

TRANSFORMATIONAL SCHOOL LEADERSHIP AND TEACHERS' WORK MOTIVATION IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

Teachers' works motivation plays a vital role in instructional quality and learner outcomes. It significantly influences their engagement, professional growth, and commitment to school goals. This study determined the transformational school leadership and teachers' work motivation in public elementary schools in San Felipe District, Schools Division of Zambales, during School Year 2025–2026, as bases for the development of an enhanced teacher motivation program. A quantitative-correlational research design was employed, with 111 public elementary school teachers selected through simple random sampling as respondents. Data were collected using researcher-made questionnaires with high reliability ($\alpha = 0.98, 0.97$). The results revealed that the majority of teachers were female, aged 35–44, held MA units, occupied Teacher I positions, and had 11–20 years of teaching experience. School heads were perceived by teachers to frequently demonstrate transformational leadership across role-modeling, inspirational, innovative-thinking, and supportive dimensions. Teachers were generally moderately motivated in terms of internal, external, achievement, and commitment motivation. No significant differences were found in the transformational leadership of school heads and in teachers' work motivation when grouped according to their profile variables. A low positive significant relationship was identified between transformational school leadership of school heads and teachers' work engagement. Based on these findings, an enhanced program titled Transform-Lead was developed to further improve transformational leadership practices and strengthen teachers' work engagement. The study contributes by providing actionable insights that guide the professional development of school heads and the promotion of teacher motivation. It emphasizes that transformational leadership practices positively influence teacher engagement and should be strengthened to enhance overall school effectiveness.

Keywords: Transformational School Leadership, Teachers, Work Motivation, Public Elementary Schools, Transform-Lead.

1. INTRODUCTION

In an era where schools were expected to respond to rapid educational reforms, technological integration, and increasing accountability demands, the role of school leadership became increasingly critical. Research consistently showed that leadership practices significantly influenced teachers' attitudes, commitment, and performance, which ultimately shaped school effectiveness and learner outcomes. In the Philippine education system, school heads in public elementary schools were perceived to exhibit a high level of transformational leadership,

characterized by vision-building, motivation, and individualized consideration (Esogon & Gumban, 2024). Globally and locally, transformational leadership gained prominence as a leadership approach that responded to contemporary challenges such as teacher burnout, declining motivation, and the need for sustained instructional quality (Ramos, 2025; Sarong, 2023). As public elementary schools faced persistent demands for improved teaching quality and learner achievement, understanding leadership practices that fostered teacher motivation became increasingly relevant.

This study focused on the relationship between transformational school leadership and teachers' work motivation in public elementary schools. Existing literature suggested that transformational leadership positively influenced various teacher-related outcomes, including adaptive performance, commitment, and professional growth (Yacon & Cayaban, 2023; Kareem et al., 2023). Studies conducted in the Philippine context also showed that transformational and transactional leadership styles were positively correlated with teachers' motivation, attitudes, and performance (Soriano & Banayo, 2024). On the other hand, teachers' work motivation was widely studied as a key factor that influenced teaching performance, job satisfaction, and commitment, with evidence pointing to the importance of intrinsic factors such as self-efficacy, interest, and job satisfaction (Tolentino et al., 2023; Labrador, 2023). However, while leadership and motivation were examined separately, their direct linkage within the context of public elementary schools remained less clearly articulated.

Despite the growing recognition of the importance of transformational leadership and teacher motivation, there remained a need to examine how leadership practices specifically influenced teachers' work motivation at the elementary level. Prior studies emphasized that motivated teachers demonstrated higher levels of teaching effectiveness, pedagogical competence, and professional commitment (Obispo et al., 2023; Ybañez, 2025). Moreover, challenges such as workload demands, work-life imbalance, and organizational constraints continued to affect teachers' motivation in Philippine public schools (Munda & Gache, 2024). While transformational leadership was viewed as a mechanism for addressing these challenges, empirical evidence that linked leadership behaviors to teachers' motivational dimensions in public elementary schools remained limited. Addressing this gap was essential, as motivated teachers were central to sustaining educational reforms and improving learning outcomes.

Although several studies established the positive effects of transformational leadership on teacher-related outcomes, inconsistencies remained regarding how this leadership style influenced teachers' work motivation across different educational levels and contexts. Systematic reviews highlighted that most transformational leadership studies were conducted in centralized systems or in secondary and higher education settings, which left elementary education relatively underexplored (Toprak et al., 2023). Additionally, Philippine studies often focused on secondary or senior high school teachers, with limited attention given to public elementary school teachers' motivational experiences (Samaco, 2023; Tolentino et al., 2023). Furthermore, while teachers exhibited strong intrinsic and extrinsic motivation, findings on how these motivational types related to leadership practices remained inconclusive (Adlaon et al., 2024). Thus, this study sought to examine the relationship between transformational school leadership and teachers' work motivation in public elementary schools.

Anchored on transformational leadership theory and motivation theories that emphasized intrinsic and extrinsic factors, this study aimed to provide empirical evidence on how leadership practices influenced teachers' work motivation in public elementary schools. By examining

leadership dimensions alongside motivational indicators, the study sought to contribute to leadership and motivation literature within the Philippine basic education context. Practically, the findings were expected to inform school heads, education leaders, and policymakers in designing leadership development programs and school-based interventions that enhanced teacher motivation, job satisfaction, and commitment. Ultimately, this study aimed to support the development of a more motivated teaching workforce and to contribute to improved instructional quality and school performance in public elementary schools.

2. STATEMENT OF THE PROBLEM

This study determined the transformational school leadership and teachers' work motivation in public elementary schools in San Felipe District, Schools Division of Zambales, during School Year 2025-2026, as bases for the development of an enhanced teacher motivation program.

