testing gathering thirty (30) teachers as respondents to answer the questionnaires using hard copies. After the data gathering for the pilot testing, the researcher submitted the hard copies to the URS Statistical Center for reliability testing. The result of the pilot testing yielded a Highly Reliable results in all the components of the

instrument. After presenting the result to the Statistician and dissertation adviser, the researcher was given the signal to execute the data gathering process in the public elementary schools in the Division of Laguna.

Administration of the Instrument

The instrument was administered by the researcher immediately after securing the permit to conduct the study from the respective school authorities. The researcher personally visited a total of one hundred thirty-seven (137) schools and asked the school heads' permission for the conduct of the study. Google form and hard copy of questionnaire-checklist provided to all teachers. The teachers from various public elementary schools were provided with sufficient time to answer the questionnaire and complete the necessary data needed in the study.

Data Gathering Procedure

The researcher collected data through Google form and hard copy forms. The survey questionnaires were personally distributed to respective school heads. The retrieval of the survey questionnaires followed. The gathered data were then taken to the URS' Statistical Center for appropriate data treatment.

Statistical Treatment

The following statistical treatments were applied in the study.

To determine the extent of managerial skills among the school heads in the public elementary schools with respect to conceptual skills, human skills, technical skills, communication skills and supervisory skills, mean was used.

To determine the extent of motivation of the teachers in the public elementary schools in the division of Laguna with respect to extrinsic and intrinsic motivation, mean was used.

To determine the level of performance of the teachers in the public elementary schools in the Division of Laguna as revealed in the IPCR for the last three (3) years, mean was used.

To determine the significant relationship between the managerial skills and the performance of the public elementary school teachers in the Division of Laguna, Pearson r was used.

To determine the significant relationship between teacher motivation and performance of the public elementary school teachers in the Division of Laguna, Pearson r was used.

To determine which among the managerial skills and motivation singly or in combination influence the performance of public elementary school teachers in the Division of Laguna, regression analysis was used.

3. Results and Discussion

This chapter deals with the presentation, analysis and interpretation of data based on the generated statistical results to answer the specific problems of the study comprehensively and substantially.

Extent of Managerial Skills among the School Heads in Public Elementary Schools in the Areas of Conceptual Skills, Human Skills, Technical Skills, Communication Skills, and Supervisory Skills

Table 2 presents the extent of managerial skills of school heads in public elementary schools with respect to conceptual skills.

Table 2
Extent of Managerial Skills among the School Heads in Public
Elementary Schools with Respect to Conceptual Skills

Conceptual Skills	Mean	VI
The school head...		
1. prepares strategic and long-term goals for the school and its personnel.	4.61	Very Much Skilled
2. leads in conducting innovative projects which will help teachers and pupils.	4.59	Very Much Skilled
3. sets the specific objectives and outcomes of the school activities.	4.62	Very Much Skilled
4. crafts school policies.	4.58	Very Much Skilled
5. encourages teachers to really give their best commitment to deliver instruction to the most important client in the department	4.69	Very Much Skilled
Overall	4.62	Very Much Skilled

It is evident on the table that among the statements, “Encourages teachers to really give their best commitment to deliver instruction to the most important client in the department.”, garnered the highest computed mean of 4.69 with a verbal interpretation of Very Much Skilled. On the opposite range, “Crafts school policies.” garnered the lowest computed mean of 4.58 which is verbally interpreted as Very Much Skilled. The obtained overall mean is 4.62 with a verbal interpretation of Very Much Skilled.

The result of the study signifies that school heads always performed conceptual skills particularly in encouraging teachers to really give their best commitment to deliver instruction to the most important client in the department.

It implies that school heads give encouragement to the teachers which strengthen teachers’ commitment and dedication in teaching the learners. In addition, school heads’ encouragement satisfied teachers’ psychological need for relatedness. This suggests that teachers engage in committing to deliver instructions not because they are influenced by pressure or external rewards, but they feel the willingness because school heads make them feel appreciated and give them encouragement.

The findings of the current study which reflect the positive perceptions of teachers towards school heads’ encouragement in the Division of Laguna, is consistent with the result of the study of Melo (2021) which revealed that teachers strongly agree that their school heads are outstanding in conceptual skills. In addition, Karacabey (2021) also pointed out that school administrators are also able to support teachers in finding and researching resources.

This is further supported by Hariri and Surmintono (2020) citing that principals can help teachers be committed to teaching, for example, by implementing leadership styles that contribute to their commitment.

Table 3 reflects the extent of managerial skills of school heads in public elementary schools with respect to human skills.

It can be gleaned from the table that among the area of human skills, the statement “Engages in self-professional development to update managerial skills.” obtained the highest mean of 4.65 with a verbal interpretation of Very Much Skilled. On the other hand, the statement “Involves stakeholders in decision-making.”, obtained the lowest mean of 4.61 with a verbal interpretation of Very Much Skilled. The obtained overall mean is 4.63 which is verbally interpreted as Very Much Skilled.

Table 3
Extent of Managerial Skills among the School Heads in Public Elementary Schools with Respect to Human Skills

Human Skills	Mean	VI
The school head...		
1. creates and motivates a healthy school culture for continual improvement in quality education.	4.64	Very Much Skilled
2. works as a team with other individuals in the school system to achieve set goals.	4.64	Very Much Skilled
3. involves stakeholders in decision making.	4.61	Very Much Skilled
4. engages in self-professional development to update managerial skills.	4.65	Very Much Skilled
5. guides specific initiatives to improve pupil's achievement actively and personally.	4.63	Very Much Skilled
Overall	4.63	Very Much Skilled

The result of the study indicates that school heads always performed human skills specifically in engaging in self-professional development to update managerial skills.

This implies that school heads in the Division of Laguna participate in trainings, seminars and workshops provided by the Department of Education. This indicative data is supported by the Department of Education (2020) who asserted its obligation to giving professional development to school heads. Similarly, despite their busy schedule, they manage to attend graduate studies program to engage in self-professional development, thereby enhancing their human skills. Furthermore, despite their achievement and position, they strive to satisfy their psychological need for competence in the form of engaging in self-professional development to be more skilled and proficient in interacting with the teachers and people around them.

