JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

MOTIVATIONAL PRACTICES OF SCHOOL PRINCIPALS AS PERCEIVED BY THE TEACHERS AND THEMSELVES IN MARAWI CITY DIVISION

Zainab O. Baute
Mindanao State University
Marawi City, Philippines
Email: zainabbaute511@gmail.com

ABSTRACT

How school principals motivate their teachers bears on teacher morale, job satisfaction, and teaching performance. Little is documented on how teachers and principals perceive these practices in the Muslim, predominantly Maranao setting of Marawi City. To determine the teachers' and the principals' perceptions of the principals' motivational practices (intrinsic, extrinsic, negative, and other practices linked to cultural and Islamic concepts) in the Marawi City Division, Lanao del Sur, school year 2007–2008; to describe both groups' profiles and the teachers' teaching efficiency rating (TER); and to test the difference between the two groups' perceptions and the relationship between TER and teachers' perceptions. A descriptive-correlational design was used with all 38 principals and 272 teachers drawn by stratified random sampling (Slovin's formula) from the nine supervisory districts. Data came from a self-made structured questionnaire rated on a five-point scale and a personal information sheet. Analysis used frequency and percentage, weighted mean, Pearson's r, and t-tests at the 0.05 level in Microsoft Excel. Typical teachers were female (99.26%), married (80.88%), aged 40–50 years (40.44%), and B.E.Ed. graduates (62.50%), with 11–15 years of service (36.76%); their TER was Very Satisfactory (mean 2.87). Half of the principals were 50 or older; most were female (84.21%), married (89.47%), and B.E.Ed. holders with M.A. units (47.37%). Teachers rated the principals' intrinsic practices as "always practiced" (mean 4.42), extrinsic and cultural–Islamic practices as "often practiced" (4.10 and 4.19), and negative practices as "sometimes practiced" (2.91). Principals rated their intrinsic (4.64), extrinsic (4.46), and cultural–Islamic (4.41) practices "always practiced" and their negative practices "often practiced" (3.52). The thesis reports no significant difference between the two groups' perceptions ($t = -28.57$ against a critical value of 1.96; see Statistical note in Section 4.4) and no significant relationship between TER and teachers' perceptions ($r = 0.076$, $t = 1.24$). Principals in the division are perceived by both groups to rely chiefly on intrinsic motivation, supported by extrinsic rewards and by practices rooted in Islamic and Maranao values; negative practices are used sparingly. The findings point to the importance of promotion, professional growth, and principals' role modeling, and the thesis recommends graduate study for administrators, continued support for teachers' competence and commitment, and further research on culturally grounded motivation.

Keywords: *school principals; motivational practices; teacher motivation; teaching efficiency rating; Maranao; Islamic values; Marawi City; descriptive-correlation research*

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

INTRODUCTION

Introduction

Background and rationale

One of the ultimate aims of education is to prepare children to become efficient and effective members of society by giving them varied learning experiences and inculcating the attitudes and ideals that will make them assets to their communities. The Department of Education (DepEd) complements this aim by providing the education that develops each individual's intellectual potential as a human being and by giving the learner the essential foundations for becoming a productive and useful citizen.

This aim, however, sometimes appears unrealistic and becomes a source of predicament for administrators and teachers, as shown by the slow deterioration of the quality of education. It is lamentable that so many social ills persist; they are an affront to teachers and administrators because they show that students have not fully grasped the noble attitudes and ideals they are supposed to learn in school.

Various factors bear on education. One of the most important is motivation, which plays a vital role among teachers and in the operation of any organization. No matter how much technology and equipment an organization has, these resources cannot be used until they are utilized and maximized by people who are motivated. Being motivated, intrinsically and extrinsically, to act can accelerate interest and increase job satisfaction. It is therefore demoralizing and frustrating to find that many of today's teachers, and even administrators themselves, are dissatisfied with their jobs. Some teachers, for instance, are not enthusiastic about performing their jobs well. Low morale and low salary may aggravate these feelings, especially under a principal who is incapable of motivating teachers to perform well.

Watson (as cited in Corpuz, 2007) posited the value of motivating valuable employees with incentives. Unfortunately, principals and other administrators often fail to understand the importance of motivation. Many people incorrectly view motivation as a personal trait—some have it, others do not. In practice, inexperienced principals often label teachers who seem to lack motivation as lazy, a label that assumes an individual is always lazy when motivation is lacking. Knowledge of motivation indicates that this is not true, because motivation results from the interaction of the individual and the situation. Individuals certainly differ in their basic motivations and drives. School principals must therefore have ample knowledge of how to motivate teachers, because every individual is unique and their interests can be captured in different ways.

One prevalent problem that lessens teachers' motivation is nepotism. Teachers feel unwilling to pursue a master's degree or to perform well on the job because of rampant nepotism: some teachers have been promoted to higher ranks without deserving the position, perhaps because they are related to a particular administrator or because of strong political backing, which tremendously affects the teaching performance of teachers. Moreover, absenteeism and tardiness are ignoble acts of some teachers who show no remorse of conscience, and other teachers do not perform well even with the compensation they receive. These maladies are evidence of an apparent decline in teachers' motivation, leading to poor performance in teaching. It seems acceptable to say that the learners are the most affected, because they suffer when their teachers are not motivated to give their best.

Nevertheless, there are principals who try their best to motivate their teachers by encouraging them to attend seminars and to pursue a master's degree so that they can improve their craft and be promoted in rank and salary. Some teachers are intrinsically motivated: they get a "high kick" out of serving well, which includes enjoying challenging tasks, assuming more responsibility, and enhancing self-esteem through the psychological rewards of the fulfilling experience of work or simply of being part of the team. Others are extrinsically motivated by the tangible benefits that

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

all individuals receive in return for their effort: paychecks, fringe benefits, conditions of work, and security (Rollinson, 2002).

It is likewise incumbent upon school principals to be motivated to perform their own jobs by supervising teachers well. The principal should possess adequate knowledge, skills, and aptitude to lead teachers and community people toward common goals. If principals and teachers are concerned about upgrading and maintaining the quality of education that would free young people from ignorance and the resulting poverty, they themselves must be highly motivated to do the tasks expected of them.

It is in this context that the present study on the motivational practices of principals in the Division of Marawi City was pursued. It is important to study the motivational practices actually used in order to identify methods of improving employees' performance in the attainment of educational goals.

Theoretical framework

The study is guided by several theories: two theories of motivation and productivity (expectancy theory and equity theory), Maslow's need-hierarchy theory, Herzberg's two-factor theory, Locke's goal-setting theory, McGregor's Theory X and Theory Y, and Hunt's cognitive theory. An Islamic and Maranao cultural perspective complements them.

Expectancy theory

According to Johnson (2006, web source), measures developed to boost teacher motivation rest on two theories of motivation and productivity, the first being expectancy theory. He posited that individuals are more likely to strive in their work if there is an anticipated reward that they value, such as a bonus or promotion, than if there is none. In his valence–expectancy theory, Vroom (as cited in Spector, 1995) stressed that the motivation to take on a task will be strong only where teachers value promotion and see it as the likely outcome of performing well. He explained that valences are the strength of an individual's preference for particular outcomes—things that result from behavior and can be immediate results of behavior. Performing the new task (hopefully successfully) is a first-level outcome; second-level outcomes flow from it, for example, gaining a promotion. Rollinson (2002) likewise holds that, in the expectancy model, a teacher's motivation depends on her expectation of reward and on the valence, or attractiveness, of the reward.

Equity theory and social exchange

In his equity theory, Robbins (2000) states that individuals are dissatisfied if they are not justly compensated for their efforts and accomplishments. The concept of equity has a long pedigree in teaching as a factor that affects work attitudes and behavior. It also has a pivotal role in social exchange theory, which acknowledges that, since there are no absolute criteria of fairness, people normally evaluate how fairly they are treated by comparing themselves with others in similar circumstances. Weiner (as cited in Adams, 2000) points out that equity theory incorporates a very simple idea: an individual's motivation to put effort into a task will be influenced by perceptions of whether the rewards obtained are fair in comparison with those received by other people. For example, someone who perceives that he or she brings more skill and experience to a job than another person may feel that inequity exists until pay is raised above the other person's level. The greater the tension, the greater the motivation to do something that eases it. The first two theories are justifications for merit pay and career ladders, and the third suggests differentiated staffing, the use of organizational incentives, and reform-oriented staff development.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

Merit pay and work context and content factors

Otham (2006, web source) stated that merit pay may encourage teachers to adjust their teaching according to program goals, setting their sights no higher than the standards. Merit-pay plans attempt to reward excellent teacher performance with increased financial compensation; career ladders such as mentor-teacher and master-teacher programs and differentiated-staffing reforms, popular in the 1970s and 1980s, are designed to enlarge teachers' responsibilities (ask.com, 2006).

Frase (1992) identified two sets of factors that affect teachers' ability to perform effectively: work context factors (the teaching environment) and work content factors (teaching itself). Work context factors meet baseline needs. They include working conditions such as class size, discipline conditions, and availability of teaching materials; the quality of the principal's supervision; and basic psychological needs such as money, status, and security. In general, context factors clear the road of the debris that blocks effective teaching and, like an adequate supply, prevent dissatisfaction: even the most intrinsically motivated teacher will become discouraged if the salary does not pay the mortgage. Johnson (2006, web source) explained that work content factors are intrinsic to the work itself and include opportunities for professional development, recognition, challenging and varied work, increased responsibility, achievement, empowerment, and authority. Some researchers argue that teachers who do not feel supported in these respects are less motivated to do their best work in the classroom.

Maslow's need-hierarchy theory

Maslow's need-hierarchy theory, as cited by Hanks (1991), is one of the major approaches that have led to the understanding of motivation. It states that in every human being there is a hierarchy of needs, classified from the most basic biological needs (water, food, temperature, and the like), the so-called physiological needs, through safety needs (security and protection from physical and emotional harm), social needs (affection, belongingness, and acceptance), and esteem needs (self-respect and achievement), to self-actualization, which is considered the topmost level, or self-fulfillment. As each need becomes substantially satisfied, the next becomes dominant, and the individual moves up the hierarchy. Therefore, according to Maslow, to motivate someone, one needs to understand which level of the hierarchy that person is currently on and focus on satisfying the needs at or above that level.

Maslow further argues that everyone seeks to satisfy two basic levels of needs: lower-level needs (physiological, security, love and belonging) and higher-level needs (esteem of both self and others, and self-actualization, or achieving one's full potential). Once these needs are met, they become less important as motivators. Maslow, as cited further by Linder (1998), believed that when all other needs have been adequately met, employees become motivated by the need for self-actualization: they look for meaning and personal growth in their work and actively seek out new responsibilities. Individual differences are greatest at this level; for some, producing work of high quality is a means of self-actualization, while for others developing creative, useful ideas serves the same need. By being aware of employees' different self-actualization needs, managers can use a variety of approaches to enable them to achieve personal as well as organizational goals.

In the same manner, Eble (2005) suggests that personal joy and pleasure must be derived from the act of teaching and from the interpersonal communication of knowledge: "for academic men and women, that kind of self-realization does not come from merely meeting classes and producing articles, but from their work, a deep pleasure for which the word joy is not only appropriate but clinically accurate." Bess confirmed this in his remark that "better teaching will follow from motivated faculty" (web source, 2005). Several authorities agree that the proper approach to work motivation lies in a careful distinction between the extrinsic rewards surrounding a job (such as salaries, fringe benefits, and job security) and the intrinsic rewards of the job itself (such as self-respect), the latter being more satisfying and motivating (Petri, 1996).