Specifically, it sought answers to the following questions:

1. How may the profile of teachers in public elementary schools be described in terms of:
 - 1.1. sex;
 - 1.2. age;
 - 1.3. highest educational attainment;
 - 1.4. teaching position; and
 - 1.5. length of service?
2. How may the transformational school leadership of school heads in public elementary schools, as perceived by teachers, be described in terms of:
 - 2.1. role-modeling leadership;
 - 2.2. inspirational leadership;
 - 2.3. innovative-thinking leadership; and
 - 2.4. supportive leadership?
3. How may the teachers' work motivation in public elementary schools be described in terms of:
 - 3.1. internal motivation;
 - 3.2. external motivation;
 - 3.3. achievement motivation; and
 - 3.4. commitment motivation?
4. Is there a significant difference in the transformational school leadership of school heads in public elementary schools, as perceived by teachers, when grouped according to their profile variables?
5. Is there a significant difference in the teachers' work motivation in public elementary schools when grouped according to their profile variables?
6. Is there a significant relationship between the transformational school leadership of school heads, as perceived by teachers, and teachers' work engagement in public elementary schools?
7. What enhanced program can be developed based on the findings of the study?

3. METHODS AND MATERIALS

This study determined the transformational school leadership and teachers' work motivation in public elementary schools in San Felipe District, Schools Division of Zambales,

during the School Year 2025-2026, as a basis for an enhanced school leadership and teacher motivation development program. Employing a quantitative-correlational research design, data were collected, classified, summarized, and analyzed using means. The respondents of the study consisted of 111 teachers in public elementary schools. A researcher-designed questionnaire served as the primary data collection instrument, focusing on the transformational school leadership and teachers' work motivation in public elementary schools. Internal consistency was established using Cronbach's Alpha, which demonstrated excellent reliability for the transformational school leadership of school heads ($\alpha = 0.98$) and teachers' work motivation ($\alpha = 0.97$) in public elementary schools as perceived by teachers themselves. Hypothesis was tested using Analysis of Variance (ANOVA) and Pearson's Product Moment Correlation.

4. RESULTS AND DISCUSSIONS

4.1. Profile of Teachers in Public Elementary Schools

Table 1 presents the profile of teachers in public elementary schools. It shows the distribution of respondents based on sex, age, highest educational attainment, teaching position, and length of service.

Table 1. Profile of Teachers in Public Elementary Schools

Profile	f	%
Sex		
Male	11	9.91
Female	100	90.09
Total	111	100.00
Age		
55-64 years old	9	8.11
45-54 years old	29	26.13
35-44 years old	52	46.85
25-34 years old	21	18.92
Total	111	100.00
Highest Educational Attainment		
Doctoral Graduate	5	4.50
with Doctoral units	8	7.21
MA Graduate	43	38.74
with MA units	55	49.55
Total	111	100.00
Teaching Position		
Master Teacher II	7	6.31
Master Teacher I	4	3.60
Teacher VI	1	0.90
Teacher III	25	22.52
Teacher II	34	30.61
Teacher I	40	36.04
Total	111	100.00
Length of Service		

31-40 years	3	2.70
21-30 years	23	20.72
11-20 years	47	42.34
1-10 years	38	34.23
Total	111	100.00

In terms of sex, most teachers were female ($f = 100$, 90.09%), while males were only 11 (9.91%), indicating a predominantly female teaching workforce. This shows that the teaching profession in public elementary schools continues to be dominated by women. The present study was parallel with the findings of Lomibao (2024) that females largely dominate the teaching population in public schools.

The age group with the highest frequency was 35–44 years old ($f = 52$, 46.85%), followed by 45–54 years old ($f = 29$, 26.13%), suggesting that mid-career teachers form the majority. The younger age group of 25–34 years had 21 teachers (18.92%), while only 9 teachers (8.11%) were 55–64 years old, showing a balanced mix of early, mid, and late-career teachers. The present study was aligned with Kristanto and Theresia (2023) that mid-career teachers constitute the largest portion of the public school teaching workforce.

Teachers with MA units dominated the profile ($f = 55$, 49.55%), followed by MA graduates ($f = 43$, 38.74%), while those with Doctoral units ($f = 8$, 7.21%) and Doctoral graduates ($f = 5$, 4.50%) were the minority. This indicates that most teachers are pursuing or have attained higher education, reflecting a commitment to professional development. The present study was parallel with Manigbas and De Luna (2024) in showing that public school teachers often seek advanced degrees to enhance their teaching competencies.

Teacher I had the highest frequency ($f = 40$, 36.04%), followed by Teacher II ($f = 34$, 30.61%) and Teacher III ($f = 25$, 22.52%), indicating that lower-rank positions dominate the teaching population. Only a few teachers held higher ranks such as Master Teacher II ($f = 7$, 6.31%) and Master Teacher I ($f = 4$, 3.60%). The present study was aligned with Abella et al. (2024) that most public school teachers occupy lower-ranking positions, which may reflect the hierarchical structure of the teaching profession.

The majority of teachers had 11–20 years of experience ($f = 47$, 42.34%), followed by 1–10 years ($f = 38$, 34.23%), while those with 21–30 years ($f = 23$, 20.72%) and 31–40 years ($f = 3$, 2.70%) were fewer, indicating a mix of experienced and relatively new teachers. This suggests a teaching workforce that is both seasoned and gradually replenished by newer entrants. The present study was parallel with Guhao and Sioting (2023) that public elementary school teachers typically have substantial teaching experience, which contributes to professional stability and instructional effectiveness.

In summary, the table shows that the typical public elementary school teacher is a female aged 35–44, holds MA units, is a Teacher I, and has 11–20 years of service. The indicator with the highest percentage was “Female” (90.09%), indicating that the teaching profession at the elementary level remains heavily dominated by women. This profile highlights the professional and demographic characteristics that could influence teaching practices and educational outcomes. The present study was parallel with the findings of Galeng (2024) that females largely dominate the teaching workforce in public schools, particularly in elementary levels, and mid-career teachers

constitute the majority of the teaching population. This connection emphasizes the consistency of teacher demographics over time in public education settings.

The present study was aligned with the findings of Liquido and Potane (2023) that the teaching profession continues to be predominantly female. The age and experience profile shows that most teachers are mid-career professionals with considerable teaching experience. This alignment suggests that workforce composition in public elementary schools has maintained a stable trend in terms of sex and experience.