Bush (2018) suggests that a better approach to principals' induction is to regard it as an ongoing process. Bush suggests that such a process might have six phases: Succession planning, leadership preparation, recruitment and selection, induction, mentoring, and in-service development. Moreover, the study of Sahlin (2023) showed that principals need access to systematized, formal professional learning at all stages of their careers, not just qualifying pre-service or in-service principal training.

Table 4 exhibits the extent of managerial skills of school heads in public elementary schools with respect to technical skills.

A scrutiny of the table reveals that the statement "Plans for school improvement." garnered the highest computed mean of 4.71 with a verbal interpretation of Very Much Skilled. On the other hand, the statement "Uses different platforms to aid teachers." obtained the lowest mean of 4.60 with a verbal interpretation of Very Much Skilled. Overall, the computed mean obtained in technical skills is 4.65 with the verbal interpretation of Very Much Skilled.

The result of the study points out that school heads always performed the technical skills particularly in planning for school improvement.

It implies that school heads are visionary leaders. Furthermore, school heads who plan for school improvement satisfy their psychological needs for autonomy and competence. This suggests that school heads who plan for school improvement have the control over what is best for the school.

As opined by Cidree (2018), for school improvement to be achieved for the purpose of quality assurance there is need for principals of schools to involve the students and teachers in the decision making especially in the matters concerning them, appoint different committees in schools headed by vice principals like exam committee, administration committee, general duty committee, block supervisors, sanitation

committee, manual labor committee, clubs and societies among others. Furthermore, Cole (2020) also stated that principals should apply some planning strategies for school improvement for quality assurance for the attainment of educational goals/objectives.

Table 4
Extent of Managerial Skills among the School Heads in Public Elementary Schools with Respect to Technical Skills

Technical Skills	Mean	VI
The school head...		
1. plans for school improvement.	4.71	Very Much Skilled
2. provides appropriate trainings to teachers for professional growth and development.	4.65	Very Much Skilled
3. reviews the school performance vis-à-vis, vision, mission, and goals of the school.	4.63	Very Much Skilled
4. uses the appropriate monitoring and evaluation tools to assess the teachers.	4.65	Very Much Skilled
5. allocates funds for the improvement of the school and to provide the needs of the teachers for teaching and learning.	4.61	Very Much Skilled
6. provides technical assistance to teachers to improve teaching performance.	4.65	Very Much Skilled
7. uses ICT in making and submitting reports.	4.65	Very Much Skilled
8. uses different platforms to aid teachers.	4.60	Very Much Skilled
Overall	4.65	Very Much Skilled

Table 5 reflects the extent of managerial skills of school heads in public elementary schools with respect to communication skills.

Table 5
Extent of Managerial Skills among the School Heads in the Public Elementary Schools with Respect to Communication Skills

Communication Skills	Mean	VI
The school head...		
1. establishes appropriate channel of communication that will help him/ her to relate effectively with subordinates, keep them properly informed of school plans, policies, and programs.	4.62	Very Much Skilled
2. communicates information clearly with personnel.	4.57	Very Much Skilled
3. chooses appropriate words in communicating with personnel.	4.59	Very Much Skilled
4. designs the medium so that personnel receive the information without distortion.	4.58	Very Much Skilled
5. uses different platforms to communicate with the teachers and other stakeholders.	4.62	Very Much Skilled
Overall	4.60	Very Much Skilled

It is evident from the table that among the five (5) statements regarding communication skills, the statement “Establishes appropriate channel of communication that will help him/ her to relate effectively with

subordinates, keep them properly informed of the school plans, policies and programs.” and “Uses different platforms to communicate with the teachers and other stakeholders.” obtained the highest mean of 4.62 with a verbal interpretation of Very Much Skilled. On the other hand, the statement “Communicates information clearly with personnel” obtained the lowest computed mean of 4.57 with a verbal interpretation of Very Much Skilled. The overall computed mean obtained in communication skills is 4.60 with the verbal interpretation of Very Much Skilled.

The result of the study indicates that the school heads always performed communication skills specifically in establishing appropriate channel of communication that will help him/ her to relate effectively with subordinates, keep them properly informed of school plans, policies, and programs and using different platforms to communicate with the teachers and other stakeholders.

In addition, the data indicate that teachers affirmed that school heads established appropriate channel of communication and using different platforms to communicate. In addition, this further implies the school heads in the Division of Laguna do not only rely on face-to-face interaction but also utilized other ways to convey information such as phone calls, e-mails, social media and other appropriate messaging platforms. Mc Clesky (2014) explained that oral communication is useful to motivate subordinates. However, as time evolves and moves into the digital age, communication can now be transmitted via digital devices to obtain almost instant real time feedback as opposed to the traditional face-to-face interaction.

Moreover, school heads utilizing various ways of communication satisfies the psychological need for relatedness of both teachers and stakeholders. This suggests that school heads who established appropriate channel of communication and used different platforms have somehow eliminated the feeling of isolation during the pandemic and post pandemic era. Thus, engaging in communication has become satisfying for the teachers and stakeholders.

The result of the study recognizes that it is crucial to keep up with the changing time as the way of communicating also evolves. Thus, Sheninger (2014) stated that the trend of including technology into leadership research is a recent development given that digital leadership is a relatively new leadership practice that connects leaders with technology. Moreover, the findings of Saraih et al. (2022) in their indicates that social media have become the contemporary communication conduit among exemplar Malaysian school principals and this medium has become more prominent than face-to-face interaction. In addition, Zhong (2016) in his study found that school principals utilized hybrid ways for communication and collaboration with teachers including for formal meetings, group collaboration, trainings, social media, website, online learning, digital teaching, personalized professional development, peers’ modelling, digital management and digital data collection.

Table 6 reflects the extent of managerial skills of school heads in public elementary schools with respect to supervisory skills.

It can be gleaned in the table that the statement “Supervises the teachers in the school to work as a team towards achievement of school goals.” garnered the highest mean of 4.70 with a verbal interpretation of Very Much Skilled. On the other hand, the statement “Provides solutions to teaching problems of teachers.” and “Guides and assists teachers to use innovative approaches to teach in order to enhance instructional improvement.” garnered the lowest mean of 4.63 with a verbal interpretation of Very Much Skilled. Overall, the level of managerial skills in terms of supervisory skills of the school heads garnered a mean of 4.65 with the verbal interpretation of Very Much Skilled.