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

Herzberg's two-factor theory

From the viewpoint of Herzberg's two-factor theory, motivation is usually considered intrinsic when individuals perceive themselves to have control over environmental factors and over their own behavior, and extrinsic if these conditions are absent. Herzberg viewed the factors that determine the degree of job satisfaction, which relate to job content, as intrinsic, whereas extrinsic hygiene factors determine the degree of job dissatisfaction and relate to job context. As explained by Hanks (1991), motivators are the factors that produce good feelings about work, whereas hygiene factors, if not present, can result in feelings that the work situation is unsatisfactory. Hygiene factors are features of the work environment rather than of the work itself; they include working conditions, status, company procedures, quality of supervision, and interpersonal relations. Motivators are features of the job itself that people find enjoyable and that have a motivational effect. To motivate people on their jobs, Herzberg therefore suggested emphasizing factors associated with the work itself or the outcomes directly derived from it, such as promotional opportunity and achievement; these are the characteristics that people find intrinsically rewarding.

Stated briefly, Stembridge (2005) viewed behavior as motivated by both intrinsic and extrinsic factors. The role of the principal is then to pay attention to extrinsic factors in order to create an environment in which a teacher's intrinsic motivation may be released, and then to guide and sustain that motivation.

Locke's goal-setting theory

Spector (as cited in Ryan, 2000) points out that most people have goals or objectives of some sort and that motivated behavior is a function of a person's conscious goals and intentions. This is the basis of Locke's goal-setting theory, whose major concern is the way performance is affected by the process of setting goals. Locke (1968) proposed that intentions to work toward a goal are a major source of work motivation; that is, goals tell an employee what needs to be done and how much effort will need to be expended. The evidence strongly supports the value of goals: specific goals increase performance; difficult goals, when accepted, result in higher performance than easy goals; and feedback leads to higher performance than the absence of feedback. People also do better when they get feedback on how well they are progressing toward their goals, because feedback helps to identify discrepancies between what they have done and what they want to do; that is, feedback acts to guide behavior. Not all feedback is equally potent, however: self-generated feedback, where employees monitor their own progress, has been shown to be a more powerful motivator than externally generated feedback (Hanks, 1991).

McGregor's Theory X and Theory Y

McGregor (as cited in Petri, 1996) stated two alternative views of people, which he termed Theory X and Theory Y. Theory X holds that the average human being has an inherent dislike of work and will avoid it if possible. Because of this characteristic, most people must be controlled, directed, or threatened with punishment to put forth adequate effort toward the achievement of organizational objectives. Theory Y holds that the expenditure of physical and mental effort in work is as natural as play or rest. External control and the threat of punishment are not the only means of inducing effort toward organizational objectives: people will exercise self-direction and self-control in the service of objectives to which they are committed; commitment to objectives is a function of the rewards associated with their achievement. Theory Y makes significantly better use of human resources and enhances both the effectiveness and the efficiency of organizational endeavor, which leads to significant improvement in organizational performance. Clinton (2006, web source) identified Theory X and Theory Y as an effort to support good teaching that can be bolstered by critical steps in recruiting new teachers, setting the highest standards for teachers and helping them reach those standards, rewarding good teachers, and identifying low-performing teachers in need of assistance or removing incompetent teachers, while still having a positive effect on the quality of teaching.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

Hunt's cognitive theory

Hunt's cognitive theory, as cited by Calderon, posits that man is rational and consciously decides what he will and will not do. Motives, curiosity, intention, and the motive to achieve success and goals activate and direct the individual to action. An individual takes the action that is most favorable to his perception and rational thinking, which is the level of making a decision or a choice. Based on this theory, principals and teachers are expected to have higher intellectual ability and to know what to do to surmount the problems confronting them in the teaching–learning process that could help attain the school's objectives. This is so because they are expected to be rational thinkers who must be highly motivated to perform their tasks without anyone's compulsion.

Islamic and Maranao perspectives

From a religious point of reference, another decisive idea supports the theories cited: motivating teachers to change their ignoble attitudes through the integration and assimilation of Islamic values. According to Shariati (2000), there are four fundamental factors of social development and change: personality, tradition, accident, and *al-nas*, "the people." The Holy Qur'an says: "Verily never will God change the condition of a people until they change themselves (with their own souls)" (Ra'd, or Thunder, 13:11).

Safi (2000) identified four points that underscore essential patterns of Muslim historical change, which are important for enlightening current attempts to reform Muslim conditions. First, Islamic revelation was directed at replacing the distorted beliefs and values of people with beliefs in conformity with the Truth. Second, by freeing people from superstition and social bondage, Islam mobilized individual and collective energies and channeled them toward productive and creative activities. Third, Islam established the psychological and societal conditions conducive to progress. Fourth, in building a distinctively Islamic civilization, Muslims did not start from scratch but built on the achievements of earlier civilizations. Safi (1996, as cited in Sarip, 2004) further contends that these patterns of development point to two essential processes in the Islamization of knowledge. First, change began in the system of beliefs, whereby new access to the Eternal Truth gave rise to a new worldview; change then moved to the value system, when society adopted new norms rooted in the Islamic worldview. Second, while Islam was the major source contributing to the value orientation of Islamic civilization, technical rules were borrowed, with some modification, from earlier civilizations.

Islam prepares people to be fruitful citizens in society while exercising the religious teachings commanded by God. Education in Islam aims not only at the total development of the person but at developing a society free from sinful conduct. To achieve this, educators and administrators must start with themselves, with an appropriate kind of leadership, such as knowing how to motivate teachers to perform their jobs well. It is said that a person with strong faith in God will be guided not to do things against God's will. The Prophet Muhammad (S.A.W.) said, "Seek knowledge from cradle to grave" (Qutb, 1979), which implies that Islam strongly urges believers to be lovers of knowledge and experience because this leads them to the right path toward success in this world and the hereafter. This hadith affirms professional growth for teachers and school administrators toward the advancement of knowledge and even promotion.

Gleaned from this belief, motivating teachers in a Maranao society could be enhanced through the preservation of cultural beliefs such as the concept of *kathatabanga*, which establishes concerted efforts closely tied to friendship and kinship, such that there is a camaraderie that binds. In other words, it is a way of establishing smooth relationships among teachers and principals, of showing sympathy, and of helping one's colleagues to lighten their burdens. A Maranao adage states: *Purasarasay ka anga di mararasay, dika purasarasay ka angadun mararasay* ("Toil or sacrifice so that you will not be in difficulty; never toil or sacrifice and you will be confronting problems forever"). In other

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

words, if one does not want to engage in arduous work because of laziness or timidity, one will forever carry a bulk of problems; but if one perseveres, however difficult the task, one will soon enjoy the fruit of one's labor.

In summary, administrators and teachers alike should endeavor to have good motives and drives to do their best in achieving quality education for all. The attainment of the best interest of society and the common good must be of utmost concern to anyone involved in education.

Review of related literature

This section presents the literature and studies that are significant to the present investigation. They provide baseline data to substantiate the content of the study and guide the critical analysis and interpretation of the findings.

The concept of motivation

Motivation has no single precise definition, because it has many components and rests on diverse philosophical positions about the nature of human beings (Pinder, 1995). The word is used in a variety of ways. Hilgard (1990) described motivation as "something that incites the organism to action or that sustains and gives direction once the organism has been aroused." Morgan (1980) gave as synonyms wants, strivings, desires, needs, motives, goals, aspirations, drive, wish, and aims. Motivation may also be defined as an explanation for action that influences behavior in many ways; as an inner drive that causes one to do something and persevere at it; or as the strength of the drive toward an action. Generally, all definitions of motivation have certain things in common: it comes from within the individual, it is directed toward a goal, and it arouses interest in the activity.

Intrinsic and extrinsic rewards

According to several authorities, the proper approach to work motivation lies in a careful distinction between extrinsic and intrinsic rewards. Herzberg (2005, web source) distinguishes the extrinsic rewards surrounding a job (such as salaries, fringe benefits, and job security) from intrinsic rewards (such as self-respect, sense of accomplishment, and personal growth), and holds that intrinsic rewards are more satisfying and motivating. Teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. Ellis (2007, web source) therefore advocates that administrators can boost morale and motivate teachers to excel through participatory governance, in-service education, and systematic, supportive evaluation. Moreover, while intrinsic rewards are the inner feelings of accomplishment and sense of challenge, extrinsic rewards (in particular higher pay and a decent working environment) tend to attract the most attention; attempts to improve the substance of teachers' work, such as improving teaching materials and providing in-service training, can also be significant incentives for motivating teachers (Miner, 2000).

Research on teachers' motivation and satisfaction

Recent studies have shown fairly conclusively that teachers are motivated more by intrinsic than by extrinsic rewards. Pastor and Erlandson (1982) conducted a survey which found that teachers perceive their needs and measure their job satisfaction through factors such as participation in decision-making, use of valued skills, freedom and independence, challenge, expression of creativity, and opportunity for learning. They concluded that high internal motivation, work satisfaction, and high-quality performance depend on three "critical psychological states": experienced meaningfulness, responsibility for outcomes, and knowledge of results (Ellis, 2007). Sergiovanni (2006, web source) likewise found that teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition, and feeling responsible.

Wong (2007, web source) affirmed that, to improve teachers' job satisfaction and motivation and to decrease their intention to quit, education administrators can try to enrich teachers' jobs. The characteristics of teachers' jobs were

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

found to be clearly stronger predictors of job satisfaction and motivation than the intention to change school or job. This implies that increasing the motivational potential of teachers' jobs is more effective in motivating teachers and enhancing their job satisfaction, and that school administrators should employ additional means to achieve these ends. Extrinsic rewards and contextual factors such as increased salary, smaller classes, and lighter workloads should probably not be ignored. In another context, concerning the motivating potentials of different work categories, duties of teaching were found to be related to job satisfaction, whereas extracurricular activity and guidance were related to motivation. These three categories of work are usually perceived as traditionally positive aspects of teachers' jobs, and a good relationship with students can be established through appropriate performance of such duties.

The principal's role in morale and self-worth

A critical part of the job of an educational leader is to make sure that everyone in the organization feels special. Being aware of this on a daily basis is an important part of building staff morale, whether the leader is a principal, a department chair, or a team leader in a middle school. Examining how everyone feels and being sensitive to what is important to each person is a critical component of enhancing morale. An important part of this is showing interest and concern for staff members' personal lives—not to be intrusive, but to demonstrate high regard for their personal concerns and well-being (drobertbrooks.com, 2007).

Adams and Bailey (2007, web source) discussed the importance of principals taking care of their teachers. This care involves supporting teachers' preferences, promoting feelings of self-efficacy, and focusing on teachers' well-being through enhanced working conditions. The way teachers feel about themselves is a direct result of the leadership patterns and styles of principals. Through their leadership, principals should provide belief in people, job and role diversity, high expectations, positive reinforcement, and celebrations of good performance. Teachers who feel good about themselves become inspired to teach and to deliver instruction at an exceptionally high level; principals who take the time to make sure that teachers understand their worth will find that classroom instruction improves as teachers' self-efficacy improves. To further demonstrate the power of teacher self-worth, Purkey (2007, web source) found that when teachers understand, accept, and like themselves, they have a much greater capacity to understand, accept, and like their students. Further research indicates that principals who demonstrate positive self-worth act positively: they show high regard for their employees as human beings and make continuous attempts to build the self-esteem of their staff members (Beck & Hillmar, 1987).

According to Education Commission Report No. 4 of the Hong Kong government, education administrators should, in order to retain teachers in the profession, be concerned more with school guidance (web source, 1990). Taiwai Sum (2007, web source) stated that education administrators may try to induce teachers to pursue their growth needs and to create a good and strong climate in terms of school-ideology strength. Growth-needs strength refers to a teacher's personal need, while school-ideology strength refers to the environmental effect of the school on teachers. To induce positive behavioral outcomes in teachers in the context of job nature, administrators should observe three points. First, knowing the fundamental antecedents is the starting point for understanding the unchangeable and changeable factors behind teachers' job perceptions. Second, the nature of teachers' jobs can be designed or redesigned with respect to the weaker work categories or job dimensions in terms of motivating potential. Third, the strength of the school's organizational ideology can be manipulated through various means so as to create an atmosphere in which teachers perceive their jobs as having higher motivating potential; this should not be considered the only way of enhancing positive behaviors in teachers.

