

PRINCIPALS' MOTIVATIONAL STRATEGIES AND TEACHERS' PERFORMANCE AMONG SCHOOLS OF PIGCAWAYAN WEST DISTRICT

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Abstract: The main focus of this study was to determine the principals' motivational strategies and teachers' performance among schools of Pigcawayan West District.

The descriptive survey design was used to collect the data from a representative sample of the population using questionnaires for teachers and principals of Pigcawayan West District. It was conducted at both public elementary and secondary schools of Pigcawayan West District at Pigcawayan, North Cotabato. The respondents of the study were the principals and teachers of elementary and secondary public school of Pigcawayan West District with a total number of 100 school heads and teachers participated in the study.

The results revealed the following: First, the motivational strategies utilized by the principal among schools in Pigcawayan West District that positive leadership was ranked first with 4.31 mean and interpreted as moderately motivated. Rewards was ranked second with with 3.52 mean and interpreted as moderately motivated, and guided counselling ranked third with 3.35 mean interpreted as fairly motivated among the motivational strategies utilized by principals in Pigcawayan West District. Second, the level effectiveness of teachers' performance in terms of teaching and learning process, students' outcomes and community involvement. The data shown that teaching and learning process ranked first with 3.48 mean. Community involvement ranked the second with 3.45 mean and interpreted as fairly effective. The third was students' outcome with the mean of 3.37 and interpreted as fairly effective.

As a whole the major findings of the study, it is concluded that motivational strategies utilized by principal has significant relationship to teachers' performance among schools in Pigcawayan West District respondents. The guided counseling and rewards are highly significant with teachers' performance. Hence, the result suggested the rejection of null hypothesis and shown that the rewards and guided counseling were the best predictors of teachers' performance.

1. INTRODUCTION

Great leadership is the key to improvement for any school. The best schools will have an efficient school leader or group of leaders that performs well. Leadership not only sets the stage for long-term achievement, but it ensures that there will be sustainability long after they're gone. In a school setting, a leader must be multifaceted as they deal with other administrators, teachers, support staff, students, and parents on a daily basis. This is not an easy job, but many administrators are experts at leading the various subgroups. They can effectively work with and support every person at the school. Sad to say, people holding high offices in the government are pulling strings to assign their own people in key positions, including that of the school head; most of them are incompetent and unqualified leaders who would only bring chaos and disaster to the organization (Meador, 2016).

Effective principals' performance is seen to develop their relations with the teachers, and to fortify the role of the local community in school improvement. In these areas, the role of principals as mentors, and their personal traits are found to assume heightened importance. The concept of leadership in the performance of the principal plays an essential role in the

operation of schools. Formal education provided by successful schools requires a specific standing, quality supporting staff, trained and qualified academic staff, and, above all, efficient and professional instructional leaders (Mattar, 2012).

Similarly, in the schools where principals are the main administrators of both staff and students, the motivational strategies and the ways they are employed by these administrators have either impacted positively or negatively on the attainment of the organizational goals depending on the administrative and managerial style of the Principal. The efficient and effective management of any organization lies in the abilities of the top management to put in place measures that would ensure constant greater productivity and a comfortable working relationship between management and the followers. Consequently, motivation has often been an effective tool used by managers and administrators to boost productivity and commitment among members of staff in any organization (Re'em, 2011). The word motivation is derived from the Latin word motus, a form of the verb movere, which means to move, influence, affect, and motivation triggers, directs human behavior and how this behavior is preserved to achieve a particular goal. Motivation is also a set of processes that arouse or stimulate, direct and preserve human behavior towards achieving some goals (Srivastava and Bhatia, 2013).

Saeed and Muneer (2012) emphasized that schools administrators have in most cases made use of motivation in order to boost the morale of both staff and students in the teaching and learning process, thereby promoting high quality and output. These motivational strategies are often adapted from the various motivational theories postulated by different theorists and implemented in the form of rules, reforms and regulations that guide the institution. Theories of motivation are therefore a set of tools for understanding, explaining, and making predictions on the forces that push people to behave in a particular way or take a particular action. Amongst the various motivational strategies are ones which when applied could effectively increase productivity and achievement among staff and students in the institution, so long as the teaching-learning process is concerned.