The result of the study stresses that school heads always performed supervisory skills particularly in supervising the teachers in school to work as a team towards achievement of school goals.

It implies that school heads in the Division of Laguna are very hands-on in supervising the teachers and giving them the support they need to perform their functions in the achievement of the school goals.

In addition, this means that school heads supervision satisfies the teachers’ need for relatedness and the need to feel connected. This suggests that when school heads connect teachers and satisfies the need for relatedness in the form of teamwork and collaboration, teachers willingly work towards the attainment of

school goals without depending on external rewards or pressure.

Table 6
Extent of Managerial Skills among the School Heads in Public Elementary Schools with Respect to Supervisory Skills

Supervisory Skills	Mean	VI
The school head...		
1. supervises the teachers in the school to work as a team towards achievement of school goals.	4.70	Very Much Skilled
2. supervises instructional activities to the learners.	4.64	Very Much Skilled
3. provides solutions to teaching problems of teachers.	4.63	Very Much Skilled
4. guides and assists teachers to use innovative approaches to teach in order to enhance instructional improvement.	4.63	Very Much Skilled
5. works with teachers to improve the entire teaching and learning process.	4.66	Very Much Skilled
Overall	4.65	Very Much Skilled

The result of the study is in consonance with the study of Sudarjat et al. (2015) found out that regular supervision factor contributes to the teacher's performance as of 72.4% while 27.6 % is influenced by other factors. Similarly, Glickman et al. (2017) emphasize that supervisory effectiveness is a result of the quality of supervision that encompasses knowledge, interpersonal and technical skills. The quality of teaching and learning will be enhanced if all three factors are successfully applied.

On the contrary, the study of Ordanel and Dionisio (2023) revealed that there is no correlation established between the level of supervisory practices of school principal and the level of working performance of teachers. Based on the results the teachers are effective and efficient which means that they are performing their job effectively and efficiently. Whether the principals are doing better or not as leaders, the teachers are not affected. They are truly professionals, committed and dedicated to their work.

Table 7 reflects the composite table on the extent of managerial skills of among the school heads in public elementary schools.

Table 7
Composite Table on the Extent of Managerial Skills among the School Heads in Public Elementary Schools

Managerial Skills	Mean	VI
A. Conceptual Skills	4.62	Very Much Skilled
B. Human Skills	4.63	Very Much Skilled
C. Technical Skills	4.65	Very Much Skilled
D. Communication Skills	4.60	Very Much Skilled
E. Supervisory Skills	4.65	Very Much Skilled
Grand	4.63	Very Much Skilled

The composite table summarizes the extent of managerial skills among the school heads in public elementary schools with respect to the areas of conceptual skills, human skills, technical skills, communication skills and supervisory skills.

It can be gleaned from the table that technical skills and supervisory skills obtained the highest mean of 4.65 with a verbal interpretation of Very Much Skilled. On the other hand, the area in communication skills obtained the lowest mean of 4.60 with a verbal interpretation of Very Much Skilled. Combining all the areas in managerial skills, it obtained a grand mean of 4.63 with a verbal interpretation of Very Much Skilled.

The result of the study signifies that the school heads always performed managerial skills specifically technical skills and supervisory skills.

Apparently, it implies that school heads used managerial skills effectively. The use of technical skills has been useful for teachers especially in providing suggestions and feedback on how well they have performed the tasks needed.

In addition, the result further implies that school heads' provision of technical skills and supervisory skills, address the psychological needs of teachers for relatedness. This further implies that teachers who feel more valued and cared for finds enjoyment and satisfaction in performing their functions.

According to Venas (2019), teachers are being supervised by their superiors like their school heads and principals. These supervisors exhibit skills which are essential to those who are under which are essential to those who are under their direct leadership.

Similarly, Hernando-Malipot (2021) reported that recognizing the challenges under the "new normal" in education the Department of Education (DepEd) will resume the conduct of an initiative by that aims to provide the necessary technical assistance to the field - particularly to teachers.

Extent of Motivation of the Teachers in Public Elementary School in the Division of Laguna with Respect to Extrinsic and Intrinsic Motivation

Table 8 on the succeeding page presents the extent of motivation of teachers in public elementary schools with respect to extrinsic motivation.

The table highlights that among the statements, "Flexible working hours is important for me.", garnered the highest computed mean of 4.36 with a verbal interpretation of Very Much Motivated. On the other hand, the statement "Good salary is more important than job security.", garnered the lowest computed mean of 3.61 with a verbal interpretation of Much Motivated. Overall, the computed mean obtained with respect to extrinsic motivation is 4.02 with the verbal interpretation of Much Motivated.

The result of the study describes that teachers often feel much motivated by extrinsic motivation.

It implies that among the extrinsic motivation presented, teachers have strong inclination towards flexible working hours. In addition, it signifies that they value work and personal life balance. The result further implies that teachers are motivated when their psychological need for autonomy is addressed.

The finding of the current study which reflects the positive perceptions of the teachers towards flexible working hours is consistent with the study of Haddad et al. (2023), employees agreed that this compensation package and flexibility in working hours were critical to keeping them engaged in their work and dedicated to the bank.

Moreover, Harland (2023) in the review of the National Foundation for Educational Research (NFER) found consistent evidence that flexible working helps teachers' sense of wellbeing, job satisfaction and motivation and reduces burnout, resulting in increased intention to remain in the profession.

Table 9 on the succeeding page presents the extent of motivation of teachers in the public elementary schools with respect to intrinsic motivation.

The table reveals that the statement, "I am proud of my work." garnered the highest computed mean of 4.64 with a verbal interpretation of Very Much Motivated. Meanwhile, the statement, "Job security is more important than salary." garnered the lowest mean of 4.36 with a verbal interpretation of Very Much Motivated. Overall, the mean obtained with respect to intrinsic motivation is 4.47 with a verbal interpretation of Very Much Motivated.

