

# From Motivation to Performance: The Crossroads of Teachers as the Fulcrum of Education

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## ABSTRACT

This phenomenological study explored the teachers' motivation and their performance during the school year 2023-2024. The participants of the study were the 15 teachers purposefully chosen from the district 10, Division of Malaybalay City. The data were gathered from the participants using phenomenological interviews. The researcher analyzed the data using Creswell's qualitative analysis framework.

From the data, five themes emerged on the teachers' motivation, given their principals' leadership style. These themes are: empowering teachers for student success through professional growth support, creating an empowering and supportive school culture through leadership excellence, building motivation through recognition and growth opportunities, empowering teachers through collaboration and supportive leadership, and fostering teacher empowerment through supportive leadership and trust. As for the performance of school heads as motivators and translators of high-performing leadership, two themes emerged: inspiring excellence through motivating teachers for student success and empowering teachers for high-quality performance. On the other hand, the challenges and support yielded two themes: challenges of adaptation, inequities, uncertainties, and expectations, and thriving together through communication, empowerment, and support.

**Key words:** crossroads, fulcrum, human-centered leadership, leadership styles, motivation.

## INTRODUCTION

The educational landscape intricately weaves with the dedication and motivation of its teachers. Within this framework, the Department of Education (DepEd) Order no. 02, series of 2021, titled "Roles and Duties of School Heads in Motivating Teachers," emerges as a beacon, illuminating the legal and ethical obligations incumbent upon school leaders in nurturing a culture of inspiration and empowerment within educational institutions. This seminal document serves not merely as a directive, but as a testament to the recognition of the pivotal role played by teachers in shaping the minds and futures of generations to come.

Motivation stands as the cornerstone of educational excellence, serving as the catalyst that propels teachers toward the zenith of their performance. In the dynamic landscape of education, where the transformative power of pedagogy meets the evolving needs of learners, motivation is paramount. This study explored the intricate interplay between motivation and performance, with teachers serving as the fulcrum upon which the fulsome weight of educational progress rests (Heslin et al., 2020).

At the core of every thriving educational venture resides the innate fervor of its educators, serving as the bedrock upon which teaching excellence flourishes. According to Bednall et al. (2018), motivation, in its multifaceted essence, acts as the catalytic force that ignites the flames of passion within teachers, propelling them beyond conventional boundaries and into realms of innovation and inspiration. It is this fervent commitment to their craft that empowers educators to not only disseminate knowledge, but also to instill a lifelong love for learning, nurturing the minds of their students, and fostering an environment ripe for intellectual exploration and growth. In essence, motivation serves as the driving force behind the transformative power of education, enabling educators to ascend to unparalleled heights of effectiveness and impact.

Empirical evidence vividly illustrates the profound and multifaceted impact of motivation on teacher

performance. Beyond mere enthusiasm, motivated educators exemplify heightened engagement and productivity, infusing their instructional practices with a palpable zeal that resonates throughout the learning environment (Arda & Yildiz, 2019). Their fervor transcends traditional pedagogical boundaries, inspiring students to delve deeper into subjects, fostering critical thinking, and cultivating a genuine passion for learning. This infectious enthusiasm not only enhances academic outcomes but also nurtures a supportive and dynamic classroom atmosphere where students feel empowered to explore, experiment, and excel.

In classrooms spanning continents, the tangible manifestations of teacher motivation are not only evident but transformative. Through innovative lesson planning, educators infuse their teaching with creativity, tailoring content to engage and inspire learners of diverse backgrounds and learning styles. Beyond curriculum design, motivated teachers invest time and energy into providing personalized support, recognizing each student's unique strengths and challenges. This individualized approach not only fosters academic achievement but also nurtures holistic development, cultivating essential skills such as critical thinking, creativity, and resilience. Whether through dynamic classroom activities, extracurricular initiatives, or mentorship programs, motivated educators consistently go above and beyond to create enriching learning experiences that empower students to reach their fullest potential and become lifelong learners (Chang et al., 2020).

However, the path to sustained excellence is not without its challenges. Teachers grapple with a myriad of obstacles, ranging from limited resources to time constraints and resistance to change, all of which threaten to dampen their fervor and impede their efficacy. In locales worldwide, educators contend with the harsh realities of resource scarcity and bureaucratic inertia. From overcrowded classrooms to outdated curricula, the myriad impediments to teacher performance are as diverse as they are daunting (Chavez et al., 2017). Amidst these challenges, school heads emerge as pivotal figures in the quest to bolster teacher morale and efficacy. Through targeted support and strategic leadership, they can cultivate a culture of empowerment that nurtures the professional growth and well-being of their staff.

Indeed, the relationship between school leaders and educators is a linchpin of educational success. By championing professional development opportunities, recognizing achievements, and providing a supportive framework for innovation, school heads empower teachers to transcend obstacles and realize their full potential. Against this backdrop, this study assumes critical significance in elucidating the nexus between motivation, support, and teacher performance. By shedding light on the challenges faced by educators and the instrumental role of school leaders in overcoming them, it seeks to inform policy and practice, paving the way for a future where every teacher is empowered to thrive.

## **Objective(s)**

This study explored the experiences of teachers from being motivated into the extent of performance as fulcrum of education. Specifically, this study sought to answer the following research questions:

1. What are the motivations of teachers to work in the school given the leadership style of the school heads?
2. How do school heads' motivation translate to high performing leaders?
3. What are the challenges and support experienced from the school heads in translating their motivation from high quality performance?

## **Framework of the Study**

The study draws upon Self-Determination Theory (SDT) by Deci and Ryan (1985) as its foundational framework, emphasizing the intrinsic motivation of teachers and the psychological needs of autonomy, competence, and relatedness. SDT provides insight into how internalized motivation influences behavior, particularly in the context of education. By understanding the mechanisms through which autonomy, competence, and relatedness drive motivation, the study aims to explore their role in enhancing teacher performance. Moreover, the theory emphasizes the innate human tendency towards autonomy, competence, and relatedness in driving motivation and behavior. It posits that individuals are intrinsically motivated when they

feel a sense of volition, competence in their actions, and connection to others. This theory underscores the importance of fulfilling these basic psychological needs to foster intrinsic motivation, personal growth, and well-being.

Transformational Leadership Theory, as proposed by Burns (1978), highlights the influential role of leaders in inspiring and motivating followers to achieve extraordinary outcomes. This theory emphasizes the leader's ability to articulate a compelling vision, inspire enthusiasm and commitment among followers, and foster individual growth and development. Transformational leaders are characterized by their charisma, vision, intellectual stimulation, and consideration of individual needs and strengths. They create a supportive and empowering environment that encourages followers to transcend self-interest and work towards collective goals. Transformational Leadership Theory posits that by engaging in transformative behaviors, leaders can profoundly impact organizational culture, performance, and ultimately, the achievement of shared objectives.

Self-Determination Theory (SDT) provides a foundational framework for understanding the intrinsic motivational drivers that influence teacher performance. By recognizing the psychological needs of autonomy, competence, and relatedness, SDT illuminates how teachers' internalized motivation impacts their engagement, creativity, and dedication within the educational context. This theory underscores the importance of nurturing an environment where teachers feel empowered to make meaningful choices, develop their skills, and foster positive relationships with students and colleagues.

On the other hand, Transformational Leadership Theory (TLT) complements SDT by focusing on the role of school leaders in creating a motivating and supportive climate within educational institutions. Transformational leaders inspire and empower teachers through visionary leadership, individualized consideration, and intellectual stimulation. They cultivate a shared sense of purpose, foster a culture of innovation, and provide the necessary support and resources to enhance teacher performance. By aligning organizational goals with the intrinsic motivators outlined in SDT, transformational leaders contribute to the holistic development of teachers and the realization of educational excellence.

Thus, both theories offer valuable insights into the motivational dynamics at play within educational settings and underscore the pivotal role of teachers as the fulcrum of education, where their motivation intersects with effective leadership practices to drive performance and foster positive outcomes for students and the broader educational community.

## RESEARCH METHODOLOGY

### Population and Samples

The participants of this study represent a diverse cross-section of teachers within Malaybalay City Division, carefully selected to capture a comprehensive perspective on the experiences and challenges faced by teachers. Each school included in the research contributes three teachers to the study, ensuring an understanding of varying career stages and backgrounds. The selection criteria encompass the teaching expertise, including one new teacher embarking on their educational journey, a seasoned teacher with 10 to 20 years of dedicated service, and a teacher on the brink of retirement. This intentional mix allows for the exploration of the unique perspectives, aspirations, and challenges associated with different career stages.

Additionally, by selecting participants from schools of different sizes and contexts, the study sought to account for the varied environments in which teachers operate, thereby offering a holistic portrayal of the challenges and opportunities present within Malaybalay City Division's educational system. Overall, the inclusion of these teachers allows for a rich and nuanced examination of the factors influencing teacher motivation and performance, ultimately contributing to a more informed understanding of the educational dynamics within the division.

### Research Instrument

The study utilized a phenomenological interview to gather data on the From Motivation to Performance: The Crossroads of Teachers as the Fulcrum of Education. The portal is an online web page that must be done on a

computer or any digital gadget. The researcher used the formulated interview guide and had it validated by three experts. There are six guided questions, three for challenges experienced and three for opportunities experienced. In the interview, the researcher served as the facilitator and limited her control of the process so that the interviewees answered questions freely and openly. To ensure the accuracy of the data, the researcher used a voice recorder and wrote her observations during the interview.

### **Collection of Data**

In gathering the data, the primary data gathering tool employed was a researcher-made interview guide, strategically designed to facilitate rich and nuanced discussions with the participants. The interview guide consisted of a series of open-ended questions meticulously crafted to delve into key themes concerning the experiences, perspectives, and challenges faced by teachers within Malaybalay City Division. Each question was thoughtfully formulated to encourage participants to express their thoughts, insights, and reflections in a comprehensive manner, thus providing a deeper understanding of the factors influencing teacher motivation and performance.

To ensure the reliability and validity of the interview guide, rigorous measures were undertaken. The researcher subjected the tool to validation procedures, seeking input and feedback from experts within the Division of Malaybalay City and Bukidnon State University. This validation process served to enhance the tool's effectiveness in eliciting meaningful responses and capturing the intricacies of teacher experiences, thereby bolstering the credibility and trustworthiness of the study's findings.

### **Data Analysis**

In line with Creswell's (2014) approach to data analysis, this study employed a systematic process to derive meaningful insights from the collected data. The analysis procedure consisted of several sequential steps. Researchers begin by identifying a focused research topic and conducting a thorough literature review to inform their study. They then select an appropriate research design, considering qualitative, quantitative, or mixed-methods approaches. After defining the research problem, researchers identify the population of interest, select a sample, and determine data collection methods.

Data collection methods include surveys, interviews, observations, or archival research, depending on the research design. Following data collection, researchers analyze the data using suitable techniques, such as qualitative or statistical analysis. They interpret the results by connecting findings to research questions, literature, and theoretical frameworks.

Researchers then write up their findings in a research report, adhering to academic conventions and discussing implications for theory, practice, and future research. Finally, they disseminate their results through publication or presentations to contribute to the scholarly community. Overall, Creswell's approach offers a structured framework for conducting rigorous research across various fields each designed to illuminate different facets of teacher motivation and performance within Malaybalay City Division.

Specific to this study, the analysis commenced with a thorough examination of the raw data segments extracted from the interviews. These segments encompassed the participants' responses to the interview questions, comprising a wealth of qualitative information pertaining to their experiences, perspectives, and challenges as teachers within Malaybalay City Division.

Subsequently, the researcher engaged in the process of formulating meanings by interpreting and synthesizing the raw data segments. This involved identifying underlying patterns, concepts, and themes embedded within the data, elucidating the nuances and complexities of the participants' narratives.

Through a process of thematic analysis, the researcher identified and delineated overarching themes that encapsulated the essence of the participants' experiences and perspectives. These themes represented recurring patterns or concepts that emerged from the data segments, offering insights into the multifaceted nature of teacher motivation and performance within the educational context.



## RESULT (S)

Based on the data gathered, the following are the salient findings of the study:

### On Motivations of Teachers to Work in School Given the Leadership Style of the School Heads

Based on the responses from the participants, five themes emerged. These are empowering teachers for student success through professional growth support, creating an empowering and supportive school culture through leadership excellence, building motivation through recognition and growth opportunities, empowering teachers through collaboration and supportive leadership, and fostering teacher empowerment through supportive leadership and trust. Matrix 1 shows these themes, including the unit meaning drawn out from significant statements of the participants.