4.2. Transformational School Leadership of School Heads in Public Elementary Schools as Perceived by Teachers

4.2.1. Role-Modeling Leadership

Table 2 presents the mean rating and interpretation of the transformational school leadership of school heads in public elementary schools as perceived by teachers in terms of role-modeling leadership. The general mean rating of 3.21, interpreted as “Frequently Performed,” indicates that school heads consistently manifest role-modeling behaviors in their daily leadership practices.

Table 2. Mean Rating and Interpretations of the Transformational School Leadership of School Heads in Public Elementary Schools as Perceived by Teachers in terms of Role-Modeling Leadership

Item	Indicators	Mean Rating	Interpretation
1	The school head demonstrates honesty in all school-related decisions and actions.	3.14	Frequently Performed
2	The school head shows fairness when dealing with teachers and learners.	3.28	Always Performed
3	The school head follows ethical standards in all professional matters.	3.14	Frequently Performed
4	The school head exhibits professional behavior in daily school activities.	3.15	Frequently Performed
5	The school head acts as a role model in teaching and learning.	3.19	Frequently Performed
6	The school head demonstrates punctuality in attending school and meetings.	3.29	Always Performed
7	The school head maintains integrity in reporting and administrative tasks.	3.10	Frequently Performed
8	The school head handles responsibilities with accountability and diligence.	3.23	Frequently Performed
9	The school head models respect and courtesy toward all school stakeholders.	3.29	Always Performed
10	The school head encourages teachers by demonstrating a positive work ethic.	3.28	Always Performed
General Mean Rating		3.21	Frequently Performed

Legend: Scores of 3.25 to 4.00 indicate “Always Performed,” scores of 2.50 to 3.24 indicate “Frequently Performed,” scores of 1.75 to 2.49 indicate “Rarely Performed,” and scores of 1.00 to 1.74 indicate “Never Performed.”

Several indicators were frequently performed such as “The school head demonstrates punctuality in attending school and meetings” with $\bar{x} = 3.29$, “The school head models respect and courtesy toward all school stakeholders” with $\bar{x} = 3.29$, and “The school head shows fairness when dealing with teachers and learners” with $\bar{x} = 3.28$. These findings meant that school heads strongly exemplify desirable values and behaviors that inspire teachers and learners through consistent ethical and professional conduct. This denotes that role-modeling leadership is evident and serves as a foundation for trust, respect, and motivation within the school community. The findings of the present study were akin to the findings of Abenoja et al. (2024) that effective school leaders influence organizational culture by consistently modeling fairness, punctuality, and respectful behavior.

The indicator “The school head maintains integrity in reporting and administrative tasks” had the lowest $\bar{x} = 3.10$. This implied that while integrity-related practices are evident, they are not as strongly manifested as other role-modeling behaviors. This finding denotes the need for strengthened transparency and consistency in administrative processes to further enhance leadership credibility. This finding of the present study was similar with the findings of Castriciones et al. (2024) that integrity-related leadership practices, although present, often require continuous reinforcement to sustain organizational trust.

In summary, the findings revealed that the most common mean rating among the indicators was “Frequently Performed,” indicating a generally positive but improvable level of role-modeling leadership among school heads. These results suggest that consistent ethical behavior, fairness, and professionalism significantly affect teachers’ perceptions of leadership effectiveness. Buising (2025) stated that sustained role-modeling by school leaders is crucial in shaping positive school culture and strengthening institutional effectiveness.

4.2.2. Inspirational Leadership

Table 3 presents the mean rating and interpretation of the transformational school leadership of school heads in public elementary schools as perceived by teachers in terms of inspirational leadership. The general mean rating of 3.20, interpreted as “Frequently Performed,” indicates that school heads often manifest inspirational leadership practices that motivate and guide teachers.

Table 3. Mean Rating and Interpretations of the Transformational School Leadership of School Heads in Public Elementary Schools as Perceived by Teachers in terms of Inspirational Leadership

Item	Indicators	Mean Rating	Interpretation
1	The school head motivates teachers to achieve school goals effectively.	3.13	Frequently Performed
2	The school head inspires enthusiasm and dedication among teaching staff.	3.26	Always Performed

3	The school head communicates a clear vision for school improvement.	3.17	Frequently Performed
4	The school head encourages teachers to innovate in classroom practices.	3.35	Always Performed
5	The school head acknowledges teachers' achievements to boost morale.	3.09	Frequently Performed
6	The school head promotes optimism during challenging school situations.	3.22	Frequently Performed
7	The school head encourages collaboration and teamwork among teachers.	3.07	Frequently Performed
8	The school head provides examples of success to inspire others.	3.23	Frequently Performed
9	The school head instills confidence in teachers to handle responsibilities.	3.31	Always Performed
10	The school head fosters a sense of purpose and commitment.	3.22	Frequently Performed
General Mean Rating		3.20	Frequently Performed

Legend: Scores of 3.25 to 4.00 indicate "Always Performed," scores of 2.50 to 3.24 indicate "Frequently Performed," scores of 1.75 to 2.49 indicate "Rarely Performed," and scores of 1.00 to 1.74 indicate "Never Performed."

Several indicators were frequently performed such as "The school head encourages teachers to innovate in classroom practices" with $\bar{x} = 3.35$, "The school head instills confidence in teachers to handle responsibilities" with $\bar{x} = 3.31$, and "The school head inspires enthusiasm and dedication among teaching staff" with $\bar{x} = 3.26$. These findings meant that school heads effectively inspire teachers by promoting innovation, confidence, and enthusiasm in the workplace. This denotes that inspirational leadership is evident and contributes to teachers' motivation and commitment to school goals. The findings of the present study were akin to the findings of Tablate (2025) that leaders who inspire, empower, and encourage initiative significantly enhance teachers' morale and performance.

The indicator "The school head encourages collaboration and teamwork among teachers" had the lowest $\bar{x} = 3.07$. This implied that collaborative practices, although present, were less emphasized compared to other inspirational leadership behaviors. This finding denotes that there is still a need to strengthen teamwork and shared decision-making among teachers. This finding of the present study was similar with the findings of Gamboa (2023) that collaboration among teachers is often less developed when leadership focus is centered more on individual motivation than collective engagement.