Table 8
Extent of Motivation of the Teachers in Public Elementary Schools
in the Division of Laguna with Respect to Extrinsic Motivation

Extrinsic Motivation	Mean	VI
1. There is a reward program in my workplace	4.16	Much Motivated
2. I enjoy my work with a well-compensated salary	4.14	Much Motivated
3. I am proud of my work when there is promotion	4.24	Very Much Motivated
4. I work because I want to achieve a higher position	3.88	Much Motivated
5. If my job is challenging and gives me a benefit, I will perform well	4.00	Much Motivated
6. Good salary is far more important than a pleasant workplace	3.72	Much Motivated
7. Recognition from management gives meaning to my work	4.28	Very Much Motivated
8. Good salary is more important than job security	3.61	Much Motivated
9. Flexible working hours is important to me	4.36	Very Much Motivated
10. A promotion is rewarding to me	4.31	Very Much Motivated
11. I would choose monetary reward over all other rewards	3.71	Much Motivated
12. I find meaning in my teaching profession when receiving higher compensation	3.87	Much Motivated
Overall	4.02	Much Motivated

The result of the study indicates that teachers always feel motivated by intrinsic motivation specifically being proud of one's work.

It implies that teachers who are proud of their work are satisfied in their teaching career. This suggest that satisfied teachers are more likely to stay in the teaching profession. The result further implies that teachers are motivated when their psychological need for competence is addressed.

Table 9
Extent of Motivation of the Teachers in Public Elementary Schools
in the Division of Laguna with Respect to Intrinsic Motivation

Intrinsic Motivation	Mean	VI
1. I find my work a reward itself	4.42	Very Much Motivated
2. I enjoy my work	4.45	Very Much Motivated
3. I am proud of my work	4.64	Very Much Motivated
4. I work because I find my work valuable and interesting	4.55	Very Much Motivated
5. If I find my job challenging and it gives me a sense of responsibility, I will perform even if the salary is not as good as a perceived equal	4.45	Very Much Motivated
6. Enjoyable work is more important than a good salary	4.41	Very Much Motivated
7. I can work even without the recognition from the management	4.46	Very Much Motivated
8. Job security is more important than salary	4.36	Very Much Motivated
9. Flexible working hours is important to me	4.52	Very Much Motivated
10. A decision-making role is rewarding to me	4.39	Very Much Motivated
11. I value doing my job over all other rewards	4.48	Very Much Motivated
12. I find meaning in my teaching profession despite the challenge of receiving higher compensation	4.47	Very Much Motivated
Overall	4.47	Very Much Motivated

This finding has been underscored by Weidman (2015), in the study titled “The Benefits of Following your Pride: Authentic Pride promotes Achievement” found that authentic pride can function as a motivator for improved performance and achievement. The result of the study is also in consonance with the findings of Mairitsch et al. (2023) which indicated that teachers’ sense of pride is socially determined and interconnected with key psychological constructs such as motivation, self-esteem, sense of meaning, agency, and well-being.

Table 10 presents the composite table of the extent of motivation of the teachers in public elementary school with respect to extrinsic and intrinsic motivation.

It is evident on the table that intrinsic motivation garnered a higher mean of 4.47 with a verbal interpretation of Very Much Motivated while extrinsic motivation garnered a mean of 4.02 with a verbal interpretation of Much Motivated. Overall, the grand mean is 4.24 which is verbally interpreted as Very Much Motivated. The result of the study indicates that teachers always feel very much motivated.

As evident in the table, it further represents that teachers’ motivation springs more from their satisfaction, enjoyment and interest in the activity rather than when presented with extrinsic motivation. Thus, when teachers’ motivation is intrinsic, it means that they performance is not dependent on external motivation.

Table 10
Composite Table on the Extent of Motivation of the Teachers
in Public Elementary Schools in the Division of Laguna

Motivation	Mean	VI
A. Extrinsic Motivation	4.02	Much Motivated
B. Intrinsic Motivation	4.47	Very Much Motivated
Grand	4.24	Very Much Motivated

This result further adds that when teachers feel satisfaction in their psychological needs in terms of autonomy, competence and relatedness, teachers become intrinsically motivated. This means that they are not dependent on the external rewards or pressures when they perform specific tasks.

Thus, the result the study supports the findings of Nyakundi (2014). The study found out a good number of pre-primary schoolteachers were motivated by internal factors as opposed to external rewards. On a similar finding, the results of the study of Estevez (2016) also showed that teachers are motivated by their accomplishments and feelings of self-efficacy, and personal growth. They were less motivated by extrinsic rewards including the monetary compensation or opportunities for advancement or promotions.

Level of Performance of the Teachers in Public Elementary Schools in the Division of Laguna as Revealed in the IPCR for the Last Three (3) Years

Table 11 on the succeeding page depicts the level of performance of the teachers in public elementary schools in the Division of Laguna as revealed in the IPCR (Individual Performance Commitment and Review) for the last three (3) years.

The table clearly divulges that School Year 2022-2023 has the highest computed mean of 4.31 and verbally interpreted as Very Satisfactory. It was followed by the School Year 2021-2022 which garnered the computed mean of 4.23 with a verbal interpretation of Very Satisfactory. On the other hand, School Year 2020-2021 garnered the lowest computed mean of 4.14 with the verbal interpretation of Very Satisfactory. Overall, the computed mean for the last three (3) years garnered 4.23 and verbally interpreted as Very Satisfactory.

Table 11
Level of Performance of the Teachers in the Public Elementary Schools in the Division of Laguna as Revealed in the IPCR for the Last Three (3) Years

School Year	Mean	VI
2020-2021	4.14	Very Satisfactory
2021-2022	4.23	Very Satisfactory
2022-2023	4.31	Very Satisfactory
Overall	4.23	Very Satisfactory

The result of the study indicates that the level of teachers' performance is Very Satisfactory in the last three (3) years with varying numerical values. It further describes that teacher's performance is maintained to a Very Satisfactory level as revealed in the Individual Performance Commitment and Review (IPCR).

Furthermore, a scrutiny on the table and comparing the numerical values for each school year, it can be gleaned that exactly the School Year 2020-2021 when the pandemic happened, teachers' performance is

with the lowest numerical value. Another observable result can be seen for the succeeding School Year 2021-2022 and School Year 2022-2023. There is a gradual increase in the numerical value for the School Year 2021-2022 and School Year 2022-2023 which also denotes a Very Satisfactory level of teachers' performance.