#### Matrix 1 Motivations of Teachers to Work in School Given the Leadership Style of the School Heads

##### Theme 1: Empowering Teachers for Student Success through Professional Growth Support

This theme encapsulates the idea of providing educators with the tools, resources, and opportunities they need to continuously develop and improve their skills. This approach recognizes that investing in teachers' professional growth directly impacts student success. By offering support such as mentorship, professional development workshops, access to educational resources, and opportunities for collaboration and networking, educators can enhance their instructional practices, stay abreast of emerging trends and research in education, and better meet the diverse needs of their students. Ultimately, this focus on empowering teachers leads to improved teaching quality, increased student engagement, and ultimately, enhanced academic outcomes for all students

This theme is observed from the sentiments of Participant 1, "Providing opportunities for professional development such as workshops, training sessions, and conferences ideas, strategies ug techniques on how to become more effective teacher. "This portrays that professional development opportunities like workshops, training sessions, and conferences are essential for educators to boost their skills and effectiveness. Workshops offer hands-on learning and collaborative experiences, training sessions provide structured skill development, and conferences facilitate networking and exposure to new ideas. Engaging in these activities not only enhances teachers' effectiveness but also contributes to the ongoing improvement of the education system by providing access to diverse strategies and techniques to better serve students.

##### Participant 2 also shared:

Participating in trainings and seminars offers numerous benefits. Firstly, there is the opportunity for cost sharing with family members. While attending such events can be expensive, the knowledge gained can be applied to benefit the entire family. For instance, a parent, who is learning financial planning skills, can directly impact their children's education. Secondly, these events facilitate skill enhancement by providing opportunities to learn new techniques and abilities. For example, the leadership seminar of the researcher that can impart effective communication and conflict resolution skills, which can lead to career growth and increased job satisfaction. Additionally, attending seminars can reignite passion for one's profession by exposing individuals to new ideas and methodologies. For instance, a teacher attending a workshop on innovative teaching methods may find renewed enthusiasm for their work. Furthermore, these events offer valuable networking opportunities by bringing together professionals from various fields. A software developer attending a coding boot camp, for instance, may connect with peers for collaborations or job referrals. Moreover, staying updated with industry trends is crucial for professional success. Attending events like digital marketing conferences provides valuable industry insights, helping professionals remain competitive in their respective fields. Overall, participating in these events fosters continuous learning, skill development, and career advancement.

Participant 3 also shared, "They allow us to join trainings and seminars which helps us more knowledgeable and in return we have a lot of ideas to impart to our learners because of the opportunities given to us."

Participating in training and seminars broadens teachers' expertise, offering fresh insights and skills vital to our role as educators. These events serve as platforms for professional growth, keeping us updated with the latest trends and best practices in education. Armed with newfound knowledge, we can create more engaging learning experiences for students, integrating innovative techniques and real-world examples into their teaching. Ultimately, by embracing these opportunities, teachers not only enhance own development but also enrich the educational journey of the students, equipping them to thrive in a dynamic world.

Participant 4 also added, "These gave us opportunity to grow professionally by allowing us to join trainings and seminars applicable in our teaching job."

Participating in training and seminars presents us, teachers, with valuable opportunities for professional growth, specifically tailored to enhance our effectiveness in the classroom. These events provide avenues for educators to refine their teaching skills, explore innovative instructional methods, and stay updated on the latest educational trends and technologies. By actively engaging in these learning opportunities, teachers expand their knowledge base and refine their pedagogical approach, ultimately empowering them to create more enriching and impactful learning experiences for students. Additionally, these experiences enable them to network with fellow educators, exchange ideas, and gain insights from diverse perspectives, further enriching their professional development journey. Overall, by embracing these opportunities for growth, they continuously evolve as educators, better equipped to meet the evolving needs of students and foster their academic success.

Participant 6 shared another idea about the support of her school head. She said, "She gave us opportunities to enhance our talent and skills by encouraging us to join trainings and seminars which help us grow personally and professionally." These experiences broaden their skills, deepen expertise, and instill a commitment to lifelong learning. They serve as catalysts for self-discovery and empowerment, enabling them to reach their full potential. Her support has been crucial in the teachers' journey toward personal and professional success. In summary, these answers indicate that giving teachers chances to learn helps them stay good at their jobs, learn new things, and stay excited about teaching, which is good for both teachers and students.

As experienced, giving teachers chances to learn and grow through professional training helps them get better, feel happy, and help students learn more. As an example, Participants 1 and 5 went to workshops on new ways of teaching and learned new ways to teach their students. Because of this, they feel surer of themselves, like their job more, and see their students do better in class. As observed, helping teachers grow by giving them chances to learn more can really make a difference in how well they teach. For example, Participant 6 who teaches math, gets to go to a math teaching conference. While there, she learns new ways to teach and finds new tools for her lessons. Because of this, she becomes a better teacher, and her students understand math better and do well in class. Empowering teachers through professional development leads to growth, satisfaction, and improved student learning by providing them with opportunities to enhance their knowledge and skills. This aligns with the findings of Jones and Brown (2020), who highlighted how improved professional practices contribute to enhanced teaching effectiveness and student outcomes, thus supporting the notion of empowering teachers for student success through professional growth support.

## Theme 2: Creating an Empowering and Supportive School Culture through Leadership Excellence

The second theme that emerged is creating an empowering and supportive school culture through leadership excellence. This theme explores the vital role of effective leadership in fostering an environment where students, educators, and staff feel empowered, supported, and motivated to excel. It delves into the strategies and practices employed by school leaders to cultivate a positive and inclusive culture that prioritizes growth, collaboration, and success for all members of the school community. By emphasizing leadership excellence, schools can cultivate a nurturing environment that promotes innovation, resilience, and a shared commitment to academic and personal development.

Participant 1 said, "Fostering a positive and supportive work environment...Our relationship with our heads and co-workers is a big factor in working. Once your environment is toxic, your mood is really affected... your teaching is also affected, your effectiveness is affected."

Fostering a positive work environment is vital for productivity and well-being. Relationships with colleagues and superiors significantly impact experience at work. In teaching, this is particularly crucial. Teachers thrive when supported and valued, leading to greater motivation and effectiveness. Conversely, in a toxic environment, morale suffers, affecting performance and student outcomes. Creating a culture of support and collaboration is essential for teacher success and student learning. Additionally, Participant 7 mentioned about full support. She said: "...showing full support in any activities that is going to be conducted. May it be moral or even financial support."

From Participant 7's statement, full support for activities involves both moral and financial assistance. Moral support includes belief in the activity's importance, verbal encouragement, and fostering motivation. Financial support entails providing funds or resources for smooth execution, covering expenses like materials or venue rental. Offering both demonstrates commitment to success and participants' well-being, boosting morale and removing obstacles. Together, these types of support foster achievement, collaboration, and a supportive environment, strengthening relationships and contributing to success.

Participant 5 underscores the value of soliciting input from staff members in their educational institution through this statement: "Encourage to share ideas and opinion... in planning a special event or taking new initiative, our school heads ask our valuable input... we feel involved, appreciated and respected."

These statements emphasize that when school leadership actively seeks ideas and opinions from teachers and staff when planning events or implementing new initiatives, it fosters a culture of collaboration and mutual respect. This inclusive approach makes individuals feel valued, involved, appreciated, and respected within the school community. By empowering staff to contribute their perspectives, it cultivates a sense of ownership, leading to greater innovation and teamwork. Ultimately, this open communication and collaboration contribute to a positive school culture, enhancing engagement, satisfaction, and overall success. This is validated through the sentiments of Participant 1: "Encouraging open communication and feedback, allowing teachers to voice their concerns and ideas... because I feel that I am valued, that my ideas are respected and accepted. During feedbacking, at that time, you can hear or see what I'm good at, what I'm side effective and what I need to improve.")

Encouraging open communication and feedback among teachers is vital for building a sense of value and respect within the educational community. Through feedback sessions, teachers receive constructive criticism and recognition, gaining insight into their strengths and areas for improvement. This supportive environment allows them to openly discuss professional goals and receive guidance, fostering continuous growth and contributing to the success of both students and the school community. This is based on the experience of the participant 1 during their faculty meeting that their ideas are being valued which made them realize their value as part of the group. Participant 4 also added, "our voices, ideas, concern and queries are given importance. After hearing our point, they take action to address our issues and concern."

When educators voice their concerns, their school administration listens and takes action, fostering a supportive work environment. This responsive approach demonstrates a commitment to addressing staff needs and improving the school. By actively involving educators in decision-making and problem-solving, trust and communication are strengthened, creating a supportive culture where everyone feels empowered to contribute. This collaborative effort enhances morale, job satisfaction, and overall effectiveness. Furthermore, the demonstration of leadership through constructive feedback has been influential in igniting the motivation of teachers. As claimed by Participant 2: head... for me opportunity ("Giving feedback is also good... as a teacher even in my hometown, I am very much open minded and willing to learn. Every time my head gives feedback... it's an opportunity for me to learn.")

Embracing feedback is a valuable trait for any educator, regardless of their location. In this case, the teacher emphasizes their openness to learning, even in their hometown. When their head provides feedback, they view it as an opportunity for growth.

By maintaining an open-minded approach, the teacher acknowledges that there is always room for improvement

in their teaching practice. Feedback from their head serves as a constructive tool for enhancing their skills and effectiveness in the classroom.

This willingness to learn demonstrates a commitment to professional development and continuous improvement. Rather than viewing feedback as criticism, the teacher sees it as a chance to refine their techniques, incorporate new strategies, and ultimately become a more effective educator.

Overall, this attitude towards feedback reflects a growth mindset and a dedication to excellence in teaching. It underscores the importance of ongoing learning and adaptation in the ever-evolving field of education. Participant 2 added also the significance of fostering a supportive and nurturing leadership style. As shared: "Their approach to me is so friendly and motherly where I feel home in their leadership style."

The speaker feels a strong sense of comfort and belonging under the leadership of individuals described as "friendly and motherly." This suggests warmth, approachability, and nurturing qualities, fostering an atmosphere reminiscent of the safety and familiarity of home. The "friendly" aspect indicates an amicable demeanor, promoting open communication and camaraderie. Meanwhile, "motherly" implies a caring attitude, evoking feelings of comfort and support. Overall, this leadership style encourages a sense of belonging and emotional connection, where individuals feel understood, valued, and empowered to thrive.

Participant 15 also stated: "...foster a space for me to grow, an avenue for open communication, and an environment that acknowledge and appreciate everyone's efforts and the goal oriented is evident." This statement emphasizes the fundamental elements essential for constructing a supportive environment. Firstly, it underscores the importance of "fostering a space for growth." This involves providing individuals with the necessary resources and guidance for both personal and professional development, empowering them to enhance their skills and make meaningful contributions.

Secondly, it highlights the significance of "open communication." Encouraging transparent dialogue fosters collaboration and mutual understanding, facilitating the exchange of ideas and concerns among members of the community.

Moreover, the statement emphasizes the need to "acknowledge and appreciate efforts." Recognizing and celebrating individual contributions serves to boost motivation and cultivate a sense of belonging, reinforcing positive behavior and fostering a supportive atmosphere.

Lastly, it stresses the importance of being "goal-oriented." Setting clear objectives provides direction and motivation, guiding collective efforts toward meaningful progress and success.

In summary, the statement underscores the importance of creating a supportive, communicative, appreciative, and goal-oriented environment conducive to growth and achievement. By prioritizing these elements, organizations can cultivate a culture that empowers individuals to thrive and succeed.

Another significant motivation for teachers is the demonstration of accessibility and attentive listening where they are feeling valued, respected, and supported. This is validated in the sentiments of participant 3: "She's very approachable and friendly, she takes time to be available for us teachers and listen to our queries and concerns which made us more comfortable and valued."

Participant 3 praises the approachability and accessibility of a leader or supervisor, noting their friendliness and willingness to listen to teachers' concerns. This creates a supportive environment where teachers feel valued and heard, fostering motivation and engagement. This highlights the significance of leadership qualities like approachability and active listening in enhancing morale and performance.

Furthermore, Participant 4 commends someone, likely a leader or supervisor, for being very considerate regarding the importance of prioritizing family. She said: "...very considerate in a way of reminding us that our family should always be our top priority."

This individual takes the time to remind others that their family should always come first, even amidst



professional obligations. This emphasis on family as a top priority suggests an understanding and appreciation for the personal lives and commitments of the individuals they lead.

By acknowledging the importance of family, this leader creates a supportive and compassionate work environment. They demonstrate an awareness of the challenges that individuals may face in balancing work and family responsibilities. This consideration fosters a sense of understanding and support among team members, alleviating stress and promoting well-being.

Moreover, by prioritizing family, this leader underscores the value of work-life balance, encouraging individuals to maintain harmony between their personal and professional lives. This not only contributes to the overall happiness and satisfaction of team members but also enhances productivity and performance.

In summary, Participant 4's statement highlights the importance of leadership that values and respects the personal lives of its members. By prioritizing family and reminding others to do the same, this leader fosters a supportive and considerate work environment conducive to the well-being and success of all individuals involved.

In addition, showing appreciation and empathy especially during busy and stressful periods have been a motivating factor for the teachers. According to Participant 5: "They show some extra appreciation during our busy and stressful period ... our school heads voice their appreciation although it's just a small thing yet it shows gratitude and empathy."