In summary, the findings showed that the most common mean rating among the indicators was "Frequently Performed," indicating a generally positive level of inspirational leadership among school heads. These results suggest that motivation, vision, and encouragement provided by school heads positively affect teachers' dedication and confidence. Cabayag and Guhao (2024) stated that sustained inspirational leadership greatly influences teachers' commitment and strengthens the overall effectiveness of the school organization.

4.2.3. Innovative-Thinking Leadership

Table 4 presents the mean rating and interpretation of the transformational school leadership of school heads in public elementary schools as perceived by teachers in terms of innovative-thinking leadership. The general mean rating of 3.20, interpreted as “Frequently Performed,” indicates that school heads often demonstrate practices that encourage innovation and creativity in the school setting.

Table 4. Mean Rating and Interpretations of the Transformational School Leadership of School Heads in Public Elementary Schools as Perceived by Teachers in terms of Innovative Thinking Leadership

Item	Indicators	Mean Rating	Interpretation
1	The school head encourages teachers to try new teaching strategies.	3.14	Frequently Performed
2	The school head supports creative solutions to instructional problems.	3.28	Always Performed
3	The school head promotes experimentation with modern teaching resources.	3.15	Frequently Performed
4	The school head suggests alternative approaches for effective classroom management.	3.19	Frequently Performed
5	The school head explores new methods for improving learner engagement.	3.28	Always Performed
6	The school head fosters critical thinking in decision-making processes.	3.17	Frequently Performed
7	The school head encourages risk-taking in pedagogical practices.	3.19	Frequently Performed
8	The school head models innovative approaches in lesson planning.	3.23	Frequently Performed
9	The school head provides resources to implement creative ideas.	3.12	Frequently Performed
10	The school head recognizes and rewards innovative practices among teachers.	3.30	Always Performed
General Mean Rating		3.20	Frequently Performed

Legend: Scores of 3.25 to 4.00 indicate “Always Performed,” scores of 2.50 to 3.24 indicate “Frequently Performed,” scores of 1.75 to 2.49 indicate “Rarely Performed,” and scores of 1.00 to 1.74 indicate “Never Performed.”

Several indicators were frequently performed such as “The school head recognizes and rewards innovative practices among teachers” with $\bar{x} = 3.30$, “The school head supports creative solutions to instructional problems” with $\bar{x} = 3.28$, and “The school head explores new methods for improving learner engagement” with $\bar{x} = 3.28$. These findings meant that school heads consistently value creativity and actively promote innovative approaches in teaching and learning. This denotes that innovative-thinking leadership is strongly manifested and serves as a motivating

factor for teachers to improve instructional practices. The findings of the present study were akin to the findings of Tianio and De Castro (2024) that leaders who recognize innovation and support creative problem-solving contribute significantly to instructional improvement and school effectiveness.

The indicator “The school head provides resources to implement creative ideas” had the lowest $\bar{x} = 3.12$. This implied that although innovation is encouraged, the availability of resources to fully support creative initiatives is relatively limited. This finding denotes that resource constraints may hinder the complete realization of innovative practices in schools. This finding of the present study was similar with the findings of Espeño et al. (2024) that insufficient material and logistical support often affects the successful implementation of innovative programs in educational institutions.

In summary, the findings revealed that the most common mean rating among the indicators was “Frequently Performed,” indicating a generally favorable level of innovative-thinking leadership among school heads. These results suggest that encouragement and recognition of innovation positively affect teachers’ willingness to adopt new strategies, although resource limitations influence the extent of implementation. Tuang et al. (2025) stated that innovative leadership must be consistently supported by adequate resources to sustain long-term instructional and organizational improvement.

4.2.4. Supportive Leadership

Table 5 presents the mean rating and interpretation of the transformational school leadership of school heads in public elementary schools as perceived by teachers in terms of supportive leadership. The general mean rating of 3.20, interpreted as “Frequently Performed,” indicates that school heads often demonstrate supportive behaviors that address teachers’ professional and personal needs.

Table 5. Mean Rating and Interpretations of the Transformational School Leadership of School Heads in Public Elementary Schools as Perceived by Teachers in terms of Supportive Leadership

Item	Indicators	Mean Rating	Interpretation
1	The school head listens to teachers’ concerns and provides guidance.	3.14	Frequently Performed
2	The school head assists teachers in solving classroom problems.	3.28	Always Performed
3	The school head provides resources for effective teaching practices.	3.14	Frequently Performed
4	The school head encourages teachers to develop professionally.	3.19	Frequently Performed
5	The school head offers constructive feedback to improve teaching.	3.16	Frequently Performed
6	The school head supports teachers in achieving personal goals.	3.34	Always Performed

7	The school head promotes collaboration and sharing of best practices.	3.11	Frequently Performed
8	The school head recognizes teachers' efforts and achievements.	3.23	Frequently Performed
9	The school head maintains open communication with teaching staff.	3.14	Frequently Performed
10	The school head ensures a safe and positive school environment.	3.29	Always Performed
General Mean Rating		3.20	Frequently Performed

Legend: Scores of 3.25 to 4.00 indicate "Always Performed," scores of 2.50 to 3.24 indicate "Frequently Performed," scores of 1.75 to 2.49 indicate "Rarely Performed," and scores of 1.00 to 1.74 indicate "Never Performed."

Several indicators were frequently performed such as "The school head supports teachers in achieving personal goals" with $\bar{x} = 3.34$, "The school head ensures a safe and positive school environment" with $\bar{x} = 3.29$, and "The school head assists teachers in solving classroom problems" with $\bar{x} = 3.28$. These findings meant that school heads consistently provide emotional, professional, and environmental support to teachers. This denotes that supportive leadership is evident and contributes to teachers' well-being, motivation, and effectiveness in their roles. The findings of the present study were akin to the findings of Gamboa (2025) that leaders who extend personal and professional support foster positive work relationships and enhance teachers' commitment.

