

School Management Support and Instructional Supervision: Associations with Teacher Motivation

Nailyn C. Otto

Graduate Student, Colegio de Santa Rita de San Carlos, Inc

Melissa S. Ygay, Maed

Graduate School Instructor, Colegio de Santa Rita de San Carlos, Inc.

Abstract:

This study examined the relationship between school management support, instructional supervision, and teacher motivation in selected public secondary schools in the Division of San Carlos City. Using a descriptive–correlational design, data were collected from 209 full-time teachers using a researcher-developed questionnaire. The study focused on school management support (administrative support, professional development, and teacher welfare and recognition), instructional supervision (observation and feedback, guidance, and motivation), and teacher motivation (intrinsic, extrinsic, and personal commitment and growth). Results showed high levels of perceived school management support and instructional supervision, as well as a very high level of teacher motivation. Significant positive relationships were found between school management support and teacher motivation, as well as between instructional supervision and teacher motivation. However, when analyzed jointly, school management support and instructional supervision did not significantly predict teacher motivation, indicating the influence of other motivational factors. Based on the findings, a Teacher Motivation Enhancement Toolkit was developed to support school administrators and instructional leaders in strengthening leadership practices, fostering professional growth, and enhancing instructional quality. The study highlights

the role of supportive leadership and developmental supervision in sustaining motivated teachers in public secondary schools.

Keywords: school management support, instructional supervision, teacher motivation, public secondary schools in the Division of San Carlos City, descriptive correlational research survey method.

CHAPTER 1

INTRODUCTION

Background of the Study

Teacher motivation was widely recognized as a crucial factor in ensuring the effectiveness of educational systems worldwide. Motivated teachers were more likely to demonstrate professional commitment, adopt innovative teaching practices, and contribute positively to student achievement. International reports emphasized that sustaining teacher motivation remained a continuing challenge in achieving quality education, particularly in environments where resources were limited and workloads were demanding (UNESCO, 2024). Because teachers served as the primary agents of learning, their level of motivation directly influenced classroom engagement, instructional quality, and learner performance.

Research consistently identified school management support and instructional supervision as among the most influential school-based factors shaping teacher motivation. Effective leadership practices characterized by open communication, timely administrative assistance, and shared decision-making helped create a positive school climate and sustained teacher morale (Mutesasira, 2024). From the perspective of Self-Determination Theory, Ryan and Deci (2020) explained that management support strengthened intrinsic motivation by fulfilling teachers' needs for autonomy, competence, and relatedness. When teachers felt trusted, capable, and valued, they were more willing to invest effort in their work and maintain long-term professional engagement. Similarly, Collie et al. (2023) observed that supportive leadership enhanced collegial collaboration and collective efficacy, both of which promoted sustained commitment to teaching.

Instructional supervision also contributed to teacher motivation by guiding professional growth and improving teaching practices. Supervision that focused on constructive feedback, mentoring, and coaching encouraged reflective practice and strengthened instructional competence. Rather than functioning solely as an evaluative mechanism, developmental supervision helped teachers identify areas for improvement while reinforcing strengths. Teachers who received meaningful feedback and consistent guidance tended to feel more confident in their professional abilities and more committed to their roles.

The importance of supportive leadership and developmental supervision became more pronounced in developing-country contexts, where schools often experienced limited resources, large class sizes, and demanding workloads. Studies indicated that teachers who received professional development opportunities, encouragement, and constructive feedback demonstrated stronger commitment and willingness to engage in continuous improvement (Setyaningrum & Rahmania, 2025; Hoque et al., 2020). Research also showed that supervision framed as developmental improved both instructional competence and emotional well-being. Wang et al. (2024) found that constructive feedback strengthened teachers' confidence and reflective practice, while Uysal (2023) emphasized that supervisory environments grounded in trust and collaboration fostered resilience and professional commitment.

In the Philippine educational setting, teacher motivation in relation to school management support and instructional supervision was particularly important. Teachers' daily interactions with school leaders directly influenced job satisfaction, performance, and retention. The availability of resources, opportunities for professional growth, and the quality of feedback mechanisms shaped how teachers perceived their role and value within the school community. When teachers felt supported by administrators and guided through meaningful supervision, they were more likely to perform effectively and remain committed to the profession. In public secondary schools such as Don Carlos