During busy academic periods, school heads make extra effort to appreciate staff, showing gratitude and empathy. These small gestures validate efforts and recognize challenges, fostering team morale and unity. Direct appreciation from leadership acknowledges dedication and creates a supportive atmosphere, easing tension and boosting staff well-being and success. Overall, it emphasizes the significance of recognizing efforts, especially during challenging times, in cultivating a positive work environment.

Consequently, it was also found that conducting effective team-building activities to promote collaboration, unity, and goal alignment among teachers is very important for Participant 6 when she shared that: "She conducted team building which I observe very effective way of building us teachers... made us realize the importance of collaboration and unity to achieve the goal of the school and of the department as well."

The speaker highlights the effectiveness of the team-building conducted by the individual ("she"), emphasizing its positive impact on the group of teachers. The speaker observed that the team-building exercise was successful in fostering a sense of unity and cooperation among the teachers. Through this activity, the teachers were able to recognize the significance of working together collaboratively towards common goals, both for the school as a whole and for their specific department.

The team-building activity likely involved various exercises, discussions, or tasks designed to encourage communication, trust-building, and mutual support among the teachers. These activities likely emphasized the importance of teamwork in achieving shared objectives and overcoming challenges within the school and department. Overall, the experience seems to have reinforced the idea that a cohesive and collaborative teaching staff is essential for the success of the educational institution and the fulfillment of its mission.

In a similar vein, Participant 7 reiterated that recognizing the needs and limitations of their teachers was also a factor. She mentioned: "...depends on the load entrusted to me by the school administrator. There are times I feel so motivated when not bombarded with extra load and report in the school. However, having an understanding and a good school head could somehow help me lessen the load."

This statement reflects on how the speaker's motivation is influenced by the workload delegated by the school administrator. When the workload is manageable and there aren't additional burdens or reports to handle, the speaker feels more motivated. However, they also note that having a supportive and understanding school head can alleviate some of the workload stress.

In essence, the speaker's motivation fluctuates depending on the demands placed on them by the school

administration. When the workload is reasonable, they feel more driven. Yet, even in challenging times, having a supportive school head can make the workload feel more manageable.

Furthermore, prioritizing the needs of the school and ensuring accessible and efficient resource management is a motivation for Participant 3: "...support on the resources from MOOE, because there are needs in school for the sustenance of learning for the learners."

This statement stresses the importance of MOOE support for meeting students' needs in school. It covers operational expenses like classroom materials and maintenance, suggesting that without adequate funding, maintaining a conducive learning environment would be difficult. It emphasizes the critical role of financial support in enabling schools to provide quality education.

The sentiments expressed by teachers underscore the critical role of leadership and organizational practices in fostering teacher motivation. A positive and supportive work environment, characterized by open communication, constructive feedback, and supportive leadership, is essential for motivating teachers. When leaders demonstrate accessibility, attentive listening, and empathy, teachers feel valued, respected, and supported, leading to higher levels of engagement and commitment. Effective team-building activities further promote collaboration, unity, and goal alignment among teachers, enhancing their sense of belonging within the school community. Additionally, leaders who recognize and address teachers' needs and limitations, while prioritizing school needs and resource management, demonstrate a commitment to supporting teachers and ensuring the success of the organization, further bolstering teacher motivation and job satisfaction.

Real-life experiences of teachers often reflect the sentiments highlighted in the results. For instance, a teacher may recount how their school head's open-door policy and willingness to listen to their concerns and ideas have made them feel valued and respected. This experience demonstrates the importance of fostering open communication and demonstrating attentive leadership in motivating teachers.

Other teachers have shared their experiences of being assigned a leadership role or given a challenging task by their school head. Despite initial doubts or fears, the teachers may describe how their school head's belief in their abilities and supportive guidance ultimately empowered them to succeed. This highlights the significance of supportive and nurturing leadership styles in building teacher confidence and motivation.

The researcher also can testify the effectiveness of creating an empowering and supportive school culture through leadership excellence because she can base it on her experience. As a newly-hired teacher, the researcher was full of doubt, lack of self-confidence and was afraid to share her ideas knowing that her colleagues were older than her. She also thought that her idea was not that effective so she chose to keep it all to herself. However, as she encountered a leader who showed support in different ways like providing feedback for improvement, listening to her idea which made her feel important, conducting team building in other places which led her to know more her colleagues, appreciating her accomplishment, and initiating activities that united them as a group, has really great impact in motivating her to perform well.

Teachers do well when their leaders focus on their health and growth, helping them feel more confident and capable. Smith and Lee (2023) and Beagan (2021) showed that when leaders encourage teachers, they feel more confident and able to grow. When a school leader cares about teachers' problems and needs, it helps them feel valued and supported. This makes teachers more willing to try new things and get better at their jobs. As a result, both teachers and students benefit from a positive school environment where everyone is motivated to do their best.

### Theme 3: Building Motivation through Recognition and Growth Opportunities

This theme speaks of a strategy that boosts individuals' drive by acknowledging their achievements and offering paths for person and professional growth. Recognition can take the form of praise or awards, motivating individuals to continue performing well. Meanwhile, growth opportunities involve learning new skills or advancing careers, showing that the organization invests in its employees' success. This approach fosters a motivating environment where individuals feel valued and supported, leading to enhanced productivity and engagement.

One formulated meaning from the theme is recognizing and appreciating hard work and achievements. The sentiments of Participant 1 are shown in the statement: "Recognizing and appreciation of hard work and achievements through verbal praise, awards or public acknowledgement."

Acknowledging hard work and achievements involves verbal praise, awards, and public acknowledgment. Verbal praise means expressing appreciation directly, boosting morale and motivation. Awards are tangible tokens of recognition, symbolizing excellence. Public acknowledgment involves recognizing accomplishments in front of peers or a wider audience, fostering a culture of appreciation and motivation.

Moreover, Participant 2 mentioned, "They appreciate and recognize my hard work or even simple accomplishment." This statement is an acknowledgement of feeling valued and recognized for their efforts, whether it's significant accomplishments or even small victories. This indicates that they perceive a culture of appreciation within the environment where their contributions are noticed and acknowledged. Such recognition likely contributes positively to their morale and motivation, fostering a sense of validation and encouragement to continue putting in effort and achieving goals.

Participant 4 further supported this sentiment with the following statement: "They recognize me even in my simplest accomplishment. They give certificates as reward in my hard work in helping learners learn how to read."

Participant 4 expresses gratitude for being acknowledged, even for their smallest achievements. They mention receiving certificates as a form of recognition for their hard work in assisting learners with reading. This suggests that their efforts are valued and celebrated within their environment. The act of receiving certificates for their contributions likely reinforces their dedication and encourages them to continue their efforts in supporting others' learning. It also indicates a supportive culture that appreciates and rewards individual contributions towards common goals, fostering a sense of motivation and fulfillment.

Another participant proves this notion. She said: "She recognize and appreciate my accomplishment which made me feel shared her experience of being recognized and valued by someone, likely a teacher or a colleague. They expressed gratitude for being acknowledged, even for their smallest achievements within the school or classroom setting. This acknowledgment makes them feel appreciated and validates their efforts, contributing to a sense of belonging and confidence in their abilities. The fact that they are recognized for both significant accomplishments and minor successes highlights a supportive and nurturing environment where individual contributions are celebrated. This positive reinforcement likely fosters motivation and a sense of pride in their work, encouraging them to continue striving for success

Participant 7 describes being honored by the school head for their success in facilitating a program within the school. They were specifically awarded as one of the three-star awardees, which suggests exceptional achievement and recognition among their peers. She shared: "Our school head award me in my success facilitating the program in our school...recognizes me for being one of those 3-star awardee...my efforts were appreciated."

This acknowledgment of their efforts by a figure of authority, such as the school head, carries significant weight and validates their hard work and dedication. Being singled out for this recognition reinforces their sense of accomplishment and affirms the value of their contributions to the school community. It also likely serves as motivation to continue excelling and contributing positively to future endeavors within the school. The same is true with Participant 8's experience. She shared: accomplishment in front of my co-teachers, my learners, in front of the parents and most specially in front of the visitors. That time I feel valued and appreciated." ("My hard work and accomplishment were recognized in front of my co-teachers, my learners, in front of the parents and most especially in front of the visitors. That time, I felt valued and appreciated.")

Participant 8 specifically described a moment when their hard work was publicly recognized. They were acknowledged in front of co-teachers, students, parents, and visitors, highlighting the impact of their contributions in education. This recognition likely boosted their sense of validation and importance, motivating them to stay committed to their role

As perceived through the participants' responses, it showed the importance of showing appreciation to teachers. When teachers are praised for their hard work, it makes them feel good and encourages them to keep helping students. The teachers are happy when they get recognized, even for small things they do. This makes them feel valued and respected as teachers.

Also, it is not just in the classroom that teachers get noticed. Their bosses and colleagues also see and appreciate their work. This makes teachers feel proud of what they do and happy to keep doing their best. Overall, the responses emphasized valuing the work of teachers, shown through appreciation. This makes them want to keep helping students and doing a good job in the classroom. Overall, these stories show how important it is to recognize and appreciate teachers' hard work and achievements. When teachers feel valued and supported, it helps them stay motivated and happy in their job, which is good for both teachers and students.

The researcher can verify the statements of the participants on the effectiveness of recognizing and appreciating the hard work and achievement of teachers. This is true to her experience when she innovated reading materials with different reading strategies to increase the number of independent readers and to decrease the number of non-readers. She initiated different activities and programs, like Adopt-a-Child program, home visitation, recognition for most improved readers and learners, and innovated materials to achieve her genuine goal of helping the learners.

After two months, her success was recognized by her school head during the 2nd quarter recognition program. She was also asked by her school head to apply for the ICON awardee selection. She was awarded as the Most Outstanding Reading Implementer in the Division of Malaybalay. The recognition paved her way to her promotion. These experiences prove the sound statement in RA 4670, which includes teachers' professional growth and development to foster teachers' motivation and continuous improvement.

Another formulated meaning from the theme is valuing effort and recognition in task assignments through diligent work. This statement emphasizes the importance of acknowledging and appreciating effort and dedication in task assignments. It suggests that when individuals put in diligent work, their efforts should be recognized and valued. This recognition can play a crucial role in motivating individuals to continue to work hard and excel in their assignments. It fosters a culture where hard work is appreciated, encouraging individuals to invest their best efforts in their tasks. Participant 2 confided: "Very simple task best result." ("I am very simple, and what simple task is given to me, I will comply in a simple way and with real effort. From now on, he gives me a task and because he appreciates that I do my best for the best result.")

This statement reflects a humble and diligent approach to tasks. The individual described himself as someone who approaches tasks in a straightforward manner, putting in genuine effort regardless of the task's complexity. It emphasizes his commitment to doing his best, which has earned him recognition and more responsibilities from their superior. This statement suggests that his consistent dedication and work ethic has been appreciated, leading to increased trust. Overall, the statement highlights the value of sincerity and hard work in gaining recognition and further opportunities for growth. It further implies that the teacher, Participant 2, liked doing simple tasks because he felt more comfortable. He did his best on these tasks, even though they were simple, because he wanted to get good results. This shows how important it is to recognize and appreciate everyone's strengths and efforts, as it helps people like Participant 2 feel motivated to do their best.

Another sharing highlights the importance of achievement acknowledgement. Participant 12 specified: "Acknowledging and celebrating the achievements ...whether academic, artistic or extracurricular, sends a powerful message of support and encouragement... celebrate success demonstrate that he values and appreciate the efforts."

Participant 12 highlights the importance of acknowledging achievements in various areas, such as academics, arts, or extracurricular activities. He stressed that celebrating success communicates appreciation and support to individuals, motivating him to continue striving for excellence. This recognition fosters a positive environment and promotes a culture of encouragement and appreciation. Celebrating success makes people feel supported and encouraged, showing that her hard work is valued.



Complimenting empowers teachers, and validates effort is a third formulated meaning from the theme. This is validated from the statement of Participant 3: “They praise me in my work and contribution... Getting compliments from our valuable contribution is bound to make us educators feel empowered.”

The statement describes a scenario where the individual receives praise and recognition for their work and contributions. This acknowledgment is significant, as it makes educators feel empowered. Compliments and recognition for their valuable contributions serve to uplift educators, boosting their confidence and sense of worth. This empowerment stems from the validation of their hard work and dedication, reinforcing their commitment to their role in education. Overall, receiving praise for their contributions strengthens educators' morale and motivates them to continue making meaningful contributions to their work.

Participant 3 emphasized how important it is to get praise and recognition for her work as a teacher. When others acknowledge and appreciate what she does, it makes her feel strong and important. This makes her feel good about herself and encourages her to keep doing her best. It shows that when teachers feel appreciated, it helps them stay dedicated and committed to their job.

The fourth formulated meaning is offering incentives or rewards. Participant 1 said: Offering incentives or rewards in teaching acknowledges and motivates teachers' efforts. These can include bonuses, professional development, extra vacation days, or public recognition. When teachers meet goals, they feel valued, enhancing job satisfaction and education quality.