No study was conducted in Pigcawayan Districts concerning the principals' motivational strategies and teachers' performance and measuring it would provide enlightening data about the role of principals in public schools. It was in this premise that the study will be conducted to determine the principals' motivational strategies and teachers' performance among schools of Pigcawayan West District.

Statement of the Problem

The main objective of the study was to determine the principals' motivational strategies and teachers' performance among schools of Pigcawayan West District.

Specifically, it sought answers to the following queries:

1. To what extent are the level of principals' motivational strategies utilized by the principal among schools of Pigcawayan West District in terms of:

- 1.1 Positive leadership;
- 1.2 Guided Counseling; and
- 1.3 Rewards?

2. To what extent is the level of effectiveness of teacher's in terms of:

- 2.1 Teaching Learning Process;
- 2.2 Students' Outcomes; and
- 2.3 Community Involvement?

3. Is there a significant relationship between principals' motivational strategies and teachers' performance among schools of Pigcawayan West District?

Theoretical Framework

This study is anchored to constructivism theory. Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. It therefore has direct application to education. Constructivism is not a specific pedagogy. Piaget's theory of constructivist learning has had wide ranging impact on learning theories and

teaching methods in education and is an underlying theme of many education reform movements. Research support for constructivist teaching techniques has been mixed, with some research supporting these techniques and other research contradicting those results. Agno (2009) mentions (Resnick, 1987) that the constructivist theory supports reflective action to instruction. This theory holds that individuals construct meaning and understanding through their prior knowledge and apply this to current situations. The constructivist approach to reflection provides insights on how teachers make decisions and why they make such decisions. Agno (2009) also mentions Burden and Byrd (2003) further suggest that through constructivism theory teachers provide activities that will encourage students to actively seek knowledge and understanding.

Improvement in teachers' performance and pupil's performance can be achieved through professional development activities grounded in constructivism, and quality teaching which is grounded in constructivism. Hoque, Alam, and Abdullah (2010) also added that the ultimate aim of professional development in schools is to improve the quality of learning and teaching. A school ensures opportunities for teachers to update his or her knowledge and skills. It also provides scopes for reflection and learning from experiences as well as training and development of the whole school. In order for achieving a desired school improvement, teachers need to commit to change, progress and democratic discussion of current belief and practices (Carrington and Elkins 2002).

Conceptual Framework

In this section, two main concepts were examined, the Principals' Motivational Strategies and Improved Teachers' Performance.

It shows the variables of the study consisting of the independent and dependent variables as follows: The independent variable is principals' motivational strategies among schools of Pigcawayan West District measured through the following indicators positive leadership, guided counseling and rewards. The dependent variable is improved teachers' performance which was measured through teaching-learning process, students' outcomes, and community involvement.

2. RESEARCH METHODOLOGY

Research Design

The study used non-experimental quantitative design using correlational technique. It was the degree to which an event, factor, phenomenon, or variable is associated with, related to, or can be predicted from another; the degree to which a linear relationship exists between variables, measured by a correlation coefficient. Statistical procedure was used to determine the degree to which two or more variables vary together. Correlation did not suggest a cause-effect relationship but only the degree of parallelism or concomitance between the variables, the cause of which may be unknown (Kowalczyk, 2015). This design was fit in determining the principals' motivational strategies and teachers' performance among schools of Pigcawayan West District.

Research Locale

The study was conducted particularly in public schools in Pigcawayan West District.

Respondents of the Study

The respondents of the study were the public school heads and school teachers of Pigcawayan West District, wherein their assessment of the principals' motivational strategies and teachers' performance were the main data of the study. The study employed the sampling technique. Slovin's formula was utilized in determining the sampling population by computing the number of public school teachers in Pigcawayan West District. There were 12 school heads and 88 teachers participated in the study. The study was conducted during the second semester of the school year 2018-2019.