Evaluation, recognition, and feedback

Thomas (2007, web source) posited that an evaluation system helps to motivate teachers. A well-designed evaluation system provides teachers with the feedback necessary to assess their own professional growth, whereas a poorly

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

designed one can be disastrous, pitting teachers against administrators and engendering anxiety, mistrust, and resentment. Administrators should encourage teachers to take part in designing and implementing a practical, research-based evaluation system customized to district needs. The main purpose of evaluation should be to provide information that helps teachers improve their teaching performance. A good evaluation system should reflect respect for individual worth and dignity by encouraging teachers to set personal and organizational objectives; it should also foster imagination and creativity, recognize work well done, and involve both self-appraisal and the appraisal of others. Recognition and feedback have been cited as important motivators for teachers, so evaluation seems an obvious vehicle for using these incentives to direct teachers along the path toward professional growth and improvement (Blasé, 1992).

Peterson (2001, web source) calls for a new direction in teacher evaluation that will bring better results, more closely allied with the goals of comprehensive professional development and education reform: (a) emphasize the function of teacher evaluation to seek out, document, and acknowledge the good teaching that already exists; (b) place the teacher at the center of the evaluation activity, asking the teacher to consider her duties, responsibilities, contributions, and outcomes, and direct the evaluation from that point; (c) use multiple and variable sources, such as student and parent surveys, peer review of materials, logs of professional activity, and pupils' test-score data; and (d) use the results of teacher evaluation to encourage personal professional dossiers, publicize aggregated results, and support teacher promotion systems.

Honoring teachers, participation, and non-monetary incentives

Honoring good teachers and building public respect for the teaching profession is one of the most powerful strategies for motivating and recruiting talented, diverse people into teaching. While respect for the profession must rest fundamentally on seeing good teaching in local schools, other steps include publicly recognizing good teachers and giving exemplary teachers opportunities to talk and work with education, business, student, and community groups (eric.edu.gov, 2007). School administrators should also allow teachers to participate in decision-making on teaching-related affairs, such as who teaches which classes, the selection of textbooks, the planning of teaching schedules, or even the establishment or abolition of subjects (Taiwai Sum, 2006, web source).

Some theory asserts that cash will always be a major factor in motivating people and that a solid compensation plan is critical to attracting and keeping key personnel. But additional cash is not always the only answer, and in many cases not even the best answer. Worman (2005, web source) identified steps to success using non-monetary motivation: (a) recognition; (b) applause for specific achievements; (c) training that continually enhances employees' performance; (d) on-the-spot praise, where the key is timing—praise people when the achievement is fresh in everyone's mind; (e) leadership roles, which reward performance and help the administrator identify future promotable people; (f) additional responsibility—some employees are begging for, and can handle, additional responsibility, so the principal's job is to identify them and, where possible, match responsibility to their strengths and desires; and (g) a good work environment—an office that looks nice, with pictures on the wall, plants, fresh paint, adequate supplies, and properly regulated temperature, generally makes people feel good about their environment.

According to Robbins (2000), another strategy for fortifying islands of competence and self-motivation is to provide teachers with opportunities to help others; contributing to the welfare of others also enhances values such as compassion, respect, and caring. One of the most far-reaching approaches to helping teachers feel competent is to lessen their fear of failure; educators sharing their own experiences of making mistakes is also a way of minimizing the fear of failure in others (Mullins, 1999). Closely related, Deci (2006, web source) proposed that self-motivation thrives in an environment in which significant needs are being met. He highlighted three such needs: (a) the need to belong and feel connected; (b) the need to feel a sense of autonomy and self-determination; and (c) the need to feel competent. These needs establish conditions that nurture motivation and change.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

Shared governance, in-service education, and school visitation

In a survey conducted by Broadinsky and Niel (2006, web source), the majority of school administrators (and teachers) cited three policies that effectively improved morale and motivated staff: shared governance, in-service education, and systematic, supportive evaluation. Shared governance, or participatory management, enhances teachers' professional status and their "ownership" in the planning and operation of the school; it gives teachers a vested interest in school performance and promotes harmony and trust among teachers and administrators, and the results of such cooperation can be dramatic. Formal or informal in-service education promotes the sharing of ideas and interdependence among teachers; informal education can include workshops and seminars. Either kind tends to improve instructional techniques and enhance professional self-awareness. Systematic, supportive evaluation can develop good performance among teachers, especially when used to boost morale and when promotions are impending.

Zemmelman and Hyde (1993) write that teachers' attitudes are crucial to the success of in-depth curricular innovation, and that the beneficial effects of teachers' attitudes on education reform are reciprocal. Some research shows that when principals effectively use shared-governance strategies and participatory management, teachers feel energized and motivated, and their sense of ownership and empowerment increases (Blasé & Blasé, 1994). Well-implemented school improvement plans can increase collegiality and give teachers the satisfaction of committing themselves to school improvement goals. Some practitioners believe that such rewards may be more effective in motivating teachers and improving teaching practices than individual extrinsic rewards (Clarke, 1998).

Another idea to motivate teachers is through visitations, especially unscheduled visits, to learn the real situation or the problems the teacher faces. When teachers are subjected to constant evaluation through visits, they are compelled to do well in their jobs. The intentions of the visit are made clear to teachers as a way of helping them improve their performance as well as the children's visit (eric.edu.gov, 2007).

Administrative behavior and leadership style

Aside from the research cited, administrative behavior toward employees can be a motivating factor: the way a school manager coordinates, disciplines, and shows concern and respect, as well as his or her leadership style, matters. Good human relations can motivate people in organizations to develop teamwork, which effectively achieves organizational objectives; in other words, they help to develop productive, fulfilling teamwork among employees (Robbins, 2000).

A more participative style of administration—not to be confused with committee meetings, but characterized by genuine consultation with subordinates and by asking for their suggestions before making a decision—would result in many more incidents of satisfaction relating to achievement and recognition, complementing the already numerous incidents of achievement and resulting recognition that arise from teacher–student relationships. A participative style might also provide more opportunity for teamwork and productive relationships between teachers. Moreover, it might considerably reduce the dissatisfaction that teachers experience as their "zone of acceptance," together with the responsibility attached to their contribution and participation, is increased. Blamires (1985) confirms that as the administration "tightens," the authority and influence of the teacher are reduced, whereas "inspiring" can mold the sympathetic purposes of individual persons into a common pattern of activity, potent and harmonious (Stembridge, 2006, web source).

Accordingly, a path–goal approach to leadership is a theory emphasizing the leader's role in clarifying for subordinates how they can achieve high performance and its associated rewards. It also helps people understand and predict leadership effectiveness in different situations.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

Review of related studies

Supporting evidence on the importance of motivation comes from a number of investigations directly related to the present study.

- Mantua (as cited in Dasmarinas, 2005), in a study on the relation of job satisfaction to productivity as perceived by the personnel of a wood-processing industry, concluded that job satisfaction tends to be related to the achievement of organizational goals. It expresses the degree of disagreement between one's expectations of the job and the rewards the job provides. Low satisfaction, on the other hand, is one of the signs of deteriorating conditions in an organization; its outward manifestations are strikes, absenteeism, employee turnover, and low performance.
- Tabalbia (as cited in Dasmarinas, 2005) pointed out that the factors affecting job satisfaction among elementary school teachers in the Division of Bukidnon are compensation and salary, job security, quality of supervision, pleasantness of working conditions, the prestige attached to the teaching job, and recognition.
- Sarip (2000) revealed in her study that teachers must be motivated to be members of local, national, or international organizations to keep them abreast of new trends and to find their job more interesting.
- Molina (as cited in Gatab, 1996) posited that work satisfaction, effective performance, and life satisfaction depend on the extent to which the individual finds adequate outlets for his abilities, interests, and personality traits. They depend on his establishment in a type of work situation, and a way of life, in which he can play the kind of role that his growth and exploratory experiences have led him to consider congenial and appropriate.
- Awil (as cited in Dasmarinas, 2005), studying MSU-IIT faculty, found that they were generally satisfied with their teaching job regardless of rank, although not satisfied with some job-related aspects: salaries and fringe benefits, tenure, supervision, academic freedom, working relationships, professional growth, and promotion. Of the socio-economic variables, age and monthly salary showed a significant relationship to the level of job satisfaction among the academic ranks.
- Kadil (as cited in Dasmarinas, 2005), who studied characteristics associated with job satisfaction among teaching employees at the Mindanao State University Training Center, found that their job satisfaction was high with respect to all job areas except pay and supervision. He stated further that many factors and determinants could influence the job satisfaction of teaching employees, among them (a) promotion, (b) relationship with co-workers, and (c) pay.
- Lindo (1990), on correlates of job satisfaction among employees in the UFP industries, found that employees were generally satisfied with their jobs except with pay. Factors with significant influence on employee job satisfaction include socio-personal variables (e.g., sex and educational attainment) and job aspects such as the work itself, promotional opportunity, supervision, and relationship with co-workers.
- Ceilo (as cited in Diron, 1996) reported that age, civil status, income, educational attainment, designation, length of service, and personality are positive and significant predictors of teaching performance.

All of the above literature and studies are believed to be significant to the present investigation.

Conceptual framework

From the theories reviewed, concepts were developed that serve as the independent and dependent variables (Figure 1). The independent variables are the teacher respondents' teaching efficiency rating (TER) and the personal profiles of the teacher respondents and the principal respondents—age, sex, civil status, highest educational attainment, length

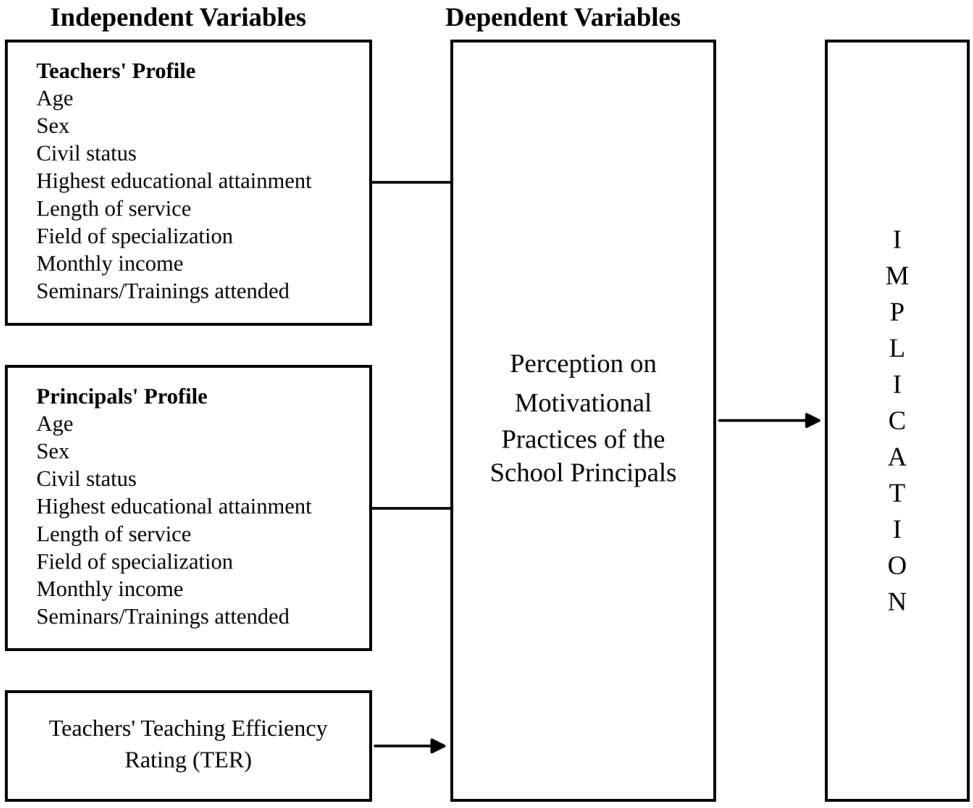
© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

of service, field of specialization, monthly income, and seminars/trainings attended. These are the determinants of the dependent variable, the school principals' motivational practices, including other motivational practices linked to cultural and Islamic concepts.