Participant 5 identifies a leader who proactively improves the school by initiating various initiatives. This leader tackles issues ranging from academic performance to facilities improvement, demonstrating vision and dedication. This leader strives to create positive changes that benefit the entire school community, fostering a dynamic and thriving educational environment. Participant 5 mentioned: “He is a leader who initiates to do something for the betterment of the school. He organizes well his plans, ideas, and truly comes up with a very good result. He is a performer that made us model him for his outstanding performance.”

Participant 5 described a principal, whom he considered as a model. This school head, as a model, excels in organizing plans and ideas, leading to successful outcomes. His strong organizational skills ensure focused and purposeful efforts, consistently producing excellent results. His commitment to thorough planning leads to outcomes that exceed expectations, showcasing his ability to turn ideas into positive results. Participant 5 further highlighted someone as an exceptional performer who inspires others with their outstanding results. His dedication and skill set a high standard for excellence, motivating peers to strive for better performance. He serves as a role model, influencing the whole group to improve and excel.

Meanwhile, Participant 13 shared about meetings and conferences conducted in her school. She confided: “...constant short conference and meetings with his constant reminders of the things that I should perform as a teacher.”

Participant 13 has frequent brief meetings where they receive reminders about their teaching responsibilities. These sessions likely cover various teaching aspects such as lesson planning and student engagement. The reminders ensure Participant 13 stays focused and aligned with their role. These meetings reflect a commitment to accountability and improvement, aiding Participant 13's growth as a teacher.

Validated in their statements is the impact of rewards. As perceived, Participant 1 talks about how giving rewards and incentives is important for motivating teachers. When teachers get rewards for their hard work, it makes them feel valued and appreciated. This makes them want to keep doing a good job.

Participant 5 also thinks that when teachers get recognized for their achievements, it makes them feel good about their work. They feel happy and satisfied with what they do. Participant 13 agrees that when school leaders give awards and certificates, it shows that they appreciate the teachers. This makes teachers feel good and encourages them to keep doing their best. Overall, these responses show that when teachers feel valued and appreciated, it helps them stay motivated and happy in their job.

Teachers often feel motivated when they receive rewards or incentives for their hard work. For example, in one

school, teachers who meet specific goals get certificates or awards during meetings. When Participant 1 gets an award for helping students read better, it makes her feel good and encourages her to keep teaching well.

In another school, teachers can earn rewards for doing extra things like going to workshops or helping with after-school activities. Participant 5 earns points for doing these things and gets a gift card when he has enough points. This makes him happy and motivates him to keep learning and helping out.

In some schools, teachers can even get bonuses or extra money if their students do well on tests. Participant 13, tries new ways to teach and helps her students improve their test scores. When she gets a bonus for this, it shows that her hard work is recognized and encourages her to keep trying new things to help her students learn better.

The last meaning unit for the theme is recognizing efforts, talents, and providing growth opportunities motivate teachers. As noted in the sentiments, Participant 3 talks about how recognizing and rewarding teachers for their hard work is important. When teachers are appreciated and rewarded, it makes them feel good about their skills and talents. This not only makes them happier but also gives them a chance to get better at what they do. Similarly, Participant 11 mentions how support and recognition from others help boost teacher morale and motivation. When teachers feel supported and appreciated by their colleagues or bosses, it makes them want to keep doing their best. This encouragement motivates teachers to continue working hard and doing a great job.

As observed, teachers appreciate being recognized and having chances to grow because it encourages them in their job. For example, Participant 3 always tries new ways to teach. When the school sees her hard work and lets her go to special training, it shows they value her skills. This makes the teacher feel good and makes her want to keep finding better ways to help her students.

Another example is Participant 11, who cares a lot about his students. When he gets nominated for a teaching award and gets recognized for his work, it shows he's doing a great job. Then, the school lets him lead a program for new teachers, which helps him learn more and become a better leader. This recognition and chance to grow motivates Participant 11 to keep being a great teacher.

In these situations, when teachers' hard work, skills, and chances to learn and grow are acknowledged, it makes them want to do even better in their job and help students succeed. These real stories show how important it is to recognize teachers and help them get better at what they do. It creates a supportive and positive environment where teachers feel valued and motivated to keep improving.

The study's findings back the research of Sarwar et al. (2022), who said it is important to appreciate teachers' hard work. Similarly, Fernandez-Carames and Fraga-Lamas (2018) talked about how recognizing effort and work helps teachers stay motivated, which matches what the participants said. Also, Garcia and Martinez (2020) showed that rewards and chances for growth can motivate teachers, supporting the study's results on what encourages educators. These studies all show that it is crucial to recognize and help teachers to create a good learning atmosphere.

#### Theme 4: Empowering Teachers through Collaboration and Supportive Leadership

Empowering Teachers through Collaboration and Supportive Leadership creates an environment where teachers excel through teamwork and encouragement. Collaboration involves sharing ideas and resources to improve teaching and learning. Supportive leadership provides guidance, mentorship, and resources to help teachers thrive. Together, these efforts foster innovation and excellence in education, benefiting students.

As indicated in the formulated meanings, it can be perceived that Participant 1 put high regard for clear goals. The statement signifies this: "Setting clear goals and expectations...before among school head mag decide sa iyang plan gina gather mi niya... gina explain iyang plan, expected outcomes ug iyang goals." ("Setting clear goals and expectations...before our school head decides on his plan, he gathers us...explains his plan, expected outcomes and his goals.")

Setting clear goals involves outlining specific objectives and expected outcomes before implementing plans. The school head gathers staff to explain their vision, goals, and expectations. This transparency ensures everyone

understands their role, fosters unity, and facilitates effective planning and implementation that talks about the importance of making clear goals and expectations. They mention how their school head gathers everyone to explain their plans and goals. This helps teachers understand what they need to do and work together towards the same goals.

Attesting to the value of a school leader with an initiative is Participant 5. This is shown in his sharing: “He is a leader who initiates to do something for the betterment of the school. He organizes well his plans, ideas and truly come-up with a very good result.”

The first statement portrays someone as a proactive leader dedicated to improving the school. This type of leader initiates projects to enhance academics, facilities, or community engagement, demonstrating a commitment to positive change. The second statement highlights an individual's strong organizational skills in planning and executing ideas effectively. Their structured approach ensures successful outcomes, reflecting competence and effectiveness in their endeavors, benefiting the school community.

Furthermore, some participants also noted a characteristic that they can model from. Participant 5 shares: “He is very performer that made us model him for his outstanding performance.”

This statement describes someone whose exceptional performance inspires others to emulate their success. Their outstanding achievements set a high standard, motivating peers to strive for greatness. They serve as a source of inspiration, influencing others to excel and achieve their full potential.

Participant 13 banks on reminders from school heads which helps her stay in focus: “...constant short conference and meetings with his constant reminders of the things that I should perform as a teacher.”

Participant 13 has frequent short meetings where they receive reminders about their teaching responsibilities. These discussions likely cover various teaching aspects such as lesson planning and student engagement. The reminders ensure Participant 13 stays focused and aligned with their role, fostering accountability and continuous improvement in their teaching practice.

Additionally, establishing mentorship programs to support the professional development and integration of new staff members is noted to be of great motivation for teachers. This is true to the sentiments of Participant 1: “Establishing a mentorship program where experienced teachers can guide and support newer staff members.

This statement outlines a mentorship program in a school where experienced teachers guide newly hired staff. The program pairs seasoned teachers with newcomers to offer support in areas like classroom management and lesson planning. The goal is to foster professional growth and collaboration among staff, contributing to improved teaching and student outcomes.

Most teachers mention a mentorship program where experienced teachers help new teachers. This helps new teachers learn from experienced ones and keeps the teaching team strong. By having this mentorship, the school supports teachers' growth and teamwork, making teaching better for everyone.

Involving teachers in making decisions can make schools better and friendlier places. An example is a school where teachers are often asked for their opinions on things like what students learn, school rules, and activities. Participant 1, a teacher who has been at the school a long time, gets to help decide on new rules for how students should behave. She talks about what she thinks with her fellow teachers, and together they make rules that are fair for everyone.

As observed, when leaders take charge and plan well, and they talk often with their teachers, it helps teachers do better at their jobs. For instance, the school head of Participant 5 “makes a plan for how to check if teachers are doing a good job.” This plan gives teachers clear goals to work towards. Because of this, teachers feel like they have to do their best, and this helps students do better in school too.

In some schools, school heads initiate activities/program every 1st Friday of the month, of which teachers are paired. Neophyte teachers are paired with teachers who have been in the service for a long time. This scheme

initiates the teachers to share, communicate, and give feedback. That initiated activity gives new teacher ideas on how to improve his or her teaching to make it more effective and to perform well.

Supported by this study's findings, Anders (2018) emphasized the significance of taking the lead, planning well, communicating often with colleagues, and concentrating on how teachers perform. This agrees with the idea that these actions can make teachers better at their jobs and lead to good results for students.

The finding is also parallel to the study of Smith and Lee (2023). Involving teachers in decision-making processes demonstrates a commitment to collaborative leadership and empowers teachers to contribute to the school's direction and goals. By soliciting input from teachers on matters such as curriculum development, school policies, and professional development opportunities, school leaders create a sense of ownership and investment among the teaching staff.

Anders (2018) revealed that showing initiative, effective planning, and regular communication with staff are essential components of supportive leadership. School leaders who take proactive steps to address teachers' needs and concerns, plan strategically for school improvement, and maintain open lines of communication foster an environment of trust and transparency. This supportive approach enhances teacher motivation and engagement, ultimately contributing to improved teacher performance and student outcomes.

#### Theme 5: Fostering Teacher Empowerment through Supportive Leadership and Trust

This theme entails creating an environment where teachers feel empowered to excel in their roles through the guidance of supportive leaders and a foundation of trust. Supportive leadership involves administrators providing teachers with the necessary resources, encouragement, and professional development opportunities to thrive. Effective leaders offer mentorship, constructive feedback, and recognition for achievements, fostering a sense of value and appreciation among teachers. They advocate for teachers' needs, address concerns, and create a positive work culture where educators feel supported and motivated to innovate and grow.

Trust is essential for empowering teachers, as it involves believing in their abilities and judgments. When teachers feel trusted by their leaders to make decisions and implement effective teaching strategies, they are more likely to take ownership of their work and feel empowered to take risks and try new approaches. Trust also promotes collaboration and open communication, as teachers feel comfortable sharing ideas and seeking support from colleagues and administrators. By fostering supportive leadership and trust, schools create an environment where teachers feel empowered to take initiative, innovate, and continuously improve their practice. This empowerment leads to greater job satisfaction, professional growth, and ultimately, improved student outcomes.

The last theme that emerged is fostering teacher empowerment through supportive leadership and trust. According to Participant 1, "Creating a culture of trust and respect, where teachers feel valued and empowered to make decisions ("Creating a culture of trust and respect, where teachers feel valued and empowered to make decisions... I can feel him trusting me in my abilities. Before, I was angry...but later on, I realized that my principal really trusts me."

Creating a culture of trust and respect in schools means teachers feel supported, valued, and empowered to make decisions. The quoted individual reflects on feeling trusted by their principal, which boosts their confidence and encourages them to take ownership of their work. When teachers feel trusted, they are more likely to be motivated, innovative, and committed to their roles, benefiting both themselves and their students.

Participant 2 attested to these convictions through the statements: "They create a culture of trust and respect which make me feel valued and empower in terms of decision making. ("They create a culture of trust and respect which makes me feel valued and empowered in terms of decision making. Aside from their trust, I also feel that they respect me as a teacher, and as a mother to my children.")

Participant 2 feels valued and empowered due to a culture of trust and respect at the school. They are trusted by colleagues, not only in professional matters, but also as parents. This trust enhances their confidence, making them feel supported in their decisions both inside and outside the classroom. Ultimately, this positive atmosphere fosters their job satisfaction and effectiveness as an educator.



Meanwhile, Participant 5 emphasizes the value of staff being encouraged to share ideas and opinions in the school community. They describe how school heads actively seek input from staff when planning events or new initiatives. This inclusive approach fosters staff involvement, appreciation, and respect, boosting morale and motivation. It creates a supportive environment where staff feel empowered to contribute and take ownership of initiatives, ultimately enhancing staff engagement, cohesion, and school effectiveness. He said: "...encourage to share ideas and opinion... in planning a special event or taking new initiative, our school heads ask our valuable input... we feel involved, appreciated and respected."

Participant 8 reveals how their school head's encouragement led them to discover hidden potential. Initially unaware, they found this potential through support in leading a program, organizing a seminar, and training session with fellow teachers. This experience likely provided a platform to showcase abilities and take on a leadership role, emphasizing the transformative impact of supportive leadership. Overall, Participant 8's testimony underscores the importance of mentorship in unlocking hidden talents and fostering growth in educational settings.

Participant 9 feels empowered by the school administration's encouragement in three key areas: pursuing a Master's degree for professional growth, fostering innovation, and promoting community engagement. This support demonstrates a commitment to teacher development, values creativity, and recognizes the broader role teacher's play. Overall, these initiatives contribute to a dynamic school environment where teachers feel valued and equipped to positively impact student learning and the community. Participant 9 went on to share: "...empowering me and my fellow teachers...by encouraging me to enroll in the Master's degree program for my professional development...encouraging me to make innovations...encourage community engagement."