Thus, this scenario can be explained by looking back at the time when the pandemic started in the School Year 2020-2021. The teachers struggled on how to perform their duties and functions in delivering education especially in remote teaching set up. Teachers faced challenges without prior preparation in the abrupt changes brought about by the new educational setting. On the other hand, a gradual increase in the numerical value of the teachers' performance in the post-pandemic era can be observed in the succeeding School Year 2021-2022 School Year 2022-2023.

The scenario implies that teachers' performance was affected by abrupt changes in the field of education. It describes that they struggled in adaptation to the new normal of education.

According to Nasution and Ramadan (2021), teachers' performance during the COVID-19 pandemic has decreased, as can be seen from the delivery of learning materials during online learning where teachers are unable to keep up with developments in information and communication technology which causes educators to have difficulty operating technology. As a result of educators' lack of experience regarding online learning, educators cannot continue the online learning process carried out by educators and students so that material is not conveyed during online learning.

Significant Relationship Between the Managerial Skills and the Performance of the Teachers in Public Elementary Schools in the Division of Laguna

Table 12 on the next page illustrates the significant relationship between the managerial skills and the performance of teachers in public elementary schools in the Division of Laguna.

A scrutiny of the table revealed that the p-value of 0.000 which is less than 0.05 level of significance rejects the null hypothesis indicating a significant relationship between conceptual skills, human skills, technical skills, communication skills and supervisory skills and teachers' performance in the last three (3) years.

This implies that high extent of managerial skills of the school heads has a significant relationship to teachers' performance. However, a close examination in the table reveals that during the School Year 2020 - 2021, technical skills and supervisory skills when correlated to teachers' performance do not establish a significant relationship as revealed by their p-values.

Statistically explained, a p-value of .069 for technical skills and a p-value of .051 for supervisory skills which exceeded the 0.05 level of significance resulted to fail to reject the null hypothesis which reveals that there is no significant relationship between technical skills and teachers' performance and supervisory skills and teachers' performance.

Contextually explained, the observed result is due to a real effect of pandemic in the educational setting wherein provision of actual and face-to-face technical assistance and supervision have been hindered and limited because of the situation.

On the other hand, the table shows that the succeeding School Year 2021-2022 and School Year 2022-2023 revealed a significant relationship between technical skills and supervisory skills.

Lastly, the computed grand mean of managerial skills and teachers' performance with the overall p-value of .000 revealed that there is a significant relationship between managerial skills and teachers' performance.

Table 12
Significant Relationship Between the Managerial Skills and the Performance of the Teachers in Public Elementary Schools in the Division of Laguna

Managerial Skills	Performance	r	p-value	H ₀	VI
Conceptual Skills	2020-2021	.046	.028	R	S
	2021-2022	.095	.000	R	S
	2022-2023	.073	.000	R	S
	Overall	.079	.000	R	S
Human Skills	2020-2021	.054	.009	R	S
	2021-2022	.104	.000	R	S
	2022-2023	.089	.000	R	S
	Overall	.091	.000	R	S
Technical Skills	2020-2021	.038	.069	FR	NS
	2021-2022	.086	.000	R	S
	2022-2023	.064	.002	R	S
	Overall	.069	.001	R	S
Communication Skills	2020-2021	.046	.027	R	S
	2021-2022	.086	.000	R	S
	2022-2023	.060	.004	R	S
	Overall	.071	.001	R	S
Supervisory Skills	2020-2021	.040	.051	FR	NS
	2021-2022	.090	.000	R	S
	2022-2023	.070	.001	R	S
	Overall	.074	.000	R	S
Grand Mean	2020-2021	.048	.020	R	S

Contextually explained, school heads demonstrated managerial skills in the different areas as best as they can even if they also have struggles in directing the teachers in the right path. Evidence of the school heads demonstration of the managerial skills the Division of Laguna are the following: giving encouragement to the teachers, engaging in self-professional development through seminars and trainings, planning for school improvement, establishing appropriate channels of communication and using different platforms to communicate with teachers and stakeholders and supervising the teachers to work as a team among others.

This implies that demonstration and utilization of managerial skills has a significant connection to teachers' performance.

It further suggests that when teachers' need for autonomy, competence and relatedness is being addressed by school heads' managerial skills, the better they will perform without needing to depend on extrinsic motivation such as pressure of external rewards.

The result of the study is in consonance with the study of Jaidie et al. (2020) that proves that the principal's managerial skills can provide a positive and significant direct relationship with the performance of elementary school teachers. Likewise, the findings of Akporehe and Asiyai (2023) revealed there was a significant relationship between principals' communication skill, human relation skill and technical skill and teachers' job performance in secondary schools in Owa communities in Delta State, Nigeria.

Significant Relationship Between Teachers' Motivation and Performance of the Teachers in Public Elementary School in the Division of Laguna

Table 13 on the succeeding page illustrates the significant relationship between teachers' motivation and performance of the teachers in public elementary schools in the Division of Laguna.

Table 13
Significant Relationship Between Teachers' Motivation and
Performance of the Teachers in Public Elementary School
in the Division of Laguna

Motivation	Performance	r	p-value	Ho	VI
Extrinsic Motivation	2020-2021	-.063	.002	R	S
	2021-2022	-.047	.023	R	S
	2022-2023	-.039	.063	FR	NS
	Overall	-.057	.006	R	S
Intrinsic Motivation	2020-2021	.054	.009	R	S
	2021-2022	.074	.000	R	S
	2022-2023	.077	.000	R	S
	Overall	.076	.000	R	S
Grand Mean	2020-2021	-.016	.451	FR	NS
	2021-2022	.006	.781	FR	NS
	2022-2023	.013	.531	FR	NS
	Overall	.000	.995	FR	NS

It can be viewed on the table that in terms of extrinsic motivation, in the School Year 2020-2021 and School Year 2021-2022, the computed p-value of .002 and .023 respectively revealed a significant relationship between extrinsic motivation and teachers' performance.

On the other hand, in the School Year 2022-2023 with the p-value of .063 revealed that there is no significant relationship.

Statistically explained, the computed p-value of .063 exceeds the .050 level of significance, therefore extrinsic motivation and teachers' performance failed to establish a significant relationship.