Research Instrument

The researcher adapted but modified the questionnaire used by Garcia, of CCSPC (2018), Musungu Lydia Lynet, Achoka Judith Serah Kasandi and Nasongo Joseph Wamocha (2008), Acheck Timah Apolline (2015) and Ibukun, Oyewole, and Abe (2011) respectively. The preliminary draft was submitted to the panel of experts for validity. The questionnaire was divided into two parts as follows: The first part dealt with the level of principals' motivational strategies measured through the following indicators positive leadership, guided counseling and rewards. The second part dealt with teachers' performance, was measured through teaching-learning process, students outcomes, and community involvement.

Validity and Reliability of Research Instrument

The instrument was submitted for validity and reliability, for accuracy and trustworthiness of the study. The reliability was conducted through a pilot test of twenty individuals who were excluded in the study. The result was analyzed by the statistician using Cronbach's Alpha with a result of .885 meaning the instrument is highly reliable.

Data Gathering Procedure

In gathering the data of the study, the first step was to forward letters to the respective school heads of public schools in Pigcawayan West District duly noted by the Dean of Graduate Studies of Cotabato City Polytechnic College, asking permission to conduct a survey among the randomly selected school heads and teachers of public schools in Pigcawayan West District. When the questionnaires were approved, the researcher personally administered the questionnaires among the respondents and explained the purpose of the study at the same time. Upon answering, the said questionnaires were retrieved by the researcher and gave thanks to the respondents at the same time expressing debt of gratitude for their participation and support; the collected data were subjected for statistical computation, tabulation, analysis and interpretation. Triangulation was also employed to get the validity of the data gathered.

Statistical Treatment

The data were treated using the following statistical tools:

Mean. This was used to determine the level of principals' motivational strategies and teachers' performance among schools of Pigcawayan West District.

Pearson r. This was used to determine the significant relationship between principals' motivational strategies and teachers' performance among schools of Pigcawayan West District.

3. PRESENTATION OF RESULTS, ANALYSIS, AND INTERPRETATION OF DATA AND DISCUSSION OF DATA

This chapter examines and discusses the results of the statistical treatment of the data gathered. It discusses two sets of data bearing on the research problem pursued, namely; extent of principals' motivational strategies utilized by principal among schools of Pigcawayan West District in terms of positive leadership, guided counselling and rewards and extent of effectiveness of teachers' performance in terms of teaching and learning process, students' outcomes and community involvement.

Extent of Principals' Motivational Strategies Utilized by Principal Among Schools in Pigcawayan West District in terms of Positive Leadership

The data present the findings of the extent of principals' motivational strategies utilized by the principal among schools of Pigcawayan West District. There are five benchmark statements in this sub variable. The principal is always constructive and optimistic in his leadership of the school, the principal is an innovative person and also encourages teachers to be innovative, the principal shows loyalty to the teachers, the principal recognizes teachers' effort and the principal encourages teachers to be optimistic.

The data show that the highest in motivational strategies utilized by principal is the encouragement to teachers to be optimistic which has 4.33 mean and interpreted as moderately motivated. The lowest mean is 4.23, the principal recognizes teachers' effort. According to some respondents, their school head neglect to recognize their effort due to school heads' busy schedule and oftentimes the school head entrust some task to head teachers to guide and supervise the teachers. Though the lowest score was interpreted as moderately motivated, it has the lowest mean score in terms of positive leadership. This implies that the extent of principals' motivational strategies utilized by the principal among schools of Pigcawayan West District in terms of positive leadership has overall mean of 4.30 and interpreted as moderately motivated. It means the motivational strategies used by principals to encourage teachers to be optimistic, shows loyalty to the teachers, constructive and optimistic in his leadership in school, innovative person and also encourages teachers to be innovative and recognizes teachers' effort is a good indicator in leadership style.

Appoline, AT. (2015) conducted a study on "Motivational Strategies used by Principals in the Management of Schools" affirms in his findings that positive leadership characteristics/behaviors is positively related to the teaching and learning process.