The participants commended their school heads on their initiatives of creating a supportive and empowering culture where teachers feel valued, respected, and trusted. They stressed the importance of creating a trusting and respectful environment in schools, where teachers feel valued and empowered. Initially, they doubted their abilities, but later realized their principal trusted them. This shows how trust and respect from school leaders can boost teachers' confidence and make them feel more capable in their roles.

They also highlighted the value of encouraging teachers to share their ideas and opinions, especially in decision-making. When school leaders involve teachers in planning events or new initiatives, it makes them feel appreciated and respected. This inclusive approach fosters teamwork and empowerment among teachers, creating a positive work environment.

Creating a supportive and empowering culture in schools can be really helpful. For example, when teachers feel valued and trusted, they're more likely to share their ideas and opinions with the principal. This makes them feel respected and empowered. Also, when teachers get support and encouragement from their principal, like being given important tasks, they become more confident in their abilities. Lastly, when schools offer opportunities for teachers to learn and grow, it makes them feel empowered to improve themselves. This way, teachers can bring back new knowledge to benefit their students and colleagues.

Another meaning unit from the theme is on demonstrating transformative power of trust and encouragement in enabling teachers to surpass their perceived limitations, realize their potential, and achieve success. This is validated in the statements of the following participants:

Participant 2 recounts how their superior pushed them beyond their limits by entrusting them with a challenging task. This act of trust inspired Participant 2 to surpass their own expectations and succeed, highlighting the significance of believing in someone's potential. This experience underscores the transformative power of empowerment, fostering a culture of trust and excellence within the organization. Her statements were: "...pushed me beyond my limitations because he trusted my ability in doing the task, I never thought I can" and "...pushed me to unlock my hidden potential and let me show it to my co-teachers as their guiding example."

Participant 6 was encouraged by a mentor or superior to unlock their hidden talents and showcase them as an example to their colleagues. This support enabled Participant 6 to discover his full potential and become a source of inspiration for others. He likely demonstrated excellence in their work, serving as a mentor and role model

for his peers, thus positively influencing his colleagues' growth and development. He further shared, "...believing in my leadership skills. He gave me task which I thought I can't but later on made me realize that I have such potential and skills. He empowers my leadership skills."

Participant 6 recalls being entrusted with a challenging task by a mentor or superior who believed in their leadership abilities. Despite initial doubts, Participant 6 excelled with support and encouragement. This experience transformed their perception of their own leadership potential, highlighting the value of empowering mentorship in personal and professional growth.

Meanwhile, Participant 4 had this to say: "They encourage and challenge me... proud that I was recognized in our division." Participant 4's statement indicates that she appreciates the support and challenges provided by colleagues or superiors, which have facilitated their professional growth and led to recognition within their division. This encouragement and challenge indicate a supportive environment that values individual development and achievement, motivating Participant 4 to excel further in her roles in the school.

Participant 4 also sees being given many tasks by her school head as a vote of confidence. Rather than feeling overwhelmed, she sees it as a chance to grow personally and professionally. She is motivated by the trust placed in her and sees the tasks as opportunities to learn and develop new skills. Overall, she views the challenges as stepping stones towards advancement. This view is seen in her statement: "...a lot of tasks are given to me...I realize that my school head believed that I can do it well. Those are surely useful for me to grow personally and professionally...discover new things."

Participant 10 also talks about trust and responsibilities. She recalls a time when they were newly hired as a teacher and entrusted with significant responsibilities. Despite feeling scared initially, this trust placed in them ignited their passion and dedication to excel in their role. The combination of fear and excitement spurred them to give their utmost effort, driven by the realization that they were trusted to fulfill these responsibilities. This experience likely served as a catalyst for Participant 10's professional growth, instilling a deeper sense of commitment and purpose in their work. She mentioned: "I was a newly-hired teacher back then...was trusted with great responsibilities...I felt scared but it also ignites my passion and dedication to do my best because I was trusted."

These responses emphasize the profound impact of trust and empowerment from school leadership. Being entrusted with significant responsibilities as a newly hired teacher initially evoked feelings of fear and uncertainty. However, this trust served as a catalyst, igniting a sense of passion and dedication to excel beyond perceived limitations and unlock hidden potential, ultimately inspiring others as a guiding example within the school community.

Moreover, respondents also agreed on the meaning units on showing encouragement in fostering self-confidence and growth. Participant 2 expresses gratitude for encouragement received in building self-confidence. Despite being naturally shy, she appreciated the support that pushed her beyond her comfort zone. Accepting tasks like these has led to a newfound sense of confidence. This journey highlights the transformative power of encouragement and taking on challenges, leading to personal growth and increased self-assurance. Participant 2 added: "They taught me to become independent." Participant 2 acknowledges the significant impact others have had on their development by teaching them to be independent. This statement suggests that through guidance and support, they were empowered to take charge of their own decisions and actions. Learning to be independent likely involved gaining skills such as problem-solving, decision-making, and self-reliance. Overall, this experience reflects a positive journey towards autonomy and self-sufficiency, facilitated by the guidance and mentorship of others.

Their encouragement to build self-confidence stems from their compassionate and understanding nature, which instills a sense of security and support. Having such a leader who genuinely cares motivates teachers to strive for improvement and excellence. As a result, teaching becomes more manageable and enjoyable, as teachers find comfort and confidence in the supportive environment created by their leader.

Moreover, prioritizing the well-being and professional development of their teachers is a motivation for

Participant 5 claiming that: "...their qualities being a compassionate and understanding...knowing that you have such leader is truly motivates us to become better one. Teaching becomes so easy because you find comfort on how they treat you."

The participant reflected on the impact of having a leader characterized by compassion and understanding. These qualities serve as sources of inspiration, motivating the speaker and their peers to strive for similar levels of empathy and understanding in their own interactions. Knowing they have such a leader creates a supportive environment where individuals feel valued and encouraged to grow. This positive atmosphere makes teaching feel effortless, as the speaker finds solace and confidence in the compassionate treatment they receive. Overall, the presence of such a leader fosters a culture of mutual respect and support, enhancing the teaching experience for everyone involved.

The sentiments shared by teachers highlight the profound impact of creating a supportive and empowering culture within schools. When teachers feel valued, respected, and trusted by their leaders, it cultivates a sense of belonging and purpose that fuels their motivation. This supportive environment enables teachers to thrive, as they are encouraged to surpass their perceived limitations and realize their full potential. Through trust and encouragement from their leaders, teachers are empowered to overcome challenges and achieve success, demonstrating the transformative power of positive reinforcement on their motivation and performance.

Moreover, the importance of encouragement in fostering self-confidence and personal growth among teachers cannot be understated. When leaders prioritize the well-being and professional development of their teachers, it creates a foundation for continuous learning and improvement. By showing genuine interest in teachers' growth and providing opportunities for development, leaders not only enhance teacher motivation but also contribute to their overall job satisfaction and fulfillment. This emphasis on support and personal growth reinforces the idea that motivated and empowered teachers are better equipped to positively impact student learning outcomes and contribute to the overall success of the school community.

As observed in one school, the principal regularly holds staff meetings where teachers are encouraged to share their ideas and concerns. During these meetings, teachers feel valued and respected as their opinions are carefully considered in decision-making processes. For example, when it was proposed to revise the school's disciplinary policy, teachers were invited to provide input on potential changes. This inclusive approach fostered a sense of ownership among the teachers and created a supportive environment where everyone felt empowered to contribute to the school's improvement.

In another school, a teacher struggling with self-confidence received continuous encouragement and support from their mentor, a veteran teacher. Through regular feedback, guidance, and reassurance, the mentor helped the teacher develop a greater sense of self-assurance and belief in their abilities. Over time, the teacher's confidence grew, leading to improved performance in the classroom and a newfound enthusiasm for professional growth opportunities such as attending workshops and pursuing advanced certifications.

Andriani et al. (2018) conducted a study that emphasized the importance of creating a supportive and empowering work environment for teachers. Their findings highlighted that when teachers feel valued, respected, and trusted by their school leaders, it has a positive impact on their motivation, job satisfaction, and overall well-being. This claim aligns with the scenarios where teachers thrive in environments where they are encouraged to contribute ideas, supported in their professional growth, and empowered to take on leadership roles.

Similarly, Gervasi et al. (2020) explored the role of leadership in fostering teacher motivation and job satisfaction. Their research emphasized the significance of supportive leadership behaviors, such as demonstrating trust and encouragement, prioritizing teacher well-being, and providing opportunities for professional development. The study found that these leadership practices are associated with higher levels of teacher motivation and commitment to the organization. This finding resonates with the scenarios where teachers benefit from supportive leadership that values their contributions, invests in their growth, and creates a positive and empowering work culture.

Teachers do well when their leaders focus on their health and growth, helping them feel more confident and capable. Smith and Lee (2023) and Beagan (2021) show that when leaders encourage teachers, they feel more confident and able to grow. When a school leader cares about teachers' problems and needs, it helps them feel valued and supported. This makes teachers more willing to try new things and get better at their jobs. As a result, both teachers and students benefit from a positive school environment where everyone is motivated to do their best.

### Performance of School Heads as Motivators and Translators of High-Performing Leadership

In examining the performance of school heads as motivators and translators of high-performing leadership, it is essential to delve into the multifaceted role they play within educational institutions. School heads serve as the linchpin between administrative directives and the day-to-day operations of the school, wielding significant influence over the morale, motivation, and performance of teachers and staff. Their ability to effectively translate the principles of high-performing leadership into actionable strategies and practices is pivotal in shaping the overall culture and success of the school community. Matrix 2 shows the school heads' performance resulting to teachers' motivation.

Matrix 2 Performance of School Heads as Motivators and Translators of High-Performing Leadership

	Formulated Meaning	Themes
On Performance	<ul style="list-style-type: none"> <li>Demonstrating commitment to delivering quality instruction in the classroom.</li> <li>Adapt teaching methods, materials, and assessments to meet the diverse needs of individual learners.</li> <li>Feeling motivated to teach, leads to an overwhelming sense of effectiveness</li> </ul>	Inspiring Excellence Through Motivating Teachers for Student Success
	<ul style="list-style-type: none"> <li>Creating engaging, supportive, and inspiring learning environments that empower students to excel</li> <li>Sustaining energy and responsibility to strive for excellence in their roles as educators.</li> </ul>	Empowering Teachers for High-Quality Performance

### Theme 1: Inspiring Excellence through Motivating Teachers for Student Success

This theme highlights the pivotal role of motivated educators in fostering academic achievement. This theme underscores the significance of teachers who go beyond imparting knowledge by inspiring and empowering their students to excel. By motivating teachers to strive for excellence, educational institutions can create a positive learning environment where students are encouraged to reach their full potential. This theme emphasizes the interconnectedness between teacher motivation and student success, emphasizing the profound impact that enthusiastic and dedicated educators can have on the educational journey of their students. On demonstrating commitment to delivering quality instruction in the classroom, participants have emphasized the importance of striving to teach to the best of their abilities, indicating a commitment to delivering quality education to their students. The statement of Participant 1 shows the participant's commitment: "It helps me actively engage in instructional leadership and planning, delivery and assessment."

This statement underscores the significance of actively participating in instructional leadership, involving planning, delivery, and assessment in teaching. Educators contribute to designing effective teaching strategies and curriculum, ensure engaging lesson delivery, and evaluate student progress. This involvement allows them to take ownership of their teaching practices, fostering continuous improvement in the learning environment. As for Participant 13, she shared how she assisted her teachers: "I taught them to the best that I could...willing to look for strategies above all this motivation transpired into a quality performance in the classroom."



This statement highlights the participant's dedication to teaching, aiming for the highest quality education. Her commitment involves exploring innovative teaching methods, resulting in a high standard of performance in the classroom. This enthusiasm positively influences her teaching effectiveness, benefiting student learning experiences. In summary, the participant's proactive approach and commitment contribute to achieving quality outcomes in teaching.

When teachers are motivated, they work hard to plan lessons, teach well, and check how students are doing. This makes learning better for students because teachers are more involved. Moreover, when teachers are motivated, they try their best and find new ways to teach. This helps students learn better and makes the classroom a better place for everyone. Both participants agree that when teachers are motivated, it helps students learn more and make teaching more enjoyable. Additionally, Participant 10 seconded the statements of the other participants. She shared: "I put greater effort into my teaching. As a result, teaching practices and classroom performance are improved."

This statement shows the speaker's heightened dedication to teaching, leading to improved classroom performance. Their extra effort directly impacts teaching quality and classroom management effectiveness. By investing more in their teaching, they refine techniques, engage students better, and foster a conducive learning atmosphere. Overall, their proactive approach yields noticeable improvements in teaching practices and classroom outcomes.

The sharing of Participants 4 and 8 speak of how the assistance of their school heads affected their performance. These are their statements: "I become more effective and productive in my teaching field" (Participant 4) and "We can perform well and we can perform effectively" (Participant 8).