The indicator "The school head promotes collaboration and sharing of best practices" had the lowest $\bar{x} = 3.11$. This implied that collaborative support mechanisms are less emphasized compared to other supportive leadership practices. This finding denotes that while individual support is strong, structured opportunities for collaboration among teachers may still be improved. This finding of the present study was similar with the findings of Perido and Camilo (2025) that supportive leadership often focuses more on individual assistance than on collective professional collaboration.

In summary, the findings revealed that the most common mean rating among the indicators was "Frequently Performed," indicating a generally favorable level of supportive leadership among school heads. These results suggest that consistent guidance, recognition, and a positive school environment significantly affect teachers' morale and performance. Encallado et al. (2025) stated that sustained supportive leadership is essential in strengthening teacher satisfaction and overall school effectiveness.

4.3. Teachers' Work Motivation in Public Elementary Schools as Perceived by Themselves

4.3.1. Internal Motivation

Table 6 presents the mean rating and interpretation of the teachers' work motivation in public elementary schools as perceived by themselves in terms of internal motivation. The general mean rating of 3.20, interpreted as "Moderately Motivated," indicates that teachers possess a consistent level of intrinsic drive toward their teaching responsibilities.

Table 6. Mean Rating and Interpretations of the Teachers' Work Motivation in Public Elementary Schools as Perceived by Themselves in terms of Internal Motivation

Item	Indicators	Mean Rating	Interpretation
1	I take pride in completing teaching tasks well.	3.12	Moderately Motivated
2	I feel satisfied when learners achieve learning goals.	3.19	Moderately Motivated
3	I enjoy planning and preparing my lessons.	3.29	Highly Motivated
4	I am committed to improving my teaching skills.	3.26	Highly Motivated
5	I find personal fulfillment in helping learners succeed.	3.18	Moderately Motivated
6	I seek to challenge myself professionally.	3.33	Highly Motivated
7	I feel motivated to solve classroom challenges.	3.14	Moderately Motivated
8	I take initiative in designing engaging activities.	3.21	Moderately Motivated
9	I strive to be an effective teacher daily.	3.18	Moderately Motivated
10	I feel rewarded when learners learn successfully.	3.15	Moderately Motivated
General Mean Rating		3.20	Moderately Motivated

Legend: Scores of 3.25 to 4.00 indicate "Highly Motivated," scores of 2.50 to 3.24 indicate "Moderately Motivated," scores of 1.75 to 2.49 indicate "Slightly Motivated," and scores of 1.00 to 1.74 indicate "Not Motivated."

Several indicators were moderately motivated such as "I seek to challenge myself professionally" with $\bar{x} = 3.33$, "I enjoy planning and preparing my lessons" with $\bar{x} = 3.29$, and "I am committed to improving my teaching skills" with $\bar{x} = 3.26$. These findings meant that teachers demonstrate strong intrinsic motivation anchored on self-improvement, professional growth, and enjoyment of instructional preparation. This denotes that internal motivation among teachers is largely driven by personal goals and satisfaction derived from teaching-related tasks. The findings of the present study were akin to the findings of Adlaon et al. (2024) that teachers who are internally motivated tend to show higher commitment, initiative, and professional dedication.

The indicator "I take pride in completing teaching tasks well" had the lowest $\bar{x} = 3.12$. This implied that while teachers value task completion, personal pride derived from accomplishing tasks is less pronounced compared to other intrinsic motivators. This finding denotes that teachers' motivation may be more influenced by growth-oriented and learner-centered factors than by task accomplishment alone. This finding of the present study was similar with the findings of

Asumbrado and Gallardo (2024) that intrinsic motivation is stronger when linked to self-development and meaningful outcomes rather than routine task completion.

In summary, the findings revealed that the most common mean rating among the indicators was “Moderately Motivated,” indicating a stable level of internal motivation among teachers. These results suggest that professional growth opportunities, learner success, and personal fulfillment significantly affect teachers’ intrinsic motivation. Tolentino et al. (2023) stated that strengthening internal motivation requires supportive conditions that nurture teachers’ sense of purpose, competence, and self-fulfillment in their profession.

4.3.2. External Motivation

Table 7 presents the mean rating and interpretation of the teachers’ work motivation in public elementary schools as perceived by themselves in terms of external motivation. The general mean rating of 3.20, interpreted as “Moderately Motivated,” indicates that teachers demonstrate a consistent level of motivation influenced by external factors such as recognition, rewards, and feedback.

Table 7. Mean Rating and Interpretations of the Teachers’ Work Motivation in Public Elementary Schools as Perceived by Themselves in terms of External Motivation

Item	Indicators	Mean Rating	Interpretation
1	I teach effectively because of school recognition programs.	3.10	Moderately Motivated
2	I feel motivated by rewards or incentives provided.	3.26	Highly Motivated
3	I comply with expectations to gain approval from leaders.	3.16	Moderately Motivated
4	I seek feedback to enhance my performance.	3.28	Highly Motivated
5	I adjust teaching methods due to school policies.	3.12	Moderately Motivated
6	I participate actively because of peer acknowledgment.	3.27	Highly Motivated
7	I perform well to maintain a good reputation.	3.23	Moderately Motivated
8	I respond to encouragement from supervisors and colleagues.	3.33	Highly Motivated
9	I follow rules to meet professional standards.	3.04	Moderately Motivated
10	I act based on recognition or external rewards.	3.19	Moderately Motivated
General Mean Rating		3.20	Moderately Motivated

Legend: Scores of 3.25 to 4.00 indicate “Highly Motivated,” scores of 2.50 to 3.24 indicate “Moderately Motivated,” scores of 1.75 to 2.49 indicate “Slightly Motivated,” and scores of 1.00 to 1.74 indicate “Not Motivated.”

Several indicators were moderately motivated such as “I respond to encouragement from supervisors and colleagues” with $\bar{x} = 3.33$, “I seek feedback to enhance my performance” with $\bar{x} = 3.28$, and “I participate actively because of peer acknowledgment” with $\bar{x} = 3.27$. These findings meant that teachers are strongly influenced by external affirmations and support that encourage their professional performance. This denotes that external motivation plays a significant role in sustaining teachers’ engagement and responsiveness to professional expectations. The findings of the present study were akin to the findings of Farlane (2025) that recognition, feedback, and external incentives effectively enhance teachers’ motivation and performance.