Extent of Principals' Motivational Strategies Utilized by the Principal Among Schools of Pigcawayan, West District in terms of Guided Counselling

The extent of principals' motivational strategies utilized by the principal among schools of Pigcawayan, West District in terms of guided counseling with five benchmark statements namely; the principal helps teachers improve in teaching and learning process, the principal guides on teachers weakness, the principal is sympathetic and emphatic to his teachers, the principal acts as a role model for the teachers, and the principal upholds fair play on all matters.

The data show that the highest mean is the principal helps teachers improve in teaching and learning process which is 3.71 and interpreted as moderately motivated. The lowest mean is 3.20 the principal guides on teachers' weakness and interpreted as fairly motivated. The overall mean in guided counselling is 3.35 and interpreted as fairly motivated. The legend shows the overall score is 3.35 between 2.50-3.49 and has an overall interpretation as fairly motivated among schools in Pigcawayan West District.

Lynet, M.L., et al. (2008) affirmed in their study that guided counseling is the best indicator utilized by principals in their motivational strategies. The Table 4 in their study where the respondents are the high performing schools, 86% of head teachers used guided and counseled their teachers for good academic performance. Thus, rewards played a significant role in motivational strategies used by head teachers to either improve or maintain a high academic performance in KCSE in Vihiga district. Interestingly, Guidance and Counseling were strategically very important in motivating teachers. This means the head teachers took time guiding as well as counseling teachers for high academic performance.

Extent of Principals' Motivational Strategies Utilized by the Principal Among Schools of Pigcawayan, West District in Terms of Rewards

The data show the extent of principals' motivational strategies utilized by the principal among schools of Pigcawayan, West District in terms of rewards. This sub variable includes five benchmark statements namely; the principal allots duties to his teachers according to their choices and interests, the principal recommends teachers for professional development, the principal gives verbal and nonverbal recognition to the teachers, the principal allows teachers to enjoy fringe benefits and the principal gives special concern on staff with medical challenges.

The result shows the highest mean is 3.76 which the principal allots duties to his teachers according to their choices and interests and interpreted as moderately motivated. The lowest mean score is 3.37 where principal allows teachers to enjoy fringe benefits and interpreted as fairly motivated. The overall mean is 3.52 and interpreted as moderately motivated. Furthermore, fringe benefits are mandated by law and all public teachers must enjoy and receive. The table shows that fringe benefits was not fully enjoyed by some teachers on some related issues such as reporting to school even on vacation and holidays to make reports and finish Individual Performance Committed Review Form aligned with Department Order No.2, s.2015 Guidelines on the Establishment and Implementation of Results-based Performance System. This issue arose during the conduct of my research when the researcher asked some teachers of their reasons about the fringe benefits. Yes, teachers affirm that they claim their financial benefits such as mid-year bonus, clothing and chalk allowance deposited directly to their account but as of the moment due to the reform policy signed by DepED Secretary Maria Leonor Briones about Results-based Performance Management System (RPMS) with the Philippine Professional Standards for Teachers (PPST) Department Order No 42,s. 2017,teachers have negative statement about the vacation benefit a teacher must enjoy for there are many forms that teachers need be accomplished individually.

Lynet, M.L., et al. (2008) stated that the used of rewards as motivational strategies. It ranked first as shown in Table 4. Meaning, it is observed in high performing secondary schools in KCSE district used rewards in motivating their teachers.

Extent of Effectiveness of Teachers' Performance in Terms of Teaching and Learning Process

The data show the extent of effectiveness of teacher's performance in terms of teaching learning process. This sub variable includes five benchmark statements namely; prepare daily lesson log activities including appropriate, adequate and updated instructional materials, integrate school policies in lesson plan such as: gender and culture sensitivity, and anti-bullying, and anti-drug abuse, monitor daily attendance of the students, establish challenging and measurable goals for student learning that is aligned with the (DepEd standards or Philippine Secondary Learning Competencies [PSLC]) and provide individual activities for a 100% and above of the classes handled for the rating period.

The data show that the item ranked with highest mean is 3.56 and interpreted as moderately effective is the establishment of challenging and measurable goals for student learning that is aligned with (DepEd standards or Philippine Secondary Learning Competencies) [PSLC]. The lowest mean is 3.40 and interpreted as fairly effective is the monitoring of daily attendance of the students. The data show the overall mean of 3.48 and interpreted as fairly effective.