Conceptually explained, there is a weak relationship between extrinsic motivation and teachers' performance because teachers may respond to extrinsic motivation differently. There can be mismatch of motivation. Teachers may have varying degree of motivation when it comes to extrinsic motivation. One maybe highly motivated to perform when presented with external rewards like salary, incentives, promotion or awards but others may not be as highly and extrinsically motivated to perform like other teachers given these external rewards. In addition, teachers' personal preferences, individual differences, interest and even economic factors can be some of the reasons why teachers have varying degrees of responses when asked about extrinsic motivation that motivates them to perform.

On the other hand, the overall computed p-value of .006 revealed that there is a significant relationship between extrinsic motivation and teachers' performance. However, they correlate negatively.

Moreover, in terms of intrinsic motivation and teachers' performance in the School Year 2020-2021, School Year 2021-2022 and School Year 2022-2023 with the computed p-value of .009, .000 and .000 respectively reveals a significant relationship between intrinsic motivation and teachers' performance. Likewise, the overall computed p-value of .000 which is less than 0.05 level of significance, rejecting the null hypothesis indicates a significant relationship with a positive correlation between intrinsic

motivation and teachers' performance.

However, the grand mean result reveals that the combined extrinsic motivation and intrinsic motivation did not establish a significant relationship with teachers' performance.

Statistically explained, extrinsic motivation and intrinsic motivation combined and teachers' performance in the School Year 2020-2021, School Year 2021-2022 and School Year 2022-2023 and the overall result with the computed p-value of .451, .781, .531 and .995 respectively failed to establish a significant relationship because they exceed the .050 level of significance. Therefore, there is no significant relationship between the combined motivation and teachers' performance.

On the other hand, conceptually explained, the combination of extrinsic and intrinsic motivation is complicated. Therefore, the combination only yielded an observable pattern that when it comes to combining the two types of motivations, teachers have varying responses which make it difficult to analyze.

Furthermore, contextually explained, the teachers in the Division of Laguna differs on the level of their dependency in extrinsic motivation and intrinsic motivation which is evident from the varying responses of the teachers. Some teachers prefer to perform well when they will get something like a reward for example. On the other hand, teachers are motivated intrinsically when they find enjoyment or satisfaction in the task, therefore they do not require rewards to perform the task. Likewise, the idea of combining the two types of motivation can imply that when teachers are presented with the two types of motivation, they will lose interest in performing because all that can motivate them are laid in front of them. As explained by Rodriguez and Cuidamat (2021), there is a combination of external and internal motivating factors in the lives, but the internal motivations have proven time and time again to be far more effective. This further implies that provision of balanced sources motivation and not the combined motivation results into a significant relationship between teachers' performance.

As opined by Maningu (2017), as human, teachers are motivated differently and with time, but standards should be maintained as motivation both extrinsic and intrinsic.

The finding of the study supports the study of Cajurao et al. (2023) which revealed that the combined effect of intrinsic and extrinsic motivation has no significant influence with job performance of the educators.

Influence of Managerial Skills and Motivation on the Performance of Teachers in Public Elementary School in the Division of Laguna

Table 14 on the succeeding page illustrates the influence of managerial skills on the performance of public elementary school teachers in the Division of Laguna.

To analyze the influence of managerial skills on the performance of the teachers in public elementary school, regression analysis was employed.

It can be gleaned on the table that for School Year 2020-2021, R square as the percentage of prediction equals .003, suggesting that only 3% of the variance in the outcome variable (teachers' performance) that is explained by the predictor variables of managerial skills (conceptual skills, human skills, technical skills, communication skills and supervisory skills). Hence, for each unit increase in conceptual skills, teachers' performance will increase by .010. For each unit increase in human skills, teachers' performance will increase by .072. For each unit increase in technical skills, teachers' performance will decrease by -.048. For each unit increase in communication skills, teachers' performance will increase by .030. For each unit increase in supervisory skills, teachers' performance will decrease by -.011. Thus, the computed p-values of the predictor variables (conceptual skills, human skills, technical skills, communication skills and supervisory skills) which exceed 0.05 do not have a significant influence on the outcome variable (teachers' performance). Therefore, managerial skills are not predictors of teachers' performance for the School Year 2020-2021.

Table 14
Influence of Managerial Skills on the Performance of Teachers in
Public Elementary School in the Division of Laguna

Teachers' Performance	Managerial Skills	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Ho	VI
		B	Std. Error	Beta				
2020-2021 r ² = .003 F = 1.617 Sig. = .152	(Constant)	4.028	.054		73.960	.000	R	S
	Conceptual	.005	.022	.010	.226	.821	FR	NS
	Human	.037	.025	.072	1.496	.135	FR	NS
	Technical	-.026	.028	-.048	-.942	.346	FR	NS
	Communication	.015	.022	.030	.672	.502	FR	NS
	Supervisory	-.006	.025	-.011	-.231	.817	FR	NS
2021-2022 r ² = .011 F = 5.271 Sig. = .000	(Constant)	4.012	.047		84.494	.000	R	S
	Conceptual	.014	.019	.030	.712	.477	FR	NS
	Human	.041	.022	.092	1.912	.056	FR	NS
	Technical	-.017	.024	-.035	-.689	.491	FR	NS
	Communication	.001	.019	.002	.041	.967	FR	NS
	Supervisory	.009	.022	.019	.400	.689	FR	NS
2022-2023 r ² = .009 F = 4.098 Sig. = .001	(Constant)	4.148	.046		91.023	.000	R	S
	Conceptual	.004	.018	.009	.205	.838	FR	NS
	Human	.054	.021	.125	2.608	.009	R	S
	Technical	-.022	.023	-.049	-.961	.336	FR	NS
	Communication	-.013	.018	-.031	-.693	.488	FR	NS
	Supervisory	.012	.021	.029	.599	.549	FR	NS

Likewise, the same result for School Year 2021-2022, the table presents that for School Year 2021-2022, R square as the percentage of prediction equals .011, suggests that only 11% of the variance in the outcome variable (teachers' performance) that is explained by the predictor variables of managerial skills (conceptual skills, human skills, technical skills, communication skills and supervisory skills). For each unit increase in conceptual skills, teachers' performance will increase by .030. For each unit increase in human skills, teachers' performance will increase by .092. For each unit increase in technical skills, teachers' performance will decrease by -.035. For each unit increase in communication skills, teachers' performance will increase by .002. For each unit increase in supervisory skills, teachers' performance will increase by .019. Thus, the computed p-values of the predictor variables (conceptual skills, human skills, technical skills, communication skills and supervisory skills) which exceed 0.05 do not have a significant influence on the outcome variable (teachers' performance). Therefore, managerial skills are not predictors of teachers' performance for the School Year 2021-2022.