The indicator “I follow rules to meet professional standards” had the lowest $\bar{x} = 3.04$. This implied that adherence to professional standards, while present, is less of a motivating factor compared to rewards, feedback, and recognition. This finding denotes that external motivators tied to social acknowledgment or incentives have a stronger impact on teachers than formal rules or compliance alone. This finding of the present study was similar with the findings of Larroza et al. (2024) that external motivation is more effective when linked to visible recognition and support rather than merely following regulations.

In summary, the findings revealed that the most common mean rating among the indicators was “Moderately Motivated,” indicating a generally balanced level of external motivation among teachers. These results suggest that encouragement, acknowledgment, and rewards positively affect teachers’ performance and engagement. Samaco (2023) stated that sustained external motivation is essential to maintain teachers’ enthusiasm and commitment to achieving school goals.

4.3.3. Achievement Motivation

Table 8 presents the mean rating and interpretation of the teachers’ work motivation in public elementary schools as perceived by themselves in terms of achievement motivation. The general mean rating of 3.20, interpreted as “Moderately Motivated,” indicates that teachers consistently demonstrate a moderate level of drive to achieve professional and learner-centered goals.

Table 8. Mean Rating and Interpretations of the Teachers’ Work Motivation in Public Elementary Schools as Perceived by Themselves in terms of Achievement Motivation

Item	Indicators	Mean Rating	Interpretation
1	I set personal goals to improve teaching performance.	3.14	Moderately Motivated
2	I strive to meet learners’ academic needs.	3.09	Moderately Motivated
3	I pursue excellence in planning and instruction.	3.27	Highly Motivated

4	I seek opportunities for professional growth.	3.15	Moderately Motivated
5	I challenge myself to improve learner outcomes.	3.32	Highly Motivated
6	I aim to be an outstanding teacher.	3.40	Highly Motivated
7	I measure success through learners' achievements.	3.13	Moderately Motivated
8	I actively engage in professional development activities.	3.26	Highly Motivated
9	I monitor my progress toward teaching goals.	3.17	Moderately Motivated
10	I take responsibility for achieving learning objectives.	3.04	Moderately Motivated
General Mean Rating		3.20	Moderately Motivated

Legend: Scores of 3.25 to 4.00 indicate "Highly Motivated," scores of 2.50 to 3.24 indicate "Moderately Motivated," scores of 1.75 to 2.49 indicate "Slightly Motivated," and scores of 1.00 to 1.74 indicate "Not Motivated."

Several indicators were moderately motivated such as "I aim to be an outstanding teacher" with $\bar{x} = 3.40$, "I challenge myself to improve learner outcomes" with $\bar{x} = 3.32$, and "I pursue excellence in planning and instruction" with $\bar{x} = 3.27$. These findings meant that teachers are highly motivated to excel in their performance, continuously improve learner learning outcomes, and uphold high standards in instructional planning. This denotes that achievement motivation is a strong internal driver that influences teachers' professional behaviors and goal attainment. The findings of the present study were akin to the findings of Anabo (2024) that teachers with high achievement motivation are more proactive, goal-oriented, and committed to delivering quality education.

The indicator "I take responsibility for achieving learning objectives" had the lowest $\bar{x} = 3.04$. This implied that while teachers are committed to achievement, the active assumption of responsibility for all learning objectives is slightly less emphasized compared to other achievement-related behaviors. This finding denotes that teachers may focus more on personal and instructional growth than on fully internalizing responsibility for every outcome. This finding of the present study was similar with the findings of Briones et al. (2025) that responsibility-driven motivation is often moderated by other motivational factors such as professional growth and performance recognition.

In summary, the findings revealed that the most common mean rating among the indicators was "Moderately Motivated," indicating a generally balanced level of achievement motivation among teachers. These results suggest that teachers' drive for excellence, goal attainment, and professional growth positively affect instructional quality and learner outcomes. Marcial et al. (2024) stated that sustained achievement motivation is critical in promoting continuous improvement and high performance in the teaching profession.

4.3.4. Commitment Motivation

Table 9 presents the mean rating and interpretation of the teachers' work motivation in public elementary schools as perceived by themselves in terms of commitment motivation. The general mean rating of 3.19, interpreted as "Moderately Motivated," indicates that teachers demonstrate a consistent level of dedication and responsibility toward their professional duties.

Table 9. Mean Rating and Interpretations of the Teachers' Work Motivation in Public Elementary Schools as Perceived by Themselves in terms of Commitment Motivation

Item	Indicators	Mean Rating	Interpretation
1	I consistently fulfill my teaching responsibilities.	3.06	Moderately Motivated
2	I remain dedicated to learners' growth.	3.17	Moderately Motivated
3	I persist despite challenges in teaching.	3.27	Highly Motivated
4	I prioritize learners' learning over personal convenience.	3.30	Highly Motivated
5	I maintain attendance and punctuality in school.	3.13	Moderately Motivated
6	I support school programs and initiatives fully.	3.32	Highly Motivated
7	I adhere to professional and ethical standards.	3.09	Moderately Motivated
8	I dedicate time to plan lessons effectively.	3.27	Highly Motivated
9	I uphold my role as a committed teacher.	3.18	Moderately Motivated
10	I continuously work toward improving teaching quality.	3.13	Moderately Motivated
General Mean Rating		3.19	Moderately Motivated

Legend: Scores of 3.25 to 4.00 indicate "Highly Motivated," scores of 2.50 to 3.24 indicate "Moderately Motivated," scores of 1.75 to 2.49 indicate "Slightly Motivated," and scores of 1.00 to 1.74 indicate "Not Motivated."