The result implies that in teaching and learning process, the preparation of daily lesson log activities appropriate, adequate and updated instructional materials as well as the monitoring of students' attendance must be the first rank or level that a teacher must do daily. For it is a template that teachers used to log parts of their daily lessons DepEd Order No. 42, s. 2016. In some cases that a supervisor or school head will conduct a surprise monitoring, evaluation or observation, the DLL is the considered as her or his bible "the daily bread" which is the most important thing a teacher must have together with the attendance of the students present during that day. On the other hand, the data in the study proves that monitoring of students' attendance ranked the least in the survey. Considering further queries about the statement, teachers neglect monitoring attendance of students for they entrust the checking of attendance to the secretary of the class and therefore cite that aside from daily teachings with 6 to 8 hours contact with students, they still have other ancillaries to do. Thus, Individual Performance Commitment and Review Form (IPCRF) and Results-based Performance Management System is a portfolio that teacher must comply to assess how far the teachers display skills in planning, implementing, and evaluating learning programs, actively engage in collaborative learning with the professional community and other stakeholders for mutual growth and advancement; and reflect on their practice to continually consolidate the knowledge skills and practices of career stage 1 teachers, Deped Order No. 42,s. 2017.

Extent of Effectiveness of Teachers' Performance in Terms of Students' Outcomes

The data present the extent of effectiveness of teacher's performance in terms of students' outcomes. In this sub variable there are five benchmark statements namely; monitor and evaluate students' progress by giving monthly long quiz; shows fairness and consideration to learners regardless of their socio-economic background; attain the desired competencies of teachers depicted in the curriculum guide every quarter, explain the uses and limitations of the different examinations such as quarterly exam, chapter quiz, monthly long quiz and daily quiz and plans assessments and varies assessment choices to match the different student needs, abilities and learning styles.

The data show the lowest mean is 3.13 and interpreted as fairly effective is the attainment of desired learning competencies of teachers. The highest mean 3.58 and interpreted as moderately effective is the statement that teachers shows fairness and consideration to learners. The table shows that the extent level of teachers' performance in terms of student outcomes has overall mean of 3.37 and interpreted as fairly effective. It implies that teachers' performance was observed as fairly effective.

Differences among students are to be expected in the class and should be treated with respect and understanding regardless of their socio-economic background. The data was supported by Dean in (2007) that "Teachers today must not only well prepared to impart quality education but also be sensitive to meeting the needs of their students regardless of race, color, creed, or national origin. It is important for the teacher to understand, believe, and practice the ideas of teacher efficacy, intentionality educational psychology and pedagogy". The data disagree and contradicts the study of Ford(2013) he cited Schmid (2001) that the influence of family income, occupations of parents, and the general family structure contributed to students' school achievement. Therefore, parents' socio-economic status (SES) had a strong and positive effect on children's achievement. It implies that whatever the socio-economic background of the students in school it does not affect their achievement because teachers show fairness and consideration regardless of their students' socio-economic background.

Extent of Effectiveness of Teacher's Performance in Terms of Community Involvement

The result presents the extent of effectiveness of teacher's performance in terms of community involvement. In this sub variable it includes the conduct of PTA meetings to report students' progress, encourage involvement of parents in school program and activities, conduct home visitation for problematic students, participate co-curricular activities and initiate feeding program in the community.

As shown, the participation in co-curricular activities has the highest mean of 3.53 and interpreted as moderately effective, followed by the conduct of PTA meetings to report students' progress with 3.50 mean and interpreted as effective. The lowest mean is the conduct of home visitation for problematic students with 3.37 mean and interpreted as

fairly effective. As a whole, the extent of effectiveness of teacher's performance in terms of community involvement had an overall mean of 3.45 interpreted as fairly effective. This implies that the extent level of effectiveness of teachers' performance in terms of community involvement was observed as fairly effective among schools of Pigcawayan West District.