The motivational practices of the school principals were perceived by both the teachers and the school principals themselves, and were rated categorically as 5 – Always Practiced, 4 – Often Practiced, 3 – Sometimes Practiced, 2 – Seldom Practiced, and 1 – Never Practiced. The role of administrators such as school principals in quality instruction cannot be denied: without administrators facilitating and supervising all the needs of the school and of the teachers, everything in the teaching–learning process is futile. The study also determined the difference between the teachers' perceptions and the principals' own perceptions of the principals' motivational practices. The independent variables were expected to influence the dependent variables and to provide the basis for drawing out implications aimed at enhancing teacher motivation and the principals' motivational practices, and thereby improving the teaching–learning process.

Figure 1. Schematic diagram of the conceptual framework of the study



Statement of the problem and research questions

The general purpose of the study was to determine the teacher respondents' and the principal respondents' perceptions of the motivational practices of the school principals in the Marawi City Division, school year 2007–2008. Specifically, it sought to answer the following questions:

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

1. What is the profile of the teacher respondents in terms of (1.1) age, (1.2) sex, (1.3) civil status, (1.4) highest educational attainment, (1.5) length of service, (1.6) field of specialization, (1.7) monthly income, and (1.8) seminars/trainings attended?
2. What is the profile of the principal respondents in terms of the same eight variables (2.1–2.8)?
3. What are the motivational practices of the school principals as perceived by the teacher respondents?
4. What are the motivational practices of the school principals as perceived by the principal respondents themselves?
5. What is the teacher respondents' teaching efficiency rating?
6. Is there a difference between the teacher respondents' perceptions and the principal respondents' perceptions of the motivational practices of the school principals?
7. What is the relationship between the teacher respondents' teaching efficiency rating and their perceptions of the school principals' motivational practices?
8. What implications may be drawn from the findings of the study?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

Ho1: There is no relationship between the teacher respondents' teaching efficiency rating and their perceptions of the motivational practices of the school principals.

Ho2: There is no difference between the teacher respondents' perceptions and the principal respondents' perceptions of the motivational practices of the school principals.

Significance of the study

The study is deemed beneficial to the following groups:

- **School administrators** will gain awareness and clear ideas about why many employees are not motivated to do their jobs well, and will understand how they can motivate and encourage teachers to give their best.
- **Teachers** will be enlightened and inspired to be more enthusiastic and active in performing their duties and responsibilities, realizing that their roles are vital to attaining quality education.
- **Guidance counselors** will see more clearly the pitfalls that plague educational institutions, especially in the teaching–learning process. Knowing the factors causing them, counselors can extend assistance to teachers and pupils and help the administration plan programs that aid instruction.
- **Students** are the beneficiaries of the findings: motivated faculty result in effective teaching, competent administration, and eventually better performance and higher achievement of learners.
- **Parents**, as partners of teachers in education, play a vital role by showing interest and involvement in school activities, especially in their children's learning. Their children benefit most when parents cooperate and maintain cordial relations with teachers and school managers, and their involvement can become a good basis for school policies and decisions.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

- **Future researchers** can use the study as a springboard for studies that help improve teacher motivation and children's school performance; other aspects of the study can serve as a framework for future research.

Scope of the study

The study involved all the public elementary schools in the Marawi City Division and randomly selected teachers who were apparently available, accessible, and easy for the researcher to reach. The other group of respondents was the principals of the public elementary schools, together with the teachers of their schools. They were investigated as to the nature of the principals' motivational practices; moreover, their personal and professional attributes were looked into. The limitations of the study are discussed in Section 4.7.

Definition of terms

The following terms are defined conceptually or operationally for a better understanding of the study.

Term	Definition
Age	One's stage of life (American Heritage Dictionary, 1979).
Civil status	The respondent's state of being married, single, separated, or widowed.
Expectancy theory	A theory of motivation that refers to the extent to which an individual believes that a given level of activity will result in a specified level of goal accomplishment (Hoy & Miskel, 1993).
Gender	The sex of the respondent, classified as male or female.
High financial reward	The motive in work emanating from one's desire for monetary reward. In this study, it is one of the motivational needs probed by the researcher and is considered part of the dependent variables.
Hygiene factor	A dissatisfier: a maintenance factor necessary to avoid dissatisfaction that by itself does not provide satisfaction (NetMBA.com).
Leadership behavior	Also called leadership style: the particular acts in which a leader engages in directing and coordinating the work of group members, such as structuring work relations, criticizing or praising group members, and showing consideration for their welfare.
Motivation	The satisfiers, the stimuli for achievement and growth needs; their presence yields satisfaction, but their absence does not generally produce dissatisfaction (NetMBA.com).
Motivational needs	The causes that induce a person to act in a certain manner to achieve specific goals, such as occupational achievement, self-actualization, need for power over others, job security, high financial reward, and working-class affinity.
Motivational pattern	How an individual influences others to spring into action enthusiastically, considering their innate interest or using incentives and rewards to motivate the employee.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

Practice	Work repeatedly done to become proficient, or the systematic exercise for proficiency (Webster's New Compact Dictionary, 1983).
Self-actualization	The motive to seek the opportunity to use one's talent to the fullest extent (Encarta, 2003).
Supervision	The action, process, or occupation of supervising: a critical watching and directing of activities or a course of action (American Heritage Dictionary, 1979).

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

METHODS

Research design

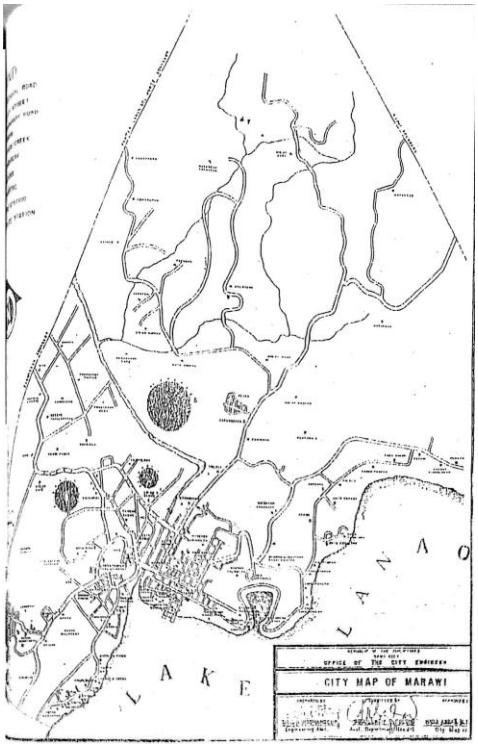
The study used a descriptive-correlation design. The independent variables were tested to find out the relationship between them and the motivational practices, which served as the dependent variables. A descriptive study focuses on the present condition, and a correlation study determines the relationship between two variables (Calmorin, 1994).

Study setting

The study was conducted in Marawi City, which is considered a tourist spot in Mindanao because of its cool and invigorating climate. The city is also considered the education center of Mindanao (Tamano, 1996). Known as the Islamic City of Marawi, it is the capital of Lanao del Sur, a component local government unit (LGU) of the Autonomous Region in Muslim Mindanao (ARMM). It is populated mainly by Maranaos, the so-called "people of the lake." The city is basically rural in character but is potentially a tourist destination because of its scenic beauty and invigorating climate. Its well-known destinations include Mindanao State University, Signal Hill, and some Maranao *torogan*.

The study was conducted among the public elementary schools of the Marawi City Division, which had nine supervisory districts, thirty-eight principals, and about eight hundred forty-nine public elementary grade teachers. The districts are located in different parts of the city. The Central District is on Moncado Colony Street, near Lilod, going down to Ibango, where the North District schools are located on Marinaut and Kalookan streets. The North East 1 and North East 2 districts are in the northern part of Marawi, near Banggolo Street. The Angoyao and East districts are located at Sapoloagodowa Agama, near the Basak area, close to Lake Lanao. Figure 2 shows the map of the study locale.

Figure 2. Map of Marawi City (City Map of Marawi, Office of the City Engineer)



© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

Participants and sampling

The respondents were all thirty-eight principals of the Marawi City Division and 272 teachers. The teacher sample was drawn by random selection that resulted in stratified sampling across the nine districts, with the sample size determined by Slovin's formula, $n = N / (1 + Ne^2)$. Table 1 shows the distribution of respondents by district.

Table 1. Frequency and percentage distribution of respondents by district

District	Principals (f)	Principals (%)	Teachers (f)
Central District	5	13.16†	52
North District	3	7.90	52
East District	4	10.52	41
North West District	4	10.52	19
North East-I District	5	13.16	27
North East-II District	4	10.52	19
Angoyao District	3	7.90	19
Angoyao East District	3	7.90	14
West District	7	18.42	29
Total	**38**	**100.00**	**272**

Research instrument

The instrument was a self-made questionnaire in two parts. Part 1 elicited the respondent's age, sex, gender, civil status, highest educational attainment, length of service, field of specialization, and (for teachers) teaching efficiency rating (TER). Part 2 consisted of questions on motivation. The statements were constructed from the researcher's readings, observations, interviews, and experiences.

Reading the results tables, Part 2 comprised four sets of items rated on a five-point scale (5 = Always Practiced to 1 = Never Practiced): 11 intrinsic, 12 extrinsic, 11 negative, and 6 other motivational practices linked to cultural and Islamic concepts, or 40 items in all. The teacher form is worded in the third person ("She/He …") and the principal form in the first person ("I …"); the items are reproduced in Tables 5 to 12. The monthly income and seminars/trainings variables, which are reported in the results, are not mentioned in the thesis's description of Part 1.

The instrument was pilot-tested at Dilausan Elementary School in Balindong, Lanao del Sur, before it was administered to the identified respondents. The split-half method was then used to determine whether the items on the questionnaire were very difficult, not difficult, very easy, or too easy for the respondents to analyze.

Data collection procedure

Before the questionnaires were distributed to the participating schools, a letter of permission was sent to the Division Superintendent of Marawi City of the Department of Education, requesting that the researcher be allowed to administer

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

her questionnaire to the principals and teachers. Upon approval, data collection started immediately. A letter requesting the respondents to answer the questions was distributed together with the questionnaires. The researcher personally delivered the questionnaires to the respondents in their schools.

Data analysis

The data were treated with the following statistical tools, computed with the Microsoft Excel package. The significance level was 0.05 for both hypotheses.

1. **Frequency and percentage distribution** were used to describe the respondents' personal profile.
2. **Weighted mean** was used to determine the motivational practices of the principals:

$$\bar{x} = \frac{\sum wx}{N}$$

where w is the weight of each item or value, x represents each of the items or values, and N is the total number of weights.

3. **The Pearson product-moment correlation coefficient** was used to relate the teachers' TER and their perceptions:

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

where x is the observed data for the independent variable, y is the observed data for the dependent variable, and n is the sample size.

4. **The t-test** was used to test the significance of the relationship and the significance of the difference. For the significance of r:

$$t = r\sqrt{\frac{n-2}{1-r^2}}$$

where r is the obtained Pearson r and n is the sample size.