On the other hand, a scrutiny on the table that for School Year 2022-2023, R square as the percentage of prediction equals .009, suggests that only 9% of the variance in the outcome variable (teachers' performance) that is explained by the predictor variables of managerial skills (conceptual skills, human skills, technical skills, communication skills and supervisory skills). For each unit increase in conceptual skills, teachers' performance will increase by .009. For each unit increase in human skills, teachers' performance will increase by .125. For each unit increase in technical skills, teachers' performance will decrease by -.049. For each unit increase in communication skills, teachers' performance will decrease by -.031. For each unit increase in supervisory skills, teachers' performance will increase by .029. Thus, the computed p-values of the predictor variables (conceptual skills, technical skills, communication skills and supervisory skills) which exceed 0.05 do not have a significant influence on the outcome variable (teachers' performance). Therefore,

managerial skills in the areas of conceptual skills, technical skills, communication skills and supervisory skills are not predictors of teachers' performance for the School Year 2022-2023.

However, a scrutiny on the table the School Year 2022-2023 specifically in human skills with a p-value of .009 established a significant influence on teachers' performance, therefore making it the only predictor variable of teachers' performance for School Year 2022-2023.

It implies that human skills can increase teachers' performance. This further describes that changes in human skills can also cause change to teachers' performance. It therefore suggests school heads human skills as predictor of teachers' performance particularly when school heads initiate meaningful conversation and social interaction to the teachers. In a similar way, the result implies that school heads who use human skills in making meaningful interactions addresses the psychological need for relatedness of the teachers and the need to feel connected. Thus, when school heads utilize human skills, it predicts teachers' performance. Furthermore, the belief in behaviorism as an educational philosophy supports the notion that teachers can be trained to act in a specific manner given the right conditioning in specific situations.

The result of the study is in consonance with the study of Shila and Sevilla (2015) who found out that human skills have positive influence on the teachers' job performance and satisfaction level. Teachers are more satisfied with the principals who used human skills as compared to those who use authoritarian approach. The same result was yielded from the study of Mikhaharap et al. (2022). The result showed that there was a positive and significant influence between interpersonal communication and teacher performance where the significance value of the results of this study was 0.000 which is smaller than 0.05 level of confidence.

Table 15 on the succeeding page illustrates the influence of motivation on the performance of public elementary teachers in the Division of Laguna.

To analyze the influence of motivation on the performance of the teachers in public elementary school, regression analysis was used.

A scrutiny on the table reveals that for School Year 2020-2021, R square as the percentage of prediction equals .011, suggests that only 11% of the variance in the outcome variable (teachers' performance) that is explained by the predictor variables of motivation (extrinsic motivation and intrinsic motivation). For each unit increase in extrinsic motivation, teachers' performance will decrease by -.101. On the other hand, for each unit increase in intrinsic motivation, teachers' performance will increase by .095. Thus, the same computed p-value of .000 of both extrinsic motivation and intrinsic motivation have significant influence on teachers' performance. Hence, extrinsic motivation and intrinsic motivation are predictors of teachers' performance for the School Year 2020-2021.

Similarly, for School Year 2021-2022, R square as the percentage of prediction equals .013, suggests that only 13% of the variance in the outcome variable (teachers' performance) that is explained by the predictor variables of motivation (extrinsic motivation and intrinsic motivation). For each unit increase in extrinsic motivation, teachers' performance will decrease by -.092. In contrast, for each unit increase in intrinsic motivation, teachers' performance will increase by .111. Therefore, the same computed p-value of .000 of both extrinsic motivation and intrinsic motivation have significant influence on teachers' performance. In conclusion, extrinsic motivation and intrinsic motivation are predictors of teachers' performance for the School Year 2021-2022.

Likewise, School Year 2022-2023, R square as the percentage of prediction equals .012, suggests that only 12% of the variance in the outcome variable (teachers' performance) that is explained by the predictor variables of motivation (extrinsic motivation and intrinsic motivation). For each unit increase in extrinsic motivation, teachers' performance will decrease by -.083. In contrast, for each unit increase in intrinsic motivation, teachers' performance will increase by .111. To summarize, the same computed p-value of .000 of both extrinsic motivation and intrinsic motivation have significant influence on teachers' performance. Hence, extrinsic motivation and intrinsic motivation are predictors of teachers' performance for the School Year 2022-2023.

Table 15
Influence of Motivation on the Performance of Teachers
in Public Elementary School in the Division of Laguna

		Unstandardized Coefficients		Standardized Coefficients	t	p-value	Ho	VI
		B	Std. Error	Beta				
2020-2021 $r^2 = .011$ $F = 13.489$ $Sig. = .000$	(Constant)	4.076	.055		74.021	.000	R	S
	Extrinsic	-.043	.010	-.101	-4.491	.000	R	S
	Intrinsic	.054	.013	.095	4.197	.000	R	S
2021-2022 $r^2 = .013$ $F = 14.855$ $Sig. = .000$	(Constant)	4.123	.048		85.593	.000	R	S
	Extrinsic	-.034	.008	-.092	-4.083	.000	R	S
	Intrinsic	.056	.011	.111	4.949	.000	R	S
2022-2023 $r^2 = .012$ $F = 13.850$ $Sig. = .000$	(Constant)	4.195	.046		90.823	.000	R	S
	Extrinsic	-.030	.008	-.083	-3.694	.000	R	S
	Intrinsic	.053	.011	.111	4.919	.000	R	S

This implies that the assessment of the relationship between the predictor variables (extrinsic motivation and intrinsic motivation) and the outcome variable (teachers' performance) yielded a significant influence. This further implies that changes in motivation can also influence teachers' performance. Therefore, it is necessary to explore what keeps teachers motivated and committed to work. It is also important to address the needs of teachers intrinsically by creating an environment that fosters autonomy, competence, and relatedness. Likewise, it is important to ensure that there are variety of external factors available at hand to make them extrinsically motivated. The result further implies that teachers' motivation springs from the satisfaction of three psychological needs: autonomy in decision-making, competence in feeling able to accomplish the tasks, and relatedness as the feeling of belongingness to a group. In addition, the educational philosophy of behaviorism relates to the significant influence of motivation to teachers' performance with the belief that teachers can be trained to act in a specific manner given the right conditioning with the provision of balanced sources of motivation.