Participant 4 highlights her perception of becoming more efficient and productive in her teaching role. This suggests that through experience and perhaps professional development, she has honed her skills and methods, leading to increased effectiveness in delivering lessons and managing her responsibilities. Meanwhile, Participant 8 expresses confidence in their ability to perform well and effectively. This statement reflects their belief in their own capabilities and competence. By emphasizing the importance of effective performance, Participant 8 underscores the value they place on achieving successful outcomes in their endeavors, likely contributing to their motivation and drive for excellence.

Teachers admitted that when teachers work harder, they make teaching better and students learn more. Moreover, when teachers are motivated, they get better at teaching and do a good job. Participant 8 believes that when teachers are motivated, they can do well in teaching and help students learn better. Overall, these participants agree that when teachers are motivated, it makes teaching better for everyone.

On another aspect, teachers adapt teaching methods, materials, and assessments to meet the diverse needs of individual learners. Participant 6 attested to this, saying: "I was able to improve my classroom performance as a teacher. I had acquired different techniques and new strategies on how to handle children with different interest and needs."

This statement shows the speaker's growth as a teacher, noting improvements in classroom performance. They credit this progress to learning new techniques for addressing diverse student needs. By adapting their approach to individual differences, they foster a more inclusive and effective learning environment.

Participant 9 shared the same sentiment, as shown in her statement: "I adapt my teaching methods, materials and assessment to meet individual learners needs. I ensure that all learners are appropriately changed and supported in their learning." It is clear from the statement that the teacher prioritizes meeting each learner's unique needs by adapting teaching methods, materials, and assessments accordingly. This personalized approach ensures that all students receive tailored support based on their learning styles and abilities. Their dedication to individualized instruction fosters an inclusive learning environment, promoting equitable and effective educational experiences for all.

Similarly, Participant 12 promotes student-centered learning, emphasizing tailored teaching to meet individual

needs. They stress setting high expectations for academic achievement and fostering a culture of rigor. Additionally, they encourage innovation to enhance learning outcomes and prioritize building positive relationships within the classroom. Overall, their approach emphasizes student engagement, academic excellence, innovation, and a supportive classroom environment: "...driving a learner-centered approach, fostering a culture of high expectations and academic rigor, embracing innovation and continues improvement and prioritizing relationships and positive classroom culture" (Participant 12). Teachers talk about how motivation helps them become better teachers. They say motivation helps them find new ways to teach and make learning better for students. By being motivated, they can create a classroom where every student can learn and succeed. These responses show that when teachers are motivated, it makes teaching better for everyone. Feeling motivated to teach leads to an overwhelming sense of effectiveness is another formulated meaning from the theme. This is true in the words of Participant 2: "...made my classroom teaching more effective and fruitful in a way that my learners easily learn the lesson I want to impart."

This statement suggests that the speaker has implemented changes or strategies in their classroom teaching that have significantly improved the learning experience for their students. Their efforts have resulted in teaching practices that are more effective and productive, leading to greater understanding and retention of the lessons among their learners. The teacher's ability to convey the intended lesson with ease indicates that their teaching methods are engaging, clear, and tailored to the needs of their students. Overall, the participant's commitment to enhancing their teaching approach has resulted in a more fruitful learning environment where students readily grasp and absorb the material being taught.

On another side, Participant 7 credits his success in the classroom to support from family, faith, colleagues, and students. He highlights the encouragement from loved ones and guidance from his faith as sources of strength. Additionally, he values collaboration with colleagues and recognizes the impact of his students on his teaching practice. This holistic view emphasizes the importance of diverse support networks in fostering effective teaching. This is clear in his claim: "Having a family, guidance of Jesus, my colleagues and my learners help me become a good performer in the classroom" (Participant 7).

Participant 5 acknowledges the feeling of being overwhelmed at times, especially when driven to teach passionately. Despite this, she believes effective learning occurs when educators are motivated. She said: "...overwhelming at some point when we are motivated to teach, we know that learners learn effectively." This statement underscores the significance of teacher enthusiasm in fostering successful learning experiences for students, even amid challenges. Overall, Participant 5's statement emphasizes the vital role of teacher motivation in enhancing the learning process. In the words of Participant 4, she narrated what happens when she is motivated. She confided: "When I am motivated, I tend to motivate learners as well, when I am motivated the more knowledge and ideas I can impart to my learners." Participant 4 highlights the link between their motivation and that of their students, noting that when they are motivated, they inspire learners better. Their own drive also improves their teaching effectiveness, allowing them to share knowledge and ideas more effectively. This emphasizes the crucial role of teacher enthusiasm in student engagement and learning outcomes. Overall, Participant 4 emphasizes the importance of teacher motivation in fostering a dynamic learning environment. The statements of the participants imply that when they are motivated, their teaching gets better, and students find it easier to learn. This means motivation helps teachers teach in a way that makes it easier for students to understand and remember things. When teachers are motivated, their teaching methods work better, and students learn more. So, motivation is really important for both teachers and students in the classroom.

Exploring further into the responses from the participants, it can be observed that teachers are passionate about their job and always motivated to help their students succeed. For example, some teachers spend extra time planning engaging lessons and finding creative ways to teach difficult concepts. As a result, their students are more interested in learning and actively participate in class discussions. Additionally, as seen, some teachers' motivation inspires their students to work harder and strive for excellence in their studies. With teachers' encouragement and dedication, their students achieve higher grades and develop a love for learning that stays with them long after they leave their classroom. This real-life example illustrates how a motivated teacher can inspire excellence and drive student success.

This study's findings confirm those of Smith and Lee (2023). They said that leaders who inspire and support

teachers can make a big difference. This result matches the teachers in the study experienced, where feeling motivated helped them teach better and students learn more. When leaders support teachers, it can make them even more motivated, which is good for both teachers and students. This shows how important it is for leaders to create a supportive and encouraging environment for teachers, so they can do their best and help students succeed.

## Theme 2: Empowering Teachers for High-Quality Performance

The theme on empowering teachers related to high-quality performance focuses on equipping educators with tools, resources, and support systems to excel in their roles. This theme includes investing in professional development, mentorship programs, and ongoing support to enhance teaching effectiveness and classroom management. It also fosters a culture of collaboration, innovation, and continuous improvement, encouraging teachers to exchange best practices and engage in reflective practices. Additionally, empowering teachers involves granting autonomy, trust, and recognition, allowing them to innovate and tailor their approaches to meet student needs. Overall, this approach emphasizes investing in educators to cultivate highly skilled and motivated teachers who can foster student success and achieve excellence in the classroom. On creating engaging, supportive, and inspiring learning environments that empower students to excel, Participant 1 had this to say: "I demonstrate enthusiasm which can enhance my student's interest and participation in learning activities."

The statement indicates the belief of the teacher that enthusiasm positively impacts student engagement and participation. By demonstrating enthusiasm, teachers aim to create a motivating environment that inspires students to actively participate in learning. Enthusiasm sparks curiosity and encourages students to become more invested in the learning process. When students perceive the teacher's enthusiasm, they feel supported and more willing to take risks and contribute to discussions. Overall, the participant acknowledges the importance of enthusiasm in creating a dynamic and engaging learning atmosphere.

Participant 1 added: "I demonstrate empathy, respect, understanding, and create a supportive classroom environment where students feel valued and motivated to succeed." The statement hints at the teacher's dedication to creating a positive classroom environment through empathy, respect, and understanding. Teachers like this aim to make students feel valued and appreciated, encouraging active engagement and motivating them to succeed. Empathy helps teachers connect with students, respect ensures every voice is heard, and understanding allows for effective adaptation to diverse student needs. This approach highlights the speaker's commitment to fostering a supportive and inclusive learning atmosphere.

In the statement of Participant 9, "When I am motivated, I invested in creating a positive and well-managed classroom environment," she highlights how motivation influences the creation of a positive and well-managed classroom environment. Teachers invest their energy to ensure a supportive and organized space for learning, recognizing the crucial role of their own motivation. A positive environment fosters student engagement and learning outcomes, while effective management optimizes instructional time. This finding emphasizes the proactive role teacher's play in shaping the classroom atmosphere and highlights the impact of their motivation on student success.

Participant 2, with her statement, "I have this happy heart to teach that made my student absorb it perfectly though not all but majority," shares their joy for teaching, describing it as a "happy heart" that impacts student learning positively. Their genuine passion makes the learning process enjoyable and effective for most students. This highlights the importance of teacher enthusiasm in engaging students and facilitating comprehension. Overall, the statement emphasizes the significant role of teacher attitude and passion in creating a supportive and successful learning environment.

Participant 3 added to previous sharing about the effects of motivation to him as a teacher. Specifically, he stated: "My motivation leads me to become a considerate teacher to them." This statement implies Participant 3's motivation that drives him to be a considerate teacher, prioritizing understanding and meeting students' needs. This commitment creates a supportive, empathetic classroom where students feel valued and respected. Teachers like this means that their recognition of the impact of their motivation emphasizes the importance of fostering a positive classroom culture. Overall, Participant 3 highlights how teacher motivation shapes interactions with

students and fosters a supportive learning environment.

Moreover, Participant 11 opined about motivation and what it does in her classroom. She said: “Motivation can create a miracle in the classroom. It can either make or break the day. My motivation translates into vigor and excitement therefore I like to work hard to get better, keep up the new techniques and look for new ways to improve my approach.” In her statement, Participant 11 highlights motivation's significant influence in the classroom. She sees it as a force that can either greatly enhance or hinder the day's outcomes. Her own motivation fuels their energy and drive, pushing them to constantly improve their teaching methods. This involves staying updated on new techniques and seeking innovative approaches. In essence, Participant 11's statement underscores motivation's crucial role in fostering personal and professional growth, leading to a vibrant and successful classroom environment.

Participant 12 is dedicated to their students' success, driven by her commitment and motivation. Her focus on creating meaningful learning experiences that inspire and empower students to achieve their goals. By staying true to her motivation, she maintains a student-centered approach, fostering an environment where learners are motivated to actively engage in their learning journey. This is clear in the participant's statement: “By staying true to my motivation and commitment to learners' success and strive to create meaningful experiences that inspire and empower my learners to achieve these goals and reach their full potential.” Overall, Participant 12 emphasizes the importance of creating a supportive and empowering atmosphere that encourages students to excel and reach their full potential.

The same is the sentiment as shared by Participant 14. Her exact words were: “Self-motivation and dedication are the driving forces toward teaching and classroom performance.” With this statement, Participant 14 underscores the importance of self-motivation and dedication to teachers' effectiveness. Self-motivation drives their passion for education, enabling them to excel and overcome challenges. Meanwhile, dedication ensures they are fully committed to their students' success, going above and beyond to provide personalized support and innovative teaching methods. Ultimately, their statement emphasizes how these qualities contribute to creating engaging learning environments and achieving positive outcomes in education.

Teachers had indicated in their statements regarding the motivation derived from conducive learning environment. Their sentiments emphasize the importance of motivation in creating a positive and well-managed classroom environment. This indicates that when teachers are motivated, they are more likely to invest time and effort into fostering a conducive learning atmosphere, which can positively impact student behavior and engagement.

As observed, their intrinsic motivation to teach with a “happy heart” contributes to effective learning experiences for students. This emphasizes the significance of teacher motivation in influencing student outcomes, as a motivated teacher is better able to engage and inspire students to absorb and retain knowledge. In addition, teachers described how their motivation translates into vigor and excitement, driving them to continuously improve their teaching approach. This highlights the transformative impact of teacher motivation on professional growth and development, as motivated teachers are more likely to embrace innovation and seek opportunities for self-improvement.

They also mentioned about the role of motivation and commitment in empowering students to achieve their goals and reach their full potential. This emphasizes the transformative impact of teacher motivation on student outcomes, as motivated teachers are more likely to inspire and support students in their academic endeavors. Another meaning unit from the theme is sustaining energy and responsibility to strive for excellence in their roles as educators. This is manifested in the statement of Participant 1: “I invest time and effort in building positive relationship with my students.”

Participants 13 and 15 echo the same opinion. They said: “...sustain my energy daily as I teach my students, knowing that they are my responsibility just like my children” (Participant 13) and “I strive harder to become an asset and become an effective teacher” (Participant 15).

As observed, they talk about how important it is for teachers to have good relationships with students. They say



spending time and effort to connect with students helps create a good learning environment. This shows that when teachers and students get along, it helps students learn better and do well in school.

Moreover, they feel responsible for their students, similar to how they feel responsible for their own children. This means they work hard every day to help their students succeed. This shows how much teachers care about their students and want them to do their best. Lastly, they wanted to be a really good teacher and work hard to do so. They want to be helpful and effective in teaching their students. This shows that teachers always want to improve and make sure their students have the best learning experience possible. As seen in real classrooms, helping teachers do their best involves different things that help them learn and improve. For example, a teacher goes to workshops and meetings where he/she learns new ways to teach. When he/she learns new things, he/she feels confident to try them in his/her class, which helps his/her students learn better.