5. **Software.** The statistical computations were made with the Microsoft Excel package.

Mean ratings of the motivational practices, the TER, and the correlation coefficients were interpreted with the scales in Table 2.

Table 2. Interpretation scales used in the study

Range	Interpretation	Score/note
Mean rating of motivational practices		
4.21 – 5.00	Always practiced	5
3.41 – 4.20	Often practiced	4

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

2.61 – 3.40	Sometimes practiced	3
1.81 – 2.60	Seldom practiced	2
1.00 – 1.80	Never practiced	1
Teaching efficiency rating (TER)		
4.21 – 5.00	Excellent	5
3.41 – 4.20	Outstanding	4
2.61 – 3.40	Very Satisfactory	3
1.81 – 2.60	Satisfactory	2
1.00 – 1.80	Needs Improvement	1
Pearson r		
0 to ±0.20	Very low correlation	
±0.21 to ±0.40	Low correlation	
±0.41 to ±0.70	Moderate correlation	
±0.71 to ±0.99	High correlation	
±1.0	Perfect correlation	

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

Results

The results are presented in the order of the research questions. Tables 3 to 16 are numbered anew in this manuscript; Appendix A maps each to the table number in the thesis. Percentages are reported as printed in the thesis.

Profile of the respondents

Teacher respondents (N = 272)

Table 3 presents the profile of the teacher respondents. Most were 40–50 years old (110; 40.44%), followed by those aged 30–39 (90; 33.09%), 20–29 (40; 14.71%), and above 50 (32; 11.76%). Females numbered 270 (99.26%) and males 2 (0.74%). Most were married (220; 80.88%); 35 (12.87%) were widows, 10 (3.68%) were single, and 7 (2.57%) were separated.

None of the teachers held a Ph.D./Ed.D. or an M.A. with Ph.D. units. Five (1.84%) held a master's degree; 80 (29.41%) were B.E.Ed. holders with M.A. units; 7 (2.57%) were B.S.Ed. holders with M.A. units; 170 (62.50%) were B.E.Ed. graduates, and 10 (3.68%) were B.S.Ed. graduates. By length of service, 100 (36.76%) had served 11–15 years, 80 (29.41%) 16–20 years, 30 (11.03%) each 6–10 and 1–5 years, 22 (8.09%) more than 25 years, and 10 (3.68%) 21–25 years.

English majors were the largest group (80; 29.41%), followed by Filipino (70; 25.73%), Mathematics (50; 18.38%), Science (40; 14.71%), General Education (18; 6.62%), and Social Studies (14; 5.15%). Most teachers earned 6,000–10,999 pesos a month (108; 39.71%), followed by 11,000–15,999 (90; 33.09%), 16,000–20,000 (59; 21.69%), and above 20,000 (15; 5.51%); none earned below 6,000. In seminars and trainings attended in their field of specialization, 104 (38.24%) had 51–100 hours, 103 (37.87%) had 1–50 hours, and 65 (23.89%) had 101–150 hours.

Table 3. Profile of the teacher respondents (N = 272)

Variable and category	Frequency	Percentage
Age (years)		
Above 50	32	11.76
40–50	110	40.44
30–39	90	33.09
20–29	40	14.71
Sex		
Male	2	0.74
Female	270	99.26
Civil status		
Married	220	80.88
Widow	35	12.87
Single	10	3.68

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

Separated	7	2.57
Highest educational attainment		
Ph.D./Ed.D.	0	0.00
M.A. with Ph.D. units	0	0.00
Master's degree	5	1.84
B.E.Ed. with M.A. units	80	29.41
B.S.Ed. with M.A. units	7	2.57
B.E.Ed. graduate	170	62.50†
B.S.Ed. graduate	10	3.68
Length of service (years)		
Above 25	22	8.09
21–25	10	3.68
16–20	80	29.41
11–15	100	36.76
6–10	30	11.03
1–5	30	11.03
Field of specialization		
English	80	29.41
Mathematics	50	18.38
Science	40	14.71
Filipino	70	25.73
General Education	18	6.62
Social Studies	14	5.15
Monthly income (pesos)		
Above 20,000	15	5.51
16,000–20,000	59	21.69
11,000–15,999	90	33.09
6,000–10,999	108	39.71

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

Below 6,000	0	0.00
Seminars/trainings attended in field of specialization (hours)		
101–150	65	23.89
51–100	104	38.24
1–50	103	37.87

Principal respondents (N = 38)

Table 4 presents the profile of the principal respondents. Half of the principals (19; 50.00%) were 50 years or older, 14 (36.84%) were 40–49, 5 (13.16%) were 30–39, and none were 20–29. Thirty-two (84.21%) were female, and 6 (15.79%) were male. Thirty-four (89.47%) were married, and 4 (10.53%) were widowed; none were single.

In highest educational attainment, 18 (47.37%) were B.E.Ed. holders with M.A. units, 8 (21.05%) held a master's degree, 5 (13.17%) were B.E.Ed. graduates, 3 (7.89%) were B.S.Ed. holders with M.A. units, 2 (5.26%) held a Ph.D./Ed.D., 1 (2.63%) had an M.A. with Ph.D. units, and 1 (2.63%) was a B.S.Ed. graduate. For length of service, 14 (36.83%) had served 25 years or more, 10 (26.32%) 20–24 years, 9 (23.68%) 15–19 years, and 5 (13.17%) 10–14 years. In field of specialization, 9 (23.69%) majored in Administration and Supervision, 8 (21.05%) in English, 7 (18.42%) in Educational Management, 6 (15.79%) each in Mathematics and Science, and 2 (5.26%) in Filipino. Twenty-two (57.89%) earned 11,000–15,999 pesos a month, 7 (18.42%) 6,000–10,999, 6 (15.79%) 16,000–20,000, and 3 (7.89%) above 20,000. In seminars and trainings, 17 (44.73%) had 101–150 hours, 12 (31.58%) had 51–100 hours, and 9 (23.68%) had 1–50 hours.

Table 4. **Profile of the principal respondents (N = 38)**

Variable and category	Frequency	Percentage
Age (years)		
50 and above	19	50.00
40–49	14	36.84
30–39	5	13.16
20–29	0	0.00
Sex		
Male	6	15.79
Female	32	84.21
Civil status		
Married	34	89.47
Widow	4	10.53

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

Highest educational attainment		
Ph.D./Ed.D.	2	5.26
M.A. with Ph.D. units	1	2.63
Master's degree	8	21.05
B.E.Ed. with M.A. units	18	47.37
B.S.Ed. with M.A. units	3	7.89
B.E.Ed. graduate	5	13.17
B.S.Ed. graduate	1	2.63
Length of service (years)		
25 and above	14	36.83
20–24	10	26.32
15–19	9	23.68
10–14	5	13.17
Field of specialization		
English	8	21.05
Mathematics	6	15.79
Science	6	15.79
Filipino	2	5.26
Educational Management	7	18.42
Administration and Supervision	9	23.69
Monthly income (pesos)		
Above 20,000	3	7.89
16,000–20,000	6	15.79
11,000–15,999	22	57.89
6,000–10,999	7	18.42
Seminars/trainings attended (hours)		
101–150	17	44.73
51–100	12	31.58

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

1–50	9	23.68

Principals' motivational practices as perceived by the teachers

Tables 5 to 8 present the teachers' mean ratings of four kinds of motivational practices of their school principals. Ratings use the scale in Table 2 (mean 4.21–5.00 = always practiced).

Intrinsic practices

The teachers perceived the principals' intrinsic practices as "always practiced," with an average weighted mean of 4.42 (Table 5). The practice ranked first was showing teachers that they are part of the team (M = 4.60), followed by enjoying work with subordinates (4.58) and demonstrating professionalism (4.52). Other practices rated "always practiced" included going all the way to make people comfortable and productive with work (4.51), respecting subordinates as individuals (4.50), and helping teachers evaluate their progress by encouraging them to critique their own work and analyze their strengths and weaknesses (4.39, tied for sixth). Only one of the eleven items, letting teachers feel that what they do is important to the organization (4.19), fell in the "often practiced" band.

Table 5. Mean ratings of the teacher respondents' perceptions of the intrinsic motivational practices of the school principals

No.	Item	M	SD	Interpretation	Rank
1	She/He encourages teachers to focus on their continued improvement, not just on their duties and responsibilities.	4.26	0.7187	Always practiced	10
2	She/He helps her teachers evaluate their progress by encouraging them to critique their own work and analyze their strengths and weaknesses.	4.39	0.7982	Always practiced	6.5
3	She/He encourages teachers to participate in the decision-making.	4.36	0.7983	Always practiced	8.5
4	She/He lets them feel that what they do is important to the organization.	4.19	0.8664	Often practiced	11
5	She/He respects her subordinates as individuals.	4.50	0.5889	Always practiced	5
6	She/He takes responsibility for shaping the attitudes and relationships within the department.	4.36	0.6937	Always practiced	8.5
7	She/He demonstrates professionalism.	4.52	0.6191	Always practiced	3
8	She/He goes all the way to make people comfortable and productive at work.	4.51	0.5950	Always practiced	4
9	She/He enjoys working with subordinates.	4.58	0.5378	Always practiced	2

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

10	She/He shows the teachers that they are part of the team.	4.60	0.5683	Always practiced	1
11	To show a cordial relationship, she/he shows empathy to the teacher, whatever happiness or sadness befalls her.	4.39	0.7402	Always practiced	6.5
	Average weighted mean	**4.42**	**0.6841**	**Always practiced**	

Note. N = 272. Interpretation scale as in Table 2. Tied items share an average rank.

Extrinsic practices

Extrinsic practices were perceived as "often practiced," with an average weighted mean of 4.10 (Table 6). The teachers ranked first the encouragement of high achievement by reducing the fear of failure (M = 4.40, "always practiced"), and perceived the recognition of exemplary performance (4.35) as "always practiced" as well. The other practices were "often practiced": endorsing teachers for promotion when they obtained high TER scores (4.17), endorsing teachers to attend seminar-workshops for teaching–learning improvement (4.14), and informing teachers of feedback on their performance so that they know where they stand (4.13). The lowest-rated items were encouraging seminar attendance to prepare for promotion (3.92) and using a variety of media methods during meetings and conferences (3.83).

Table 6. Mean ratings of the teacher respondents' perceptions of the extrinsic motivational practices of the school principals

No.	Item	M	SD	Interpretation	Rank
1	She/He recognizes exemplary performance of teachers.	4.35	0.7035	Always practiced	2
2	She/He evaluates teacher performance as a basis for recommending her/him for promotion.	4.09	0.7633	Often practiced	6
3	She/He encourages teachers to acquire more skills through attending seminars to prepare them for future promotion.	3.92	0.0525	Often practiced	11
4	She/He informs teachers regarding the feedback on their performance, so they know where they stand.	4.13	0.8628	Often practiced	5
5	She/He always tries to establish good working conditions.	4.08	0.8950	Often practiced	7
6	As a principal, she acts as a school inspector to regularly observe classes.	4.04	0.0739	Often practiced	8
7	She/He tried to cushion negative comments and/or compliments about aspects of the task in which the teachers succeeded/failed.	4.02	0.0126	Often practiced	9

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

8	She/He praises teachers who have done well in their job.	4.01	0.9999	Often practiced	10
9	She/He encourages high achievement by reducing the fear of failure.	4.40	0.8274	Always practiced	1
10	She/He uses a variety of media methods such as charts, pictures, metaphors, and analogies to clearly communicate her ideas during meetings/conferences.	3.83	0.0047	Often practiced	12
11	She/He endorses teachers to attend seminar-workshops for teaching-learning improvement.	4.14	0.9656	Often practiced	4
12	She/He endorses teachers for promotion for those who obtained high scores in TER.	4.17	0.9924	Often practiced	3
	Average weighted mean	**4.10**	**0.9295**	**Often practiced**	

Negative practices

The teachers perceived negative motivational practices as "sometimes practiced," with an average weighted mean of 2.91 (Table 7). Ranked first was strictly forbidding teachers from being away from school on official duties (M = 4.36, "always practiced"), followed by giving special attention to high performers to promote rivalry and challenge those who are not doing well (4.00) and criticizing teachers' unwanted behavior in school (3.87), both "often practiced." Three practices were "sometimes practiced": strictly requiring teachers to submit school requirements promptly, not only for the sake of compliance (2.79); strictly punishing tardiness and absenteeism through salary deduction (2.72); and usually blaming teachers when a school activity is not successful (2.63). The remaining five practices, including asking threatening questions in meetings (2.42) and not acknowledging teachers' ideas and opinions (2.22), were "seldom practiced."