Several indicators were moderately motivated such as "I support school programs and initiatives fully" with $\bar{x} = 3.32$, "I prioritize learners' learning over personal convenience" with $\bar{x} = 3.30$, and "I persist despite challenges in teaching" with $\bar{x} = 3.27$. These findings meant that teachers exhibit strong commitment by actively supporting school initiatives, placing learners' needs first, and persevering through challenges. This denotes that commitment motivation is a key driver for sustained teaching effectiveness and learner development. The findings of the present

study were akin to the findings of Sadinas and Vadil (2024) that teachers with high commitment motivation demonstrate persistence, responsibility, and active participation in school programs.

The indicator “I consistently fulfill my teaching responsibilities” had the lowest $\bar{x} = 3.06$. This implied that although teachers are dedicated, the consistent fulfillment of all teaching responsibilities is slightly less emphasized compared to other commitment behaviors. This finding denotes that while overall commitment is strong, there may be minor lapses in consistently completing all assigned tasks. This finding of the present study was similar with the findings of Solania et al. (2023) that even highly motivated teachers may experience challenges in consistently performing every aspect of their duties due to workload or situational factors.

In summary, the findings revealed that the most common mean rating among the indicators was “Moderately Motivated,” indicating a generally positive level of commitment motivation among teachers. These results suggest that dedication to learners, school programs, and professional perseverance significantly affect teaching quality and learner outcomes. Santiago (2024) stated that sustained commitment motivation is essential for achieving continuous improvement and maintaining high standards in education.

4.4. Difference Between the Transformational School Leadership of School Heads in Public Elementary Schools as Perceived by Teachers and Their Profile Variables

Table 10 presents the difference between the transformational school leadership of school heads in public elementary schools as perceived by themselves and their profile variables. The table examines whether factors such as sex, age, highest educational attainment, teaching position, and length of service are associated with significant differences in perceived transformational leadership.

Table 10. Difference Between the Transformational School Leadership of School Heads in Public Elementary Schools as Perceived by Themselves and Their Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	.000	1	.000	.001	.969	Do Not Reject Ho (Not Significant)
	Within Groups	15.293	109	.140			
	Total	15.293	110				
Age	Between Groups	.120	3	.040	.283	.838	Do Not Reject Ho (Not Significant)
	Within Groups	15.173	107	.142			
	Total	15.294	110				
Highest Educational Attainment	Between Groups	1.053	3	.351	2.638	.053	Do Not Reject Ho (Not Significant)
	Within Groups	14.240	107	.133			
	Total	15.294	110				
Teaching Position	Between Groups	.723	5	.145	1.042	.397	Do Not Reject Ho (Not Significant)
	Within Groups	14.570	105	.139			
	Total	15.294	110				
Length of Service	Between Groups	.585	3	.195	1.419	.241	Do Not Reject Ho (Not Significant)
	Within Groups	14.708	107	.134			

Total	15.294	110
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The analysis showed that all profile variables had significance values above 0.05: sex ($p = 0.969$), age ($p = 0.838$), highest educational attainment ($p = 0.053$), teaching position ($p = 0.397$), and length of service ($p = 0.241$). Each of these values was interpreted as not significant, leading to the decision to do not reject H_0 for all variables. This indicates that differences in sex, age, educational attainment, teaching position, or length of service do not significantly influence how school heads perceive their transformational leadership. In other words, transformational leadership practices are consistently demonstrated regardless of these profile characteristics.

The overall finding of the study suggests that the transformational leadership of school heads is generally uniform across different demographic and professional groups. The interpretation of not significant across all profile variables implies that leadership behavior is not determined by the leaders' personal or professional characteristics but rather by their leadership approach and professional commitment. The decision to do not reject H_0 supports the conclusion that school heads exhibit similar levels of transformational leadership across all groups. This indicates that interventions to further enhance transformational leadership can be applied broadly rather than tailored to specific profile categories. The present study was parallel with the findings of Yacon and Cayaban (2023) that transformational leadership is consistent across demographic and professional variables and is more influenced by personal qualities and leadership practices.

The concept of "do not reject H_0 , not significant" means that any observed differences among groups are likely due to chance rather than true variations in the population. In the present study, this shows that school heads' transformational leadership is stable and not dependent on profile variables such as age, sex, or experience. The present study was aligned with the findings of Tanucan et al. (2023) that leadership effectiveness is determined by professional behavior and leadership practices rather than personal or demographic characteristics.

4.5. Difference Between the Teachers' Work Motivation in Public Elementary Schools as Perceived by Themselves and Their Profile Variables

Table 11 presents the difference between the teachers' work motivation in public elementary schools as perceived by themselves and their profile variables. The table examines whether factors such as sex, age, highest educational attainment, teaching position, and length of service are associated with significant differences in teachers' work motivation.

Table 11. Difference Between the Teachers' Work Motivation in Public Elementary Schools as Perceived by Themselves and Their Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	.257	1	.257	1.481	.226	Do Not Reject H_0 (Not Significant)
	Within Groups	18.905	109	.173			
	Total	19.162	110				
Age	Between Groups	.134	3	.045	.252	.860	Do Not Reject H_0 (Not Significant)
	Within Groups	19.027	107	.178			
	Total	19.162	110				
	Between Groups	.261	3	.087	.493	.688	Do Not Reject H_0

Highest Educational Attainment	Within Groups	18.900	107	.177	(Not Significant)	
	Total	19.162	110			
Teaching Position	Between Groups	.708	5	.142	.806	.549
	Within Groups	18.453	105	.176	Do Not Reject Ho (Not Significant)	
	Total	19.162	110			
Length of Service	Between Groups	.015	3	.005	.028	.994
	Within Groups	19.147	107	.179	Do Not Reject Ho (Not Significant)	
	Total	19.162	110			

The analysis revealed that all profile variables had significance values greater than 0.05: sex ($p = 0.226$), age ($p = 0.860$), highest educational attainment ($p = 0.688$), teaching position ($p = 0.549$), and length of service ($p = 0.994$). Each of these indicators was interpreted as not significant, leading to the decision to do not reject H_0 for all variables. This means that none of the profile factors showed a statistically significant difference in the teachers' work motivation. Consequently, differences in work motivation among teachers cannot be attributed to variations in these demographic and professional characteristics.