Also, Participant 9 confided, “When I am motivated, I invest in creating a positive and well-managed classroom environment.” When motivated, the speaker focuses on fostering a positive classroom environment that promotes student engagement, respect, and collaboration. This environment includes ensuring students feel safe, valued, and supported, leading to increased motivation and active participation. Additionally, they prioritize efficient classroom management to maximize learning opportunities. Their proactive approach reflects the importance of teacher motivation in shaping a conducive learning environment and promoting student success.

Motivation is powerful in the classroom—it can make or break the day. For Participant 11, motivation fuels vigor and excitement, driving them to work hard, stay updated on new techniques, and continuously improve their teaching approach. This proactive mindset underscores the transformative impact of motivation on teaching effectiveness and professional growth. Her specific words were: “Motivation can create a miracle in the classroom. It can either make or break the day. My motivation translates into vigor and excitement. Therefore, I like to work hard to get better, keep up with new techniques and look for new ways to improve my approach” (Participant 11).

Meanwhile, Participant 15, an experienced teacher, mentors new educators, contributing to their professional growth by sharing insights. This collaborative effort fosters a supportive environment where teachers continuously improve, benefiting students by meeting diverse needs. They advocate for a student-centered approach, empowering teachers to adapt methods to student requirements for enhanced learning. This underscores the significance of mentorship, collaboration, and student-centered teaching in boosting teaching quality and student success. She said: “I had been teaching for a long time. They help new teachers learn and get better at teaching by sharing what they know. This makes everyone better at teaching, which helps students do well in school. Imagine a school where teachers can decide how they want to teach based on what their students need” (Participant 15).

To summarize, teachers like 2, 3, 12, and 14 can use different ways of teaching to help all students learn better. These are schools where the principal supports and encourages teachers. As observed, when teachers get feedback and support, they feel good about their work and try even harder to help their students learn. This makes the school a good place for both teachers and students, where everyone can do their best.

Andriani et al. (2018) aimed to find out how transformative leadership is linked to teacher productivity and feeling motivated to teach, which results in a strong feeling of effectiveness. This supports the idea that when school leaders inspire and support teachers, it can make them more motivated and productive, ultimately leading to better outcomes for students.

Moreover, Thompson and Davis (2018) focused on how showing dedication to providing high-quality instruction in the classroom impacts teaching. This study emphasizes the importance of teachers' commitment to delivering quality education, which aligns with the findings that motivated teachers who are dedicated to their craft tend to be more effective in their teaching. This statement further underscores the significance of teacher motivation and dedication in promoting student success.

Challenges and Support Experienced from School Heads in Translating Motivation to High-Quality Performance. Navigating the educational landscape is fraught with both challenges and opportunities for school

leaders. In their roles as stewards of learning, they confront a myriad of obstacles ranging from resource constraints to shifting pedagogical paradigms. Yet, amidst these challenges, lies the potential for transformation and growth. Matrix 3 shows the challenges and support gained by the teachers from their school heads. As noted, two themes emerged.

### Matrix 3 Challenges and Support Significant Statements Formulated Meaning Themes

#### Challenges and Support

- Struggling to adapt to frequent leadership changes

Challenges of adaptation, inequities, uncertainties, and expectations

- Contrasting viewpoints and adjustment to different leadership styles
- Feeling disengaged due to principal-driven initiatives and the weight of delegated tasks.
- Feeling a lack of trust
- Feeling of uncertainty caused by unclear paths to follow.
- Disempowering and undermining passion and enthusiasm
- Favoring the few and unequal opportunities
- Feeling pressured and challenges in meeting expectations
- Fostering alignment, reducing uncertainty, and cultivating a shared sense of purpose Thriving Together through communication, empowerment, and support
- Nurturing a sense of empowerment
- Thriving through supportive guidance
- Offering a Range of Continuous Support Services

#### Theme 1: Challenges of Adaptation, Inequities, Uncertainties, and Expectations

Navigating through the landscape of education comes with its own set of challenges, often presenting educators with hurdles that demand adept adaptation, resilience, and innovation. Within this intricate web of complexities, teachers encounter a myriad of obstacles ranging from adapting to evolving teaching methodologies to addressing inequities in educational opportunities. This is validated through the following sentiments:

First is the statement from Participant 1, which is: "...having different leader with different leadership style. it is a challenge for me primarily due to shifts in established norms, expectations and communication dynamics" (Participant 1). The statement implies that changes in leadership styles present challenges for individuals due to shifting norms, expectations, and communication dynamics. Each new leader brings their own values and methods, altering what's considered acceptable and expected. These changes may confuse team members used to the old ways. Different leaders prioritize tasks differently, leaving employees unsure of expectations and evaluations. Varied communication styles among leaders affect how information flows and decisions are made. Navigating these changes demands adaptability, clear communication, and respect for diverse leadership approaches to foster a resilient organization.

Another formulated meaning is contrasting viewpoints and adjustment to different leadership styles. This is confirmed by Participant 4, who said: "So far none, because as teacher we must be flexible in dealing individual differences of people. Participant 4 emphasizes the necessity for teachers to be flexible in accommodating individual differences. They assert that their adaptability allows them to effortlessly adjust to various leadership

styles, eliminating any perceived challenges. This highlights the seamless integration of flexibility into their teaching approach, ensuring effective communication and collaboration within diverse environments.

Participant 10 expresses a sense of ease in their endeavors, attributing it to feeling supported. This suggests that they have a network or environment that provides assistance, encouragement, and resources, enabling them to navigate their challenges smoothly. This support system likely bolsters their confidence, helps them overcome obstacles, and fosters a positive mindset. As this participant said, “I have no difficulties because I feel being supported with all of my endeavors” (Participant 10). Overall, Participant 10's statement reflects the importance of having a supportive network in achieving personal and professional success.

The sharing of Participant 11 further attests to how communication style works with dealing with school heads. She said, “I don't have difficulties with all of the school heads I am with. I am a type of a person who voices out what's in my mind; openly communicate and ask for suggestions” (Participant 11). Participant 11's positive experience with school heads stems from a proactive communication style. Teachers who have this perspective openly voice their thoughts, seek suggestions, and engage in constructive dialogue, fostering cooperation and minimizing misunderstandings. Their approach emphasizes the significance of transparent communication and active engagement in building positive relationships within educational settings.

Listening to Participant 12, she places a school leader in an esteemed position, who must live by qualities that people can look up to. She confided: “Not yet or none... Because once you are a leader you should possess a good leadership quality that collectively contribute to effective, inspire, motivate and empower teachers to achieve success”. From this statement, it is clear that Participant 12 credits smooth leadership experience to the importance of effective leadership qualities. She believes that inspiring, motivating, and empowering teachers collectively contribute to success. This opinion highlights qualities like communication, empathy, and vision to create a supportive environment for teacher growth. In essence, Participant 12 stresses the critical role of strong leadership in fostering success and development in educational settings.

Asked about challenges, Participant 14 explains that they have not faced any challenges because school heads often change, stressing that it is their responsibility to adapt to each leader's style. This finding suggests a high level of flexibility and resilience on the teachers' part. They acknowledge the transient nature of leadership and see it as part of their role to adjust accordingly. This adaptability likely helps maintain stability and continuity within the school environment despite changes in leadership. She said: “There is no difficulty I encountered since school head are transient, they come and go and it is part of my responsibility to adjust in the leadership style that they use to apply to us” (Participant 14). Overall, Participant 14's statement reflects their adaptability and understanding of the dynamic nature of educational leadership.

Participant 15 acknowledges adjustment processes with leadership in schools. He stated, “Yes, adjustment is on process, but with the guidance and leadership of the school head, the coping mechanism becomes easy” (Participant 15). This statement indicates how this participant sees adjustment. Participant 15 acknowledges the ongoing adjustment process and credits the school head's guidance for making it easier. Their statement emphasizes the importance of effective leadership in facilitating adaptation and coping mechanisms. It highlights the value of strong guidance and support in navigating transitional periods effectively.

As for leadership styles, Participant 7 also shared her opinion. She pointed out: “It changes every now and then. It is not motivating but instead very stressful leadership style”. Participant 7 describes a leadership style that frequently changes and is characterized as stressful rather than motivating. This suggests a lack of stability and consistency in leadership practices, which can be demoralizing for those under this leadership. The stress caused by the constant shifts in leadership style likely affects morale and productivity negatively. Overall, Participant 7's statement highlights the detrimental impact of inconsistent and stressful leadership on individuals within the organization.

Many respondents expressed difficulties in adapting to frequent changes in leadership. This includes contrasting leadership styles, which can lead to confusion and uncertainty among team members. The lack of consistency may result in feelings of disengagement and a struggle to find a clear path forward. A significant portion of the responses highlighted feelings of unfairness and unequal opportunities within the organization. This could be

due to perceived favoritism towards certain individuals or groups, which can be demoralizing and disempowering for those who feel left out.

Feeling disengaged due to principal-driven initiatives and the weight of delegated tasks is what Participant 5 bared: Participant 5 describes a situation where someone seems to lose focus and appetite when they, presumably the participants, are present, but they are liked when absent. This inconsistency suggests a strained relationship, possibly with a superior or colleague. Additionally, the participant mentions tasks assigned by the boss that distract from teaching, causing confusion. This indicates conflicting priorities and disruptions in their professional responsibilities. Overall, the participant feels unsettled by these dynamics, indicating potential challenges in their work environment.

However, a lack of trust is affirmed to be felt by Participant 3, as is illustrated in her line: "...struggle in meeting their different expectations due to the lack of clarity and guidance." The statement suggests difficulties arising from the struggle to meet various expectations, stemming from unclear guidance. This implies that individuals are grappling with uncertainty about what is expected of them, leading to confusion and challenges in fulfilling their responsibilities. The lack of clear direction and guidance likely hampers their ability to effectively prioritize tasks and align their efforts with organizational objectives. Overall, the absence of clarity and guidance exacerbates the challenges individuals face in meeting diverse expectations, impacting their productivity and performance.

Disempowering and undermining passion and enthusiasm is also reiterated by Participant 6: "It is hard to adjust and interact with the school head whose approach is not to transform you to become passionate teachers but instead pull you down." This statement describes the challenge of adapting to a school head's discouraging leadership style, which undermines teacher morale and motivation instead of inspiring excellence. The absence of emphasis on transformation and passion indicates a disconnect in fostering teacher development and engagement. Overall, this leadership approach may hinder teachers' growth and effectiveness in the school community.

Another challenge is in favoring the few and unequal opportunities, which are noted by Participant 8: "...unequal giving of opportunity for personal and professional growth and development." This phrase highlights uneven distribution of growth opportunities, causing frustration and demotivation among those with limited access. This inequality in resources and advancement can lead to disparities in skills and career progression, impacting organizational effectiveness. To address this, a commitment to fairness and inclusivity is crucial in providing equal growth opportunities for all members.

Moreover, some respondents indicated feeling pressured and challenged in meeting the expectations set by leadership. This pressure can be exacerbated by the weight of delegated tasks and the feeling of being undermined or disempowered in their roles. This is true in the following statements: "I feel pressure to deliver quick and positive result in giving me some tasks...if his expectations are not met by my work, somehow, I feel frustrated and problematic" (Participant 9). feels pressured to deliver quick, positive results on tasks, leading to frustration and anxiety when expectations are not met. This stress impacts their well-being and job satisfaction, highlighting the challenges of meeting demanding workplace expectations.

In addition, participant shared her thoughts: "I am challenge as teacher, knowing that he can form well as administrators. I should do more or exert more on what I usually do. It seems to be a motivation to me to strive more that I usually do." Participant 13 expresses a challenge as a teacher, recognizing the potential for growth into an administrative role by observing someone else's abilities. This awareness motivates them to increase their efforts and strive beyond their usual level of performance. The statement suggests that witnessing effective administration serves as inspiration for Participant 13 to enhance their own skills and dedication. Overall, this reflects a positive attitude towards professional development and a willingness to push oneself further in pursuit of growth.

The responses paint a picture of the challenges that teachers face in adapting to frequent leadership changes, which can disrupt established norms, communication dynamics, and expectations within the school environment. Contrasting viewpoints and adjustment to different leadership styles further compound the issue, requiring



teachers to continuously recalibrate their approaches to align with varying expectations. This can lead to feelings of disengagement, particularly when principal-driven initiatives and delegated tasks overshadow teachers' autonomy and passion for their profession.

Additionally, the responses highlight how these challenges can undermine teachers' passion and enthusiasm, leading to feelings of disempowerment and diminished morale. The perception of favoring the few and unequal opportunities further exacerbates these sentiments, creating a sense of unfairness and inequality among educators. Finally, the pressure and challenges in meeting expectations underscore the immense burden teachers face in striving to meet often unrealistic or unclear standards set by leadership.