Table 7. Mean ratings of the teacher respondents' perceptions of the negative motivational practices of the school principals

No.	Item	M	SD	Interpretation	Rank
1	She/He strictly forbids teachers who are often away from school on official duties.	4.36	0.7802	Always practiced	1
2	She/He gives special attention to those having good performance to promote rivalry and challenge to those who are not doing well in their job.	4.00	0.9719	Often practiced	2
3	She/He does criticize teachers' unwanted behavior in the school.	3.87	1.0223	Often practiced	3

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

4	She/He usually blames teachers if the school activity is not successful.	2.63	1.2176	Sometimes practiced	6
5	She/He does not introduce to her/his teachers the good done by their peers.	2.36	1.3511	Seldom practiced	8
6	She/He does not acknowledge teachers' ideas or opinions during meetings or conferences.	2.22	1.3628	Seldom practiced	11
7	She/He asks threatening questions during meetings in order for the teachers to be frightened.	2.42	1.4455	Seldom practiced	7
8	She/He strictly requires teachers to submit school requirements promptly, not only for the sake of compliance.	2.79	1.4337	Sometimes practiced	4
9	She/He avoids teachers who have no desire to improve themselves.	2.24	1.3113	Seldom practiced	10
10	She/He does not listen to teachers' ideas/opinions when it is irrelevant to the agenda being discussed.	2.35	1.3414	Seldom practiced	9
11	Tardiness and absenteeism are strictly punished through salary deduction.	2.72	1.3696	Sometimes practiced	5
	Average weighted mean	**2.91**	**1.2370**	**Sometimes practiced**	

Note. N = 272. Interpretation scale as in Table 2.

Other practices linked to cultural and Islamic concepts

Teachers rated the principals' other motivational practices linked to cultural and Islamic concepts as "often practiced," with an average weighted mean of 4.19 (Table 8). Rated "always practiced" were organizing a teachers' association on the concept of *kathatabanga* to strengthen the cultural practice (M = 4.57, rank 1), initiating decisions, rules, and policies based on Islamic law (4.53), and highly recognizing Maranao behavioral practices that accord with the Islamic point of view (4.47). Two further items also fell in the "always practiced" band: encouraging teachers to participate actively in Islamic seminars (4.40) and reminding teachers to do their job well as part of strengthening their faith in God (4.25). Encouraging teachers to pursue another degree to elevate their status in society was only "sometimes practiced" (2.89).

Table 8. Mean ratings of the teacher respondents' perceptions of the school principals' other motivational practices linked to cultural and Islamic concepts

No.	Item	M	SD	Interpretation	Rank
1	She/He encourages teachers to participate actively in Islamic seminars.	4.40	0.8039	Always practiced	4
2	She/He initiates decisions, rules, and policies based on Islamic law.	4.53	0.6537	Always practiced	2

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

3	She/He reminds her teachers to do their job well as part of strengthening their faith in God.	4.25	0.9102	Always practiced	5
4	She/He highly recognizes Maranao behavioral practices when they are in accordance with the Islamic point of view.	4.47	0.7960	Always practiced	3
5	She/He organizes a teachers' association about the perception of (kathatabanga) to strengthen the said cultural practice.	4.57	0.6274	Always practiced	1
6	She/He encourages teachers to pursue another degree to elevate their status in society.	2.89	1.3401	Sometimes practiced	6
	Average weighted mean	**4.19**	**0.8552**	**Often practiced**	

Principals' motivational practices as perceived by the principals themselves

Tables 9 to 12 present the principals' own mean ratings of the same four kinds of practices. The items are the first-person counterparts of the teacher items.

Intrinsic practices

The principals rated their intrinsic practices "always practiced," with an average weighted mean of 4.64 (Table 9); all eleven items fell in the "always practiced" band. The practices tied for first were demonstrating professionalism and showing teachers that they are part of the team (each M = 4.79), followed by encouraging teachers to focus on their continued improvement and showing empathy to teachers in their happiness or sadness (each M = 4.74). The lowest-rated item was respecting subordinates as individuals (4.34).

Table 9. **Mean ratings of the principal respondents' perceptions of their intrinsic motivational practices**

No.	Item	M	SD	Interpretation	Rank
1	I encourage teachers to focus on their continued improvement, not just on their duties and responsibilities.	4.74	0.4463	Always practiced	3.5
2	I help my teachers evaluate their progress by encouraging them to critique their own work and analyze their strengths and weaknesses.	4.68	0.4711	Always practiced	5
3	I encourage teachers to participate in the decision-making.	4.47	0.7618	Always practiced	8
4	I let them feel that what they do is important to the organization.	4.66	0.6271	Always practiced	6
5	I respect my subordinates as individuals.	4.34	0.4463	Always practiced	11

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

6	I take the responsibility for shaping the attitudes and relationships within our department.	4.39	0.5945	Always practiced	10
7	I demonstrate professionalism.	4.79	0.4132	Always practiced	1.5
8	I go all the way to make people comfortable and productive at work.	4.42	0.6831	Always practiced	9
9	I enjoy working with my subordinates.	4.63	0.5891	Always practiced	7
10	I show my teachers that they are part of the team.	4.79	0.4132	Always practiced	1.5
11	To show a cordial relationship, I show empathy to the teacher, whatever happiness or sadness befalls her.	4.74	0.5543	Always practiced	3.5
	Average weighted mean	**4.64‡**	**0.5455**	**Always practiced**	

Extrinsic practices

Principals rated their extrinsic practices "always practiced," with an average weighted mean of 4.46 (Table 10). The top three were recognizing exemplary performance of teachers and acting as school inspector to observe classes regularly (each M = 4.68, tied for first), and evaluating a teacher's performance as a basis for recommending her or him for promotion (4.63). Eleven of the twelve items were "always practiced"; only the use of a variety of media methods during meetings and conferences (3.95) was "often practiced."

Table 10. **Mean ratings of the principal respondents' perceptions of their extrinsic motivational practices**

No.	Item	M	SD	Interpretation	Rank
1	I recognize exemplary performance of teachers.	4.68	0.4711	Always practiced	1.5
2	I evaluate a teacher's performance as a basis for recommending her/him for promotion.	4.63	0.4889	Always practiced	3
3	I encourage teachers to acquire more skills through attending seminars to prepare them for future promotion.	4.53	0.6035	Always practiced	5
4	I inform teachers regarding the feedback on their performance, so they know where they stand.	4.37	0.6747	Always practiced	10.5
5	I always try to establish good working conditions.	4.47	0.5060	Always practiced	6.5
6	As a principal, I act as a school inspector to regularly observe classes.	4.68	0.5253	Always practiced	1.5
7	I tried to cushion negative comments and/or compliments about aspects of tasks in which the teachers succeeded/failed.	4.47	0.7255	Always practiced	6.5

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

8	I praise teachers who have done well in their job.	4.58	0.6423	Always practiced	4
9	I encourage high achievement by reducing the fear of failure.	4.37	0.6747	Always practiced	10.5
10	I use a variety of media methods such as charts, pictures, metaphors, and analogies to clearly communicate my ideas during meetings/conferences.	3.95	0.6954	Often practiced	12
11	I endorse teachers to attend seminar-workshops for teaching-learning improvement.	4.39	0.5945	Always practiced	9
12	I endorse teachers for promotion for those who obtained a high score in TER.	4.42	0.5004	Always practiced	8
	Average weighted mean	**4.46**	**0.5919**	**Always practiced**	

Negative practices

The principals' negative practices obtained an average weighted mean of 3.52, interpreted as "often practiced" (Table 11). Ranked first was strictly requiring teachers to submit school requirements promptly, not only for the sake of compliance (M = 4.26, "always practiced"), followed by strictly forbidding teachers from being away from school on official duties (4.21, also "always practiced"). Giving special attention to high performers to promote rivalry (4.05), punishing tardiness and absenteeism through salary deduction (4.00), and criticizing teachers' unwanted behavior (3.74) were "often practiced." The other items (3.39 to 2.89), including avoiding teachers who have no desire to improve themselves, not listening to irrelevant ideas, and asking threatening questions in meetings, were "sometimes practiced."

Table 11. **Mean ratings of the principal respondents' perceptions of their negative motivational practices**

No.	Item	M	SD	Interpretation	Rank
1	I strictly forbade teachers who are often away from school on official duties.	4.21	0.8748	Always practiced	2
2	I give special attention to those having good performance to promote rivalry and challenge those who are not doing well in their job.	4.05	0.7693	Often practiced	3
3	I do criticize teachers' unwanted behavior in the school.	3.74	0.6445	Often practiced	5
4	Teachers are usually blamed if the school activity is not successful.	3.08	0.7491	Sometimes practiced	7.5
5	I don't introduce to my teachers the good done by their peers.	3.08	0.9968	Sometimes practiced	7.5

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

6	I don't acknowledge teachers' ideas or opinions during meetings or conferences.	3.03	1.1000	Sometimes practiced	9.5
7	I ask threatening questions during meetings in order for the teachers to be frightened.	2.89	1.0300	Sometimes practiced	11
8	I strictly require teachers to submit school requirements promptly, not only for the sake of compliance.	4.26	0.7600	Always practiced	1
9	I avoid teachers who have no desire to improve themselves.	3.39	0.0703	Sometimes practiced	6
10	I don't listen to my teachers' ideas/opinions when it is irrelevant to the agenda being discussed.	3.03	1.1025	Sometimes practiced	9.5
11	Tardiness and absenteeism are strictly punished through salary deduction.	4.00	0.9300	Often practiced	4
	Average weighted mean	**3.52**	**0.9116**	**Often practiced**	

Other practices linked to cultural and Islamic concepts

Principals rated these practices "always practiced," with an average weighted mean of 4.41 (Table 12). Ranked first was initiating decisions, rules, and policies based on Islamic law (M = 4.60), followed by reminding teachers to do their job well as part of strengthening their faith in God (4.50), highly recognizing Maranao behavioral practices that accord with the Islamic point of view (4.45), and organizing a teachers' association on *kathatabanga* (4.42). Encouraging teachers to participate actively in Islamic seminars scored 4.29, and encouraging teachers to pursue another degree to elevate their status in society scored 4.18, which is "often practiced."