Department Order 66, s. 2017 on Implementing Guidelines of Off Campus Activities ensures the relevance of alignment with the educational competencies of the K to 12 curriculum and leadership development of learners, uphold child protection principles and that no learner shall be disadvantage in any form; and observe the safety and security protocols for all participants before, during and after the activity, issuance repeals DepEd Order Nos. 87 and 52, s 2003,5 s.2002 and 56,s. 2001.

Various researches mentioned that community involvement in schools improves students' achievement, reduces absenteeism and restores parents' confidence in their children's education. This was supported by Martinez (2015) argued that when parents are involved in their schools, academic motivation and achievement increase, Gonzalez-De Hass et al. (2005). Garcia and Thornton (2014) affirmed that students with involved parents or caregivers earn higher grades and test scores, have better social skills, and show improved behavior.

Furthermore, as a learner-centered education institution, the Department of Education is committed to continuously improve itself to better serve the Filipino learner and the community. Teaching and learning are both related to each other where quality teaching is essential for quality learning.

Correlation Analysis Between Principals' Motivational Strategies and Teachers' Performance

The data show that there is a significant relationship between the principals' motivational strategies in terms of positive leadership and teachers' performance among schools of Pigcawayan West District. Though guided counseling and rewards were considered the best predictors in teacher performance. Generally, the principals' motivational strategies have a significant relationship with the overall performance of teachers in Pigcawayan West District. The table shows that guided counseling and rewards are highly significant with teachers' performance. The results suggest the rejection of null hypothesis.

4. SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Summary of the Findings

The major findings are briefly stated as follows:

1. Results revealed that the extent of effectiveness utilized by the principal among schools of Pigcawayan West District in terms of positive leadership, guided counseling and rewards, the Positive Leadership with overall mean of 4.30 and interpreted as moderately motivated ranked first. This was followed by rewards with overall mean of 3.52 and interpreted as moderately motivated. Guided Counseling ranked third with an overall mean of 3.35 and interpreted as fairly motivated among the motivational strategies utilized by principals in public secondary and elementary schools of Pigcawayan West District.
2. The extent of effectiveness of teachers' performance in Pigcawayan West District in terms teaching and learning process, students' outcomes and community involvement, the highest with overall mean of 3.48 was the teaching and learning process and interpreted as fairly effective. The second in rank was the community involvement with overall 3.45 mean also interpreted as fairly effective. The third in rank was the students' outcomes with 3.37 mean and interpreted as fairly effective.
3. There is a significant relationship between principals' motivational strategies and teachers' performance among schools in Pigcawayan West District.

Conclusions

From the major findings of the study, it is concluded that the motivational strategies utilized by principals in terms of positive leadership in their respective assignment greatly influenced teachers' performance in terms of teaching and learning process, students' outcomes and community involvement. Though guided counseling and rewards are best predictors in teachers' performance. It makes them more engross in doing their tasks as a teacher. Performance was bound

to be outstanding in school where motivational strategies are depicted. Motivation of teachers is indispensable if they are to remain productive. When teachers are highly motivated, they do their work with enthusiasm and interest.

Hence, it also concludes that if teachers show fairness and consideration to students, treat them with respect and understanding; and parents are involve in students education, the achievement also increases. It leads to better social skills, higher students' performance and improved behavior of students that leads to outstanding performance of teachers.

Recommendations

Based on the findings and conclusions, the following recommendations offered.

1. Principals should find various ways in motivating the teachers by recognizing teachers' effort even in simple ways verbal or non-verbal recognition to encourage teachers become effective and highly proficient in their task. Giving of certificates, awards, prizes, and gifts as a simple means of motivation.
2. Principals should find time to guide teachers in their weakness and help encourage teachers to develop professionally. It could be one on one mentoring, group mentoring or a collaborative effort of teachers to help the weaker teacher. Allow teachers to enroll for further studies and recommend teachers to attend trainings and seminars.
3. Teachers should show fairness and understanding to students regardless of their socio-economic background to help students improve in school.
4. Teachers should also be optimistic in allowing the involvement of parents in the education of their child for the betterment of the institution.

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