As observed, a teacher might find it challenging to adapt to frequent changes in educational policies mandated by different administrations. For example, shifting from one curriculum framework to another without adequate training or support can leave teachers feeling overwhelmed and unsure of how to effectively implement new teaching methods. Another example could be a new principal who introduces contrasting leadership styles, such as being more authoritarian compared to the previous principal who was more collaborative. Teachers may struggle to adjust to these changes and find it difficult to align their teaching practices with the new leadership style.

DepEd Order No. 02, s. 2021 emphasizes the need for school heads to provide clear guidance and direction to teachers, particularly during times of change or uncertainty. School heads should communicate effectively with teachers about any changes in policies, curriculum, or procedures, and provide support and assistance as needed to ensure a smooth transition. Additionally, they are responsible for ensuring equitable distribution of resources and opportunities among teachers. This includes providing equal access to professional development programs, instructional materials, and other resources necessary for effective teaching.

## Theme 2: Thriving Together through Communication, Empowerment, and Support

The theme encapsulates the interconnectedness and synergy among educators, administrators, and stakeholders in nurturing a conducive environment for growth and development. Within this theme, the emphasis lies on fostering open lines of communication, empowering individuals to reach their full potential, and cultivating a culture of support and camaraderie. One formulated meaning is fostering alignment, reducing uncertainty, and cultivating a shared sense of purpose. This is true in the following: "Clear communication helps alleviate uncertainty and provides teachers with a better understanding of the expectations and objectives associated with the new leadership style" (Participant 1). Participant 1 emphasizes a clear communication's role in reducing uncertainty among teachers. It indicates that when communication is clear, teachers better understand expectations and objectives under new leadership. This alignment helps teachers navigate changes confidently, highlighting communication's crucial role in facilitating smooth transitions and fostering understanding within education.

Furthermore, Participant 11 said: "They communicate to me clearly by stating their expectations for the betterment or to achieve the mission and vision." Participant 11 experienced a clear communication of expectations focused on achieving the organization's mission and vision. This ensures alignment with overarching goals and enables effective contribution towards them. This approach fosters mutual understanding and collaboration, facilitating progress towards shared objectives.

Participant 15 emphasizes the significance of a shared goal in education. They stress the importance of continuous monitoring and feedback from the school head for achieving this goal. This highlights how regular oversight and constructive feedback contribute to overall progress. Overall, Participant 15 underscores the value of leadership support in driving collective efforts toward common objectives, promoting accountability and improvement. This opinion is clear: "We share a specific goal, constant monitoring and feed backing of the school head is a big help" (Participant 15).

Moreover, nurturing a sense of empowerment is what the following Participants noted: "...teachers feel valued, respected and empowered to voice their concern and contribute to the decision-making process" (Participant 1). Participant 1 depicts an environment where teachers feel valued, respected, and empowered to voice concerns

and contribute to decision-making. This fosters a culture of inclusivity and collaboration. When teachers are respected and empowered, they feel confident in expressing opinions, fostering a sense of ownership and commitment. Overall, Participant 1 underscores the significance of creating a supportive environment that encourages teacher engagement in decision-making.

Meanwhile, Participant 2 describes receiving supportive acknowledgment and constructive feedback, fostering motivation and improvement. This positive interaction underscores the importance of recognition and guidance in professional development, as is expressed here: "... by recognizing and appreciating my efforts. He also told me to enhance my works by giving me comprehensive feedback" (Participant 2).

The same appreciation is from Participant 4 highlights consistent support and motivation from a leader. This ongoing encouragement fosters confidence and commitment among the team, promoting individual and collective success. Participants \_\_\_ and 12 each pointed out their parallel thoughts: "He continuously supports and guides us. Motivate us. He just keeps on motivating and encouraging" (Participant \_\_\_). Participant describes a leader who consistently supports, guides, and motivates the team, fostering a positive work environment. This leader's ongoing efforts contribute to a culture of empowerment and encouragement, resulting in a motivated and productive team. Overall, the statement highlights the crucial role of consistent leadership support in enhancing team morale and productivity.

"He guides me by offering support, guidance and encouragement" (Participant 12). Participant 12 describes a supportive mentorship dynamic where they receive valuable assistance, direction, and motivation. This guidance helps them navigate challenges and pursue goals effectively, highlighting the importance of mentorship in personal and professional development.

Additionally, thriving through supportive guidance is evidenced: "Later on, ... slowly at least stating the agenda (Participant 5). Participant 5 notices a change in their leader's behavior over time. Initially less engaged, the leader gradually becomes more proactive, seeking input and organizing meetings with clear agendas. This evolution suggests a growing recognition of the importance of communication and collaboration. By involving the team in decision-making and setting clear agendas, the leader fosters a more inclusive and organized work environment, promoting team engagement and productivity.

Moreover, Participant 10 added her thoughts: "Most of the time, our school head just let us find solutions to some challenges or problems and get things or work done with the rest of the school staff." Participant 10 notes that their school head delegates problem-solving tasks to the staff, fostering autonomy and collaboration. This approach indicates trust in the staff's abilities and promotes a sense of ownership and teamwork. Overall, the observation highlights a leadership strategy that encourages responsibility and collective problem-solving.

Meanwhile, Participant 8 feels that they do not receive support or guidance from a particular individual, but face additional challenges. This lack of assistance may hinder progress and cause stress. Overall, their remark underscores the importance of effective support in fostering success and the impact of challenging interactions on individuals.

"It's not a support or guide that we take from her, but [she] gave us more challenges and struggles" (Participant 8). Participant 9 observes that teachers adapt to a leader's style without reciprocal adjustment. This places the burden on teachers to meet expectations, leading to increased effort. Despite challenges, teachers strive to excel. This highlights the impact of leadership on employee behavior and teachers' dedication to meeting expectations: "It's us teachers who adjust to his style, with that we excel more effort just to meet his expectations" (Participant 9).

In parallel, Participant 6 shared: "We have not experienced any proper support and guidance from her rather a challenge and confusions." Participant 6 notes a lack of support and guidance from a specific individual, leading to challenges and confusion. This implies frustration and hindrance to progress. Overall, the remark underscores the importance of effective support in navigating challenges and the impact of inadequate guidance on individual experiences.

Participant 7 expresses frustration with a leader, hoping for their transfer due to a toxic dynamic. This highlights the impact of leadership style on individual experiences, emphasizing the need for positive leadership relationships: “None so far. At this moment the best we can do is to pray for her to be transferred out because it so toxic dealing such kind of leader” (Participant 7).

Consequently, offering a range of continuous support services is validated in statements: “They give me the technical support I needed” (Participant 11). Participant 11 confirms receiving the technical support they need, enhancing their work effectiveness. This reflects a positive experience, highlighting the importance of such assistance for efficient task performance.

“Giving technical assistance, conducting SLAC, and conferences” (Participant 14). Participant 14 notes receiving technical assistance, participating in SLAC sessions, and attending conferences. This highlights a comprehensive approach to professional development, offering opportunities for learning, collaboration, and exposure to new ideas.

“They conducted personal and professional opportunities like joining seminars and trainings” (Participant 11). Participant 11 notes the organization conducts seminars and trainings, indicating proactive support for individual growth. These opportunities likely cover relevant topics, enhancing knowledge and skills. This reflects the organization's commitment to investing in members' success, emphasizing the value of continuous learning within the professional setting.

A form of support is cited by Participant 13: “The constant reminder on the things they wanted were the support system I get from them” (Participant 13). Participant 13 highlights the importance of consistent reminders about organizational goals. These reminders act as their support system, keeping them focused and aligned. They find reassurance in the clarity and consistency of these reminders, emphasizing the value of ongoing guidance in maintaining motivation and direction within the organization.

In terms of the MOOE, Participant 13 had this to say: “...they also give support through MOOE of the school in the needs as teachers in the classroom” (Participant 13). Participant 13 notes that the Maintenance and Other Operating Expenses (MOOE) allocated to the school support teachers' classroom needs. This likely includes essential resources and materials for effective teaching. This demonstrates the organization's commitment to enhancing teaching conditions and supporting educators, underscoring the importance of tangible support for optimal learning outcomes.

As perceived from the sentiments from the respondents, effective communication is vital for fostering a sense of community and collaboration within the organization. They emphasize the importance of transparent and frequent communication channels between leadership and staff, allowing for clarity on goals, expectations, and changes within the organization. Moreover, empowering individuals to take ownership of their work and contribute meaningfully to decision-making processes is essential for fostering a thriving environment. Teachers expressed a desire for autonomy and opportunities to innovate, where they feel empowered to make decisions and implement solutions that benefit the organization. Thus, organizations can thrive through effective communication, empowerment, and support systems. By prioritizing these elements, organizations can create a positive and inclusive work environment where employees feel valued, engaged, and motivated to contribute to the organization's success.

As experienced, teachers appreciate regular staff meetings where they can discuss updates, share best practices, and voice concerns. For example, a teacher might mention how a monthly meeting helped clarify new grading policies and provided a platform to discuss instructional strategies. When school leadership communicates openly about changes in curriculum or school policies, teachers feel more informed and included. An experience might involve a principal sending out a detailed email explaining the rationale behind a new initiative, which helped alleviate concerns among staff.

Additionally, when school leaders demonstrate empathy and provide emotional support during challenging times, it can make a significant difference in teachers' well-being. For example, a principal who acknowledges

the stress of standardized testing season and offers words of encouragement can boost morale and foster a sense of camaraderie among staff.

According to Anders (2018), effective communication is essential for creating a shared understanding of goals, expectations, and values among team members. Clear and transparent communication channels facilitate collaboration, problem-solving, and innovation, ultimately driving organizational success. This includes providing opportunities for mentorship, coaching, and professional development, as well as offering emotional support during challenging times. A culture of support promotes trust, collaboration, and resilience, enabling employees to thrive personally and professionally.

## DISCUSSION

1. On the motivation of teachers given the leadership style of the principals, five themes emerged. These are empowering teachers for student success through professional growth support, creating an empowering and supportive school culture through leadership excellence, building motivation through recognition and growth opportunities, empowering teachers through collaboration and supportive leadership, and fostering teacher empowerment through supportive leadership and trust.
2. On the performance of school heads as motivators and translators of high-performing leadership, two themes emerged: inspiring excellence through motivating teachers for student success, and empowering teachers for high-quality performance.
3. For the challenges and support, two themes emerged: challenges of adaptation, inequities, uncertainties, and expectations, and thriving together through communication, empowerment, and support.

The study explored the multifaceted dynamics of teacher motivation, school leadership, and the challenges educators encounter within the educational landscape. Through an in-depth exploration of these themes, several implications emerge. Firstly, the study underscores the pivotal role of school leaders in fostering an empowering and supportive school culture, which significantly influences teacher motivation and performance. Effective leadership practices such as providing professional growth support, recognition, and collaborative opportunities are crucial in nurturing a conducive environment for teacher development and success.

Moreover, the findings highlight the importance of communication, empowerment, and collaboration in driving positive outcomes for both educators and students. Open lines of communication, coupled with supportive leadership and trust-based relationships, play a critical role in overcoming challenges and fostering a sense of belonging and empowerment among teachers. Additionally, the study emphasizes the need for equitable opportunities and recognition, as well as clear expectations and guidance from school leaders to mitigate feelings of uncertainty and inequity among educators.

Furthermore, the study underscores the transformative potential of collaborative efforts and supportive environments in enhancing teacher well-being and performance. By addressing challenges such as adaptation, inequities, and expectations through collective action and empowerment initiatives, educational communities can create a culture of resilience, innovation, and continuous improvement. Ultimately, the implications of the study emphasize the importance of strategic leadership, effective communication, and collaborative partnerships in fostering a thriving educational ecosystem conducive to teacher motivation, empowerment, and success.

## Suggestions

Based on the findings and generalizations, the following are Suggested:

1. It is imperative for school leaders to prioritize the creation of an empowering and supportive school culture. This entails fostering an environment where teachers feel valued, respected, and supported in their professional growth and development. School leaders should invest in providing opportunities for continuous learning, professional growth support, and recognition to cultivate a culture of excellence and motivation among educators.



2. Effective communication and collaboration are essential in driving positive outcomes for educators and students alike. School leaders should promote open lines of communication, encourage feedback, and facilitate collaborative decision-making processes. By involving teachers in decision-making and problem-solving, school leaders can foster a sense of ownership and empowerment among educators, leading to greater motivation and engagement in their roles.
3. Efforts should be made to address challenges such as adaptation, inequities, and uncertainties through proactive measures. School leaders should provide clear expectations, guidance, and support to mitigate feelings of uncertainty and inequity among educators. Additionally, equitable opportunities for professional growth and recognition should be provided to all teachers, regardless of their backgrounds or tenure.
4. Fostering a culture of trust, empowerment, and support is essential for creating a thriving educational community. School leaders should prioritize building trust-based relationships with teachers, demonstrating empathy, understanding, and appreciation for their contributions. By fostering a supportive environment where educators feel empowered to voice their concerns, collaborate with colleagues, and innovate in their practice, school leaders can enhance teacher motivation, well-being, and performance.

Ultimately, by implementing these recommendations, educational institutions can create a conducive environment where teachers thrive, leading to improved student outcomes and overall success.

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