Table 12. Mean ratings of the principal respondents' perceptions of their other motivational practices linked to cultural and Islamic concepts

No.	Item	M	SD	Interpretation	Rank
1	I encourage teachers to participate actively in Islamic seminars.	4.29	0.7318	Always practiced	5
2	I initiate decisions, rules, and policies based on Islamic law.	4.60	0.4954	Always practiced	1
3	I remind my teachers to do their job well as part of strengthening their faith in God.	4.50	0.5067	Always practiced	2
4	I highly recognize Maranao behavioral practices when they are in accordance with the Islamic point of view.	4.45	0.5039	Always practiced	3

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

5	I organize teachers' associations about their perception of (kathatabanga) to strengthen the said cultural practice.	4.42	0.7581	Always practiced	4
6	I encourage teachers to pursue another degree to elevate their status in society.	4.18	0.7660	Often practiced	6
	Average weighted mean	**4.41**	**0.6270**	**Always practiced**	

Teachers' and principals' perceptions compared

Table 13 summarizes both groups' perceptions. Both groups ranked the intrinsic practices first and the negative practices last, and both interpreted the intrinsic practices as "always practiced." The groups differed in the second and third ranks and in several interpretations. The teachers ranked the other practices linked to cultural and Islamic concepts second ("often practiced") and the extrinsic practices third ("often practiced"), whereas the principals ranked their extrinsic practices second ("always practiced") and the cultural and Islamic practices third ("always practiced"). The teachers perceived the negative practices as "sometimes practiced," whereas the principals perceived them as "often practiced."

Table 13. Summary of the teacher respondents' and principal respondents' perceptions of the motivational practices of the school principals

Practice	Teacher respondents (N = 272)				Principal respondents (N = 38)			
	M	SD	Interpretation	Rank	M	SD	Interpretation	Rank
Intrinsic	4.42	0.6841	Always practiced	1	4.64	0.5455	Always practiced	1
Extrinsic	4.10	0.9295	Often practiced	3	4.46	0.5919	Always practiced	2
Negative	2.91	1.2370	Sometimes practiced	4	3.52	0.9116	Often practiced	4
Other (cultural and Islamic)	4.19	0.8552	Often practiced	2	4.41	0.6270	Always practiced	3

Note. Interpretation scale as in Table 2. Means are those of Tables 5 to 12. The SDs of 0.9295 (teachers, extrinsic) and 0.9116 (principals, negative) are the averages of item SDs that include values flagged in Tables 6 and 11.

Table 14 reports the test of the difference between the two groups' perceptions. The thesis reports a t-value of −28.57 against a critical value of 1.96 at the 0.05 level of significance, and states that the null hypothesis (Ho2) was therefore accepted, that is, that there is no significant difference between the teachers' and the principals' perceptions of the principals' motivational practices.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

Table 14. Difference between the teacher respondents' perceptions and the principal respondents' perceptions of the motivational practices of the school principals

Variable	t-value	Critical value	Interpretation (as printed)
Teacher respondents' perceptions vs. principal respondents' perceptions of the motivational practices of the school principals	−28.57	1.96	Not significant

Teaching efficiency rating of the teacher respondents

Of the 272 teachers, 12 (4.41%) had an Excellent TER, 30 (11.03%) Outstanding, 140 (51.47%) Very Satisfactory, 90 (33.09%) Satisfactory, and none Needs Improvement (Table 15). The weighted mean was 2.87 (SD = 0.7761), described as Very Satisfactory.

Table 15. Teaching efficiency rating (TER) of the teacher respondents

TER	Frequency	Percentage	Mean	SD
Excellent	12	4.41		
Outstanding	30	11.03		
Very Satisfactory	140	51.47	2.87	0.7761
Satisfactory	90	33.09		
Needs Improvement	0	0.00		
Total	**272**	**100.00**		

Relationship between teaching efficiency rating and perceptions of the principals' practices

The correlation between the teachers' TER and their perceptions of the principals' motivational practices was r = 0.076, a very low correlation (Table 16). Tested at the 0.05 level of significance, the t-value of 1.24 was less than the critical value of 1.96, so the null hypothesis (H01) was accepted: there is no significant relationship between the teachers' TER and their perceptions of the school principals' motivational practices.

Table 16. Relationship between the teacher respondents' teaching efficiency rating and their perceptions of the school principals' motivational practices

Variables	r	Analysis	t	Critical value	Interpretation
Teachers' TER and teachers' perceptions of the school principals' motivational practices	0.076	Very low correlation	1.24	1.96	Not significant

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

Note. $\alpha = 0.05$. † The table in the thesis prints $r = 0.76$, which would be a high correlation. The narrative in the thesis gives the r value as .076, and with $n = 272$ an r of about 0.076 gives $t \approx 1.25$, consistent with the printed 1.24, whereas $r = 0.76$ would give $t \approx 19.2$. The value 0.076 is used throughout.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

DISCUSSION

Summary of principal findings

The study sought to determine how teachers and principals in the Marawi City Division perceived the principals' motivational practices in school year 2007–2008. The typical teacher respondent was a married woman aged 40–50 who held a B.E.Ed., had 11–15 years of service, majored in English, earned 6,000–10,999 pesos a month, had attended 51–100 hours of seminars and trainings, and had a Very Satisfactory teaching efficiency rating. The typical principal respondent was a married woman aged 50 or older with a B.E.Ed. and M.A. units, more than 25 years of service, a major in Administration and Supervision, and 101–150 hours of seminars and trainings.

Teachers perceived their principals' intrinsic practices as "always practiced" (M = 4.42), extrinsic practices as "often practiced" (4.10), negative practices as "sometimes practiced" (2.91), and other practices linked to cultural and Islamic concepts as "often practiced" (4.19). Principals perceived their own intrinsic (4.64), extrinsic (4.46), and cultural–Islamic (4.41) practices as "always practiced" and their negative practices as "often practiced" (3.52). The thesis reports no significant difference between the two groups' perceptions and no significant relationship between teachers' TER and their perceptions; both conclusions need the checks described in Sections 4.4 and 4.5.

Interpretation of the respondents' profiles

Teacher respondents

Age. That many teachers (40.44%) were 40–50 years old suggests that many of them have ample teaching experience. Kaugnan and Cole (as cited in Dalaten, 2008) found that people aged 40–60 participate more in community development programs than younger people, and some studies on job performance indicate that an employee's age is directly related to efficiency in job performance.

Sex. The vast majority of the teachers were female (99.26%). The author regards this as a good sign for elementary teaching. From the Islamic point of view, women are responsible for taking care of children, and females may therefore understand children's behavior better than males because they are the bearers and caregivers of children; both males and females, however, can be ideal teachers, although they may differ in handling classroom activities and situations. Emus (1999, as cited in Darimbang, 2003) mentioned that the Philippine educational system is predominantly handled by females: most teachers, school administrators, and education planners are female, and females are well attuned to teaching because they are the first teachers of every child. As Emus put it, caring is mothering.

Civil status. Most teachers were married (80.88%), which the author attributes to their being at the right age to establish a family, since many were 40–50 years old. The trend may also be supported by the Maranao custom of early marriage: parents tend to encourage their children, especially daughters, to marry early because it shows prestige and social acceptance in the community and gives their children a feeling of security (Maruhom, 2000).

Highest educational attainment. That most teachers (62.50%) were B.E.Ed. graduates implies that, if the respondents were intrinsically motivated, they would have pursued a master's degree to upgrade their profession, enhance their knowledge of teaching approaches and methodologies, and qualify for promotion. Teachers' qualifications varied; B.S.Ed. graduates were also teaching in the elementary grades, perhaps because of the availability of positions and the demand for teachers in the grades. Salcedo (1982, as cited in Darimbang, 2003) pointed out that the highest degree obtained, age, teaching experience, and socioeconomic status are associated with higher teaching performance, and Ceilo (as cited in Doctora, 1995) found educational attainment to be a positive and significant predictor of teaching performance.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

Length of service. That many teachers (36.76%) had 11–15 years of service indicates that they have accumulated adequate experience and would be expected to have attended seminars that prepare them for promotion. Barber (1993) found that respondents' length of service does not affect their perceptions of the influence of the performance appraisal system on promotion; rather, those perceptions are shaped by intrinsic as well as extrinsic motivators, such as additional points on the performance ratings of teachers who attend seminars and workshops.

Field of specialization. English majors were the largest group (29.41%). Dacanay (1998, as cited in Darimbang, 2003) opined that teachers handling second-language (English) teaching should be properly trained, because a college background alone is not enough and should be augmented by relevant training in second-language approaches and methodologies; without proper training, one cannot be an effective second-language teacher. The author suggests that this may be a reason why motivation is low. Relevant training and seminars give additional points toward promotion, which can be an extrinsic motivation for the teacher.

Monthly income. Most teachers (39.71%) earned 6,000–10,999 pesos a month. The author interprets this as below the poverty line and holds that principals must motivate teachers to pursue graduate degrees for promotion in salary and rank, so that they may be motivated to teach efficiently and effectively. Awil (1992, as cited in Conejos, 2002) found that salary was one of the job-related factors significantly related to job satisfaction.

Seminars and trainings. That many teachers (38.24%) had attended 51–100 hours in their field of specialization indicates interest in their educational growth through attendance at seminars, workshops, and trainings. This is also expected, since many had already rendered 11–15 years of teaching service and since such attendance has value for promotion.

Principal respondents

Age. Exactly half of the 38 principals were 50 years or older. According to Maslow (as cited in Linder, 1998), when all other needs have been adequately met, employees become motivated by the need for self-actualization; they look for meaning and personal growth in their work and actively seek out new responsibilities. It can be inferred that older age can be a reason for seeking new responsibilities, such as becoming a principal, as a means of striving for self-actualization. Kaugnan and Cole (as cited in Dalaten, 2008) found that people aged 40–60 are more involved in community work than younger people, which the author takes to confirm that principals enjoy working with parents, teachers, students, and the community as a way of seeking self-satisfaction.

Sex. That most principals were female (84.21%) implies that most school administrators today are female and that females are more attracted to teaching. Guro (1998) found that there were more females than males in the field of teaching, which reflects the long-held tradition in the profession in which females outnumber males.

Civil status. Most principals were married (89.47%), and none were single. The author notes that this is because none of them was 20–29 years old, and infers that the principals had already established their families when they became administrators; perhaps, as established professionals, they are more capable of motivating their teachers to do better in their jobs.

Highest educational attainment. Many principals (47.37%) were B.E.Ed. holders with M.A. units. Micayabas, Poblete, and Abdulrachman (as cited in Dalaten, 2008) reported that BLISS recipients with higher educational attainment have a higher socioeconomic status than those with lower attainment. The author infers that the principals were motivated to pursue an M.A. degree to elevate their economic status in society.

Length of service. Many principals (36.83%) had rendered more than 25 years of service. Alauya (1981) attested that most elementary teachers in Lanao del Sur have rendered 10–20 years of service and that the older the teacher, the

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

greater her years of service. The principal respondents therefore have longer service, since half of them were 50 or older.

Field of specialization. Many principals (23.69%) majored in Administration and Supervision, so they are expected to be knowledgeable in managing a school. Kadil (1984, as cited in Doctora, 1995) found that one of the characteristics associated with job satisfaction is the quality of supervision by the leader, which indicates that the principals have ample knowledge and skills in supervising and motivating their teachers.

Monthly income. Most principals (57.89%) earned 11,000–15,999 pesos a month. These are the salary grades expected of school principals and mean that they earn more than their teachers; as such, they are expected to be better motivated and better able to motivate others.

Seminars and trainings. Many principals (44.73%) had attended 101–150 hours, which implies strong enthusiasm to upgrade themselves professionally and that principals had all the opportunities to attend seminars. In the BEAM evaluation (no source given), principals reportedly did not send their teachers to seminars but attended them themselves, to become cognizant of recent innovations in teaching. They are therefore expected to be better motivators of their teachers.