The overall finding of the study indicates that teachers' work motivation is generally consistent regardless of their sex, age, educational attainment, teaching position, or length of service. The interpretation of not significant across all variables suggests that internal and external motivational factors are likely more influential than demographic factors. The decision to do not reject H_0 implies that teachers' motivation levels are relatively uniform across the different profile groups. This finding indicates that interventions to improve work motivation should focus on universal strategies rather than being tailored to specific demographic or professional groups. The present study was parallel with the findings of Abustan et al. (2023) that teacher motivation does not significantly vary according to profile variables, emphasizing the importance of organizational and leadership factors instead.

The concept of "do not reject H_0 , not significant" means that the observed differences among groups are small enough that they could have occurred by chance, and therefore, no strong evidence exists to claim a true difference. In the context of the present study, this shows that teachers' work motivation is not influenced by demographic or professional characteristics. The present study was aligned with the findings of Tejero and Aoanan (2024) that personal profile factors do not significantly affect teachers' motivation, highlighting that leadership and school environment factors play a more crucial role in fostering engagement and commitment.

4.6. Relationship Between the Transformational School Leadership of School Heads as Perceived by Teachers and Teachers' Work Engagement in Public Elementary Schools

Table 12 presents the relationship between the transformational school leadership of school heads as perceived by teachers and teachers' work engagement in public elementary schools.

Table 12. Relationship Between the Transformational School Leadership of School Heads as Perceived by Teachers and Teachers' Work Engagement in Public Elementary Schools

Sources of Correlations		Trans- formational School Leadership	Work Engagement	Decision/ Interpretation
Trans- formational School Leadership	Pearson Correlation	1	.302	Low Positive Relationship (Reject Ho)
	Sig. (2-tailed)		.001	
	N	111	111	
Work Engagement	Pearson Correlation	.302	1	
	Sig. (2-tailed)	.001		
	N	111	111	

The results of the study revealed that transformational school leadership has a low positive significant relationship with teachers' work engagement, with $r = 0.302$ and $p = 0.001$, leading to the rejection of the null hypothesis. This indicates that while transformational leadership positively influences work engagement, the strength of this effect is relatively modest. Teachers are somewhat more engaged when school heads demonstrate transformational leadership behaviors such as role-modeling, inspirational, innovative, and supportive practices. The present study was parallel with the findings of Esogon and Gumban (2024) that school leaders' transformational behaviors positively affect teachers' professional engagement and commitment, though the relationship may vary in strength depending on contextual factors. These findings suggest that enhancing leadership practices can further strengthen teachers' involvement and dedication in their work.

A low positive significant relationship means that there is a statistically meaningful but weak association between the two variables, implying that improvements in transformational leadership are likely to result in small but measurable increases in teachers' work engagement. In the context of the present study, this indicates that while transformational leadership contributes to teacher engagement, other factors may also play a significant role in motivating teachers. The present study was aligned with the findings of Villacrusis and Guhao (2024) that leadership behaviors influence teacher engagement, yet the strength of the relationship may be limited by situational and organizational factors.

4.7. An Enhanced Program titled "Transform-Lead:" A Program to Improve the Transformational School Leadership of School Heads and Teachers' Work Engagement in Public Elementary Schools

The "Transform-Lead" program was designed in response to the findings that teachers were predominantly female, mid-career, and pursuing higher education, indicating a professional workforce that could benefit from strengthened leadership and engagement initiatives. Observations showed that school heads frequently demonstrated transformational leadership behaviors, yet teachers' work motivation was generally only moderate, suggesting room for improvement in engagement strategies. The lack of significant differences across profile variables for both school heads' leadership and teachers' motivation implied that the program should be

applied universally rather than targeting specific groups. The low positive relationship between transformational leadership and teachers' work engagement highlighted the need for interventions that further link leadership practices with employee engagement outcomes. In summary, the "Transform-Lead" program addresses these gaps by providing structured activities, strategies, and resources to enhance transformational leadership and boost teachers' professional motivation and work engagement.

5. CONCLUSIONS

1. Teachers were predominantly female, were mostly aged 35–44, held MA units, occupied lower-rank positions such as Teacher I, and had 11–20 years of teaching experience.
2. School heads in public elementary schools were generally perceived by teachers to frequently demonstrate transformational leadership across role-modeling, inspirational, innovative-thinking, and supportive dimensions.
3. Teachers in public elementary schools were generally moderately motivated in terms of internal, external, achievement, and commitment motivation.
4. No significant difference was found in the transformational school leadership of school heads in public elementary schools when compared across their profile variables, including sex, age, highest educational attainment, teaching position, and length of service.
5. No significant difference was found in teachers' work motivation in public elementary schools when compared across their profile variables, including sex, age, highest educational attainment, teaching position, and length of service.
6. A low positive significant relationship was found between transformational school leadership of school heads as perceived by teachers and teachers' work engagement.
7. An enhanced program titled *Transform-Lead* was developed to improve the transformational school leadership of school heads and to enhance teachers' work engagement in public elementary schools, addressing identified needs and promoting professional growth and teacher motivation.

6. RECOMMENDATIONS

1. School administrators should provide professional development programs that support career advancement and leverage the strengths of the predominantly female, mid-career teaching workforce.
2. School heads should continue to model ethical, inspirational, innovative, and supportive behaviors to sustain teacher motivation and school effectiveness.
3. School management should implement strategies to enhance both intrinsic and extrinsic motivation, including recognition, professional growth opportunities, and achievement-oriented incentives.
4. School leadership training should be applied universally, rather than tailored to specific demographic or professional groups.
5. Motivational interventions should target all teachers regardless of demographic or professional characteristics.
6. School heads should strengthen transformational leadership practices to further improve teacher engagement and commitment.
7. Schools should implement and monitor the *Transform-Lead* program to ensure its effectiveness in promoting professional growth and work engagement among school heads and teachers.

8. Further studies should be conducted to explore additional factors that influence teachers' work engagement and the effectiveness of transformational leadership in diverse school settings.

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