The current findings of the study support the findings of Esdras and Andala (2021) which revealed that the findings have proved that there was high positive Karl Pearson Coefficient of correlation (r) of 0.742 to the side of teachers which meant that when teachers are either extrinsically or intrinsically motivated their performance increase. Likewise, Kumari and Kumar (2023) in their study also found that motivation significantly influences teachers' job performance. The study revealed that self-determined and non-self-determined motivation and factors influencing teachers' motivation significantly impact teachers' job performance.

Proposed Capacity Building Program for Teachers and School Heads

The proposed Capacity Building Program for Teachers and School Heads titled "Project SMP: Skills,

Motivation and Performance Capacity Building Program” is anchored with the DepEd Order No. 42, s. 2017 titled “National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)” which one of the aims is to apply uniform measure to assess teacher performance, identify needs, and provide support for professional development. Another basis for the proposed capacity building program is the Republic Act 10533 of the Enhanced Basic Education Act of 2013 that stipulates that principals shall undergo workshops and trainings to enhance their skills on their role as academic, administrative and community leaders.

The proposed capacity building program aims to cater both the teachers and school heads. For teachers, it aims to improve self-awareness and gain knowledge about what motivates them and what keeps them motivated which is crucial in maintaining their performance especially in delivering quality education to the learners. On the other hand, for the school heads, the proposed capacity building program aims to enhance school heads’ human skills through the topics and discussion on making meaningful social interaction which is essential in managing the school and its resources, specifically its human resources. Likewise, meaningful discussions will help promote teachers’ motivation and in sustaining and increasing performance.

4. Summary of Findings, Conclusions, Recommendations

This chapter presents the summary of findings sought, conclusions drawn, and recommendations offered.

Summary of Findings

Based on the analysis and interpretation of data, the following findings are hereby summarized:

1. *Extent of Managerial Skills among the School Heads in Public Elementary Schools in the Areas of Conceptual Skills, Human Skills, Technical Skills, Communication Skills, and Supervisory Skills*

The study examining the perceived managerial skills of school heads, as reported by teachers, revealed that school heads are Very Much Skilled across five key dimensions: conceptual skills, human skills, technical skills, communication skills, and supervisory skills.

2. *Extent of Motivation of the Teachers in Public Elementary School in the Division of Laguna with Respect to Extrinsic and Intrinsic Motivation*

An assessment of teachers' motivation in public elementary schools revealed that they are Very Much Motivated.

3. *Level of Performance of the Teachers in Public Elementary Schools in the Division of Laguna as Revealed in the IPCR for the Last Three (3) Years*

Over the last three (3) years, teachers consistently demonstrated a Very Satisfactory level of performance. In addition, School Year 2020-2021 has the lowest numerical value with subsequent years of showing a gradual increase.

4. *Significant Relationship Between the Managerial Skills and the Performance of the Teachers in Public Elementary Schools in the Division of Laguna*

The correlation analysis conducted to examine the relationship between managerial skills in the areas of conceptual skills, human skills, technical skills, communication skills and supervisory skills and teachers' performance in the last three (3) years established a significant relationship. However, technical skills and supervisory skills during School Year 2020-2021 failed to establish a significant relationship to teachers' performance.

5. *Significant Relationship Between Teachers' Motivation and Performance of the Teachers in Public Elementary School in the Division of Laguna*

The correlation analysis conducted to examine the relationship between extrinsic motivation and teachers' performance yielded an overall significant relationship except during the School Year 2022-2023.

Likewise, the correlation analysis between intrinsic motivation and teachers' performance yielded a significant relationship. However, the correlation analysis of the combined extrinsic motivation and intrinsic motivation failed to establish a significant relationship to teachers' performance.

6. Influence of the Managerial Skills and Motivation on the Performance of the Teachers in Public Elementary School in the Division of Laguna

Among the five (5) components of managerial skills, only human skills emerged as a predictor of teachers' performance. On the other hand, among the components of motivation, both extrinsic and intrinsic motivation emerged as predictors of teachers' performance.

Conclusions

Based on the data presented, the following conclusions were drawn:

1. School heads' managerial skills and teachers' performance are essential in the delivery of quality service and education which underscores their powerful impact in the educational setting.
2. Motivation contributes to teachers' performance and in sustaining and maintaining teachers' performance. This gives highlight to the impact of giving the right motivation to enhance the performance outcomes.
3. The dynamic of human skills and motivation impact in teachers' performance. The combination of the two are essential in attaining the desired performance outcomes specifically in the delivery of quality education.

Recommendations

From the careful analysis of the findings, along the conclusions drawn, the following recommendations are hereby offered.

1. School heads may significantly enhance teacher support and collaboration by continuously developing their managerial skills. Engaging in self-professional development opportunities, such as post-graduate studies, workshops, seminars, and trainings, can provide invaluable insights and strategies to strengthen managerial competencies.
2. School heads may boost morale and motivation among the teachers by implementing monthly or quarterly school-based rewards and incentives programs. Recognizing and rewarding exemplary performance and contributions to both the school and the community can inspire a sense of pride and dedication among the teachers.
3. Teachers may prioritize their well-being by initiating activities that promote a healthy work-life balance. Encouraging practices such as mindfulness exercises, regular breaks, and time management strategies can help alleviate stress and enhance overall well-being.
4. Teachers may invest in themselves by discovering strengths, acknowledging weaknesses, and exploring motivations. In addition, self-reflection fuels enhanced performance, therefore, teachers must take the time and reap the rewards.
5. Utilization of the Project SMP: Skills, Motivation and Performance Capacity Building Program for teachers' and school heads is recommended.
6. Conduct parallel studies incorporating broader variables and employing qualitative research methods for comprehensive insights.

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