Interpretation of the perceived motivational practices

Intrinsic practices

Both groups perceived intrinsic practices as the most-used practices of the school principals (teachers M = 4.42; principals M = 4.64, both "always practiced"). The author suggests that the teachers' perceptions may reflect principals' asking for suggestions, ideas, and opinions during meetings, so that teachers feel good about being recognized and given importance as part of the teaching team. That principals were seen as enjoying their work with subordinates suggests that cooperation existed; there was a bigger chance for teachers to get along easily with fellow teachers because they tend to follow their superiors, and the principals demonstrated concern for peers and initiated team effort and harmony in working relationships to achieve the school's objectives. This agrees with Herzberg (as cited in Thomas, 2005, web source) that intrinsic motivation is more satisfying and motivating, and with the view that teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment, so that administrators can boost teachers' morale through participatory governance, in-service education, and systematic evaluation (ask.com, 2007).

The principals' own ratings were similar to the teachers': they perceived themselves as always using intrinsic motivation, which the author takes as a good indicator for teachers to do their job well. If teachers are motivated intrinsically, the probability is that quality education exists, and because teachers enjoy their jobs, more productive work may result.

Extrinsic practices

Teachers perceived their principals as "often" motivating them extrinsically, for example by encouraging them to update their knowledge so that they may be promoted and earn a higher salary. Appreciation of teachers' performance also appeared to be used. Educational theory has repeatedly shown, in the author's words, that reward is better than punishment, so respondents prefer to be rewarded and recognized for what they do rather than punished and threatened. The principals also informed teachers of their performance, a good indicator for teachers of where they stand; constant feedback is important because it affords teachers the chance to improve their jobs. Recognition and feedback have been cited as important motivators for teachers on the path toward professional growth and improvement (Blasé, 1992).

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

Principals rated their extrinsic practices as "always practiced." The author reads this as showing that principals' extrinsic motivations always drive, or pressure, teachers to perform their jobs well because of the incentives they can expect. Miner (2000) noted that extrinsic rewards, in particular higher pay and a decent working environment, tend to attract the most attention, and that improving the substance of teachers' work, such as teaching materials and in-service training, can also be a significant incentive. The principals' reported use of a variety of media methods in meetings and conferences is, in the author's view, likely to have raised teachers' enthusiasm and participation, an assumption the study did not test.

Negative practices

Teachers perceived negative practices as "sometimes practiced," and principals as "often practiced." The author concludes that, on the whole, teachers perceived that their principals used negative practices, although not often, only to compel teachers to perform their jobs well; in such situations, it is commonly observed that teachers need to be motivated. The principals likewise used negative practices when necessary to compel obdurate teachers to perform their assigned tasks. The author cautions that motivating people through threats is not good: they may do their jobs but not enjoy them, and thus are not truly productive in their work.

Practices linked to cultural and Islamic concepts

Teachers believed that their principals also motivated them through links with Islamic concepts, which the Muslim respondents need. According to a hadith cited by the author, a believer with strong faith will be kept from evil; this is why, the author holds, principals always encouraged their teachers to attend Islamic seminars. In Maranao society, *kathatabanga* is a firm belief among Muslims in being united in close kinship and friendship, which is why principals motivate teachers to link with and preserve the cultural practice. The principals themselves reported helping to strengthen teachers' spiritual aspect by initiating and exhorting rules and policies based on Islamic law. This is a good basis for attaining quality education through the spiritual and cultural aspects: principals and teachers would be cognizant of their tasks, knowing that they have to do their jobs and responsibilities as God would command them to do.

Teachers' and principals' perceptions compared

Both groups ranked the intrinsic practices first, but they differed in how they rated the other practices. The principals perceived themselves as very good motivators of their teachers, whereas the teachers perceived only the intrinsic practices as "always practiced." The author summarizes that the results show slight differences, although the reasons are somewhat justifiable. On the strength of Table 14, the thesis concludes that the null hypothesis (H02) is accepted: the differences between the teachers' and the principals' perceptions are negligible, and the teachers' perceptions were not significantly different from the principals' perceptions of the principals' motivational practices.

Teaching efficiency and its relationship with perceptions

Most teachers (51.47%) had a Very Satisfactory TER, and the mean of 2.87 was likewise described as Very Satisfactory. The author takes this to mean that the teachers are good in their teaching competencies but that there is still room for improvement before their work can be described as Outstanding or Excellent; the teachers themselves must pursue higher education and strive for excellence.

The correlation between TER and the teachers' perceptions of the principals' motivational practices was very low ($r = 0.076$) and not significant ($t = 1.24$ against a critical value of 1.96). The author infers that teachers' teaching efficiency ratings do not influence their perceptions of the principals' motivational practices.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

Implications

Motivation experts and research findings have indicated that the ability of an administrator or manager to motivate employees contributes to employee performance. Organizational goals are attained more fully when employees are highly motivated; in a school system, teachers are more productive and competent when their personal as well as professional motivations are met and recognized.

The teacher respondents are experienced and in middle age. Many are in their prime and would now be looking for more of the benefits derived from teaching, and they expect more extrinsic rewards from their jobs. The long hours spent attending seminars and trainings are an indication of their commitment and dedication to the service. These rewards may be spelled out in promotion in rank or salary, and the teaching efficiency rating is further evidence of the promotion they deserve. Since many of them are married and probably have children, it is possible that pursuing a higher degree is out of the question for them. The principals can become a catalyst for the promotion that teachers deserve; constant encouragement and motivation for the teachers' welfare is the least that principals can do.

There was no significant relationship between the teacher respondents' teaching efficiency rating and their perceptions of the principals' motivational practices. As the Qur'an says (Ra'd, or Thunder, 13:11), "God will not change the condition of the people until they themselves change their conditions," which means that every individual is capable of altering his or her characteristics and attitudes. It can be implied that principals can motivate teachers by serving as role models in good performance. Teachers will be motivated to improve themselves when they see their principals as motivated leaders or school managers who are strong believers in and followers of Islam.

Limitations

One limitation of the study was the availability of time and financial resources. A limited amount of time prevented the researcher from covering a wider area and a deeper scope, and financial constraints were felt because of the constant visits to respondents for interviews and other feedback. Only the teaching efficiency ratings of the teachers were readily available; those of the school administrators were not, because of the confidential nature of such ratings. The subjectivity and bias of respondents in answering the questionnaires were observed, which may be attributed to unforeseen conditions that might have influenced their responses; while some may have answered truthfully, others may not have divulged all the information asked. The author sought to minimize this by cross-checking the results with related studies and literature, and endeavored to produce a thorough and complete work within the scope and limitations of the study.

Conclusions

Based on the findings, the following conclusions are drawn.

The teacher respondents. A typical teacher respondent from the Marawi City Division in Lanao del Sur is 40–50 years old, female, married, a B.E.Ed. graduate, with 11–15 years of teaching experience, an English major, earning 6,000–10,999 pesos a month, with 51–100 hours of seminars and trainings, and with a Very Satisfactory teaching efficiency rating.

Teachers' perceptions. The teachers' mean ratings of the school principals' motivational practices were interpreted as "always practiced" for intrinsic practices, "often practiced" for extrinsic practices, "sometimes practiced" for negative practices, and "often practiced" for other practices linked to cultural and Islamic concepts.

The principal respondents. A typical principal respondent in the Marawi City Division is over 50 years old, female, married, a B.E.Ed. holder with M.A. units, with over 25 years of service, a major in Administration and Supervision, and 101–150 hours of seminars and trainings.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

Principals' perceptions of themselves. The principal respondents' ratings of their intrinsic and extrinsic practices, and of their other practices linked to cultural and Islamic concepts, were all interpreted as "always practiced," while their negative practices were interpreted as "often practiced."

Hypotheses. As reported in the thesis, there is no significant difference between the teacher respondents' and the principal respondents' perceptions of the school principals' motivational practices, and there is no significant relationship between the teacher respondents' teaching efficiency rating and their perceptions of the school principals' motivational practices ($r = 0.076$).

Recommendations

In light of the findings, conclusions, and implications, the following recommendations are given.

1. **School administrators**, to be effective, must pursue graduate studies in order to gain more knowledge and techniques in leading and motivating their teachers and subordinates. Their concept of leadership should be such that their teachers are happy in their teaching–learning responsibilities. They can also encourage their teachers to pursue higher education as a means of being promoted. In this way, the goal of quality education is not a remote possibility.
2. **Teachers** should be encouraged to be more competent in their jobs by striving for higher motives than promotion in rank or salary. Their sense of commitment and dedication to service can be points for recognition by school managers and community members.
3. **Guidance counselors** must constantly assist school administrators and teachers in their search for excellence in the performance of the children in school. In this way, teachers and principals will all be happy in their working relationships.
4. **Students** who plan to become teachers should have sufficient motivation to enter the teaching profession with open minds and hearts, knowing that they are going into the noblest of all professions, in which monetary rewards are minimal, and the incentive for attaining self-fulfillment is service to people.
5. **Parents** should assist their children to clarify their values as well as their motives in life. They should respect their children's interests and inclinations and, finally, their motives in choosing career plans and paths. They can be inspiring guides for their children in their spiritual and professional growth toward a happy and successful life.
6. **Future researchers** should carry out further and continuing research on motivational practices that are effective with particular groups of people, cultures, and organizations.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
Advancing Knowledge. Inspiring Innovation. Achieving the SDGs.
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 1395-1435
ISSN: 3155-7546 (Online)

REFERENCES

Barber, M. G. (1993). *A study of the relationship between performance appraisal system and promotion as perceived by the employee: A case study in the Civil Service Commission, Region 12*.

Brooks, I. (1999). *Organizational behavior*. Harlow, England: Prentice Hall.

Calmorin, L. (1994). *Educational research, measurement and evaluation*. Manila: National Book Store.

Clarke, A., & Erickson, G. (2003). *Research inquiry: Living the research in everyday practice*. New York: British Library Cataloguing in Publication Data

Dasmarinas, H. S. (2005). *Motivators/hygiene factor and job satisfaction among employees of BIR Office at Iligan* (Unpublished master's thesis). Graduate School, Mindanao State University, Marawi City.

Diron, S. M. (1996). *Status of master teachers in Marawi City Division and their effects on job satisfaction and performance* (Unpublished master's thesis). Graduate School, Mindanao State University, Marawi City.

Doctora, L. (1995). *Leadership style and employee job satisfaction in the ARMM* (Unpublished master's thesis). Graduate School, Mindanao State University, Marawi City.

Gibson, J. L., et al. (1997). *Organizational behavior: Structure and process*. New York: McGraw-Hill.

Hanks, K. (1991). *Motivating people*. California: Crisp Publication, Inc. Lucar, M. P. D., & Corpuz, B. B. (2007). *Facilitating learning: A metacognitive process*. Quezon City: Lorimar Publishing.

Laguindab, M. A. (1995). *Leadership ["Among" appears before "Behavior" in the thesis] behavior and motivation needs of public and private secondary schools administrators in the School Division of Marawi City and Lanao del Sur 1: Basis for improving secondary school management* (Unpublished doctoral dissertation). Graduate School, Mindanao State University, Marawi City.

Mullins, L. J. (1999). *Management and organizational behavior* (5th ed.). Harlow, England: Prentice Hall.

Petri, H. (1996). *Motivation: Theory, research, application*. London: Thomson, Inc.

Robbins, S. P. (2000). *Organizational behavior*. New Jersey: Prentice Hall.

Rollinson, D. (2002). *Organizational behavior and analysis: An integrated approach*. New Jersey: Prentice Hall.

Sarip, H. J. M. (2000). *Assessment of the integration of Islamic values in the teaching of technology and home economics in the public secondary schools of LDS* (Unpublished master's thesis). Graduate School, Mindanao State University, Marawi City.

Spector, P. (1995). *Industrial and organizational psychology: Research and practice*. Chester: Wiley, Inc.

Weiner [printed "Witner"], B. (1992). *Human motivation: Metaphors, theories and research*. London: Sage.

Zulueta, F. M., & Magtaya, E. M. (2007). *Foundation of education*. Mandaluyong City: National Book Store, Inc.

© 2026 Advancing SDG Impact. All rights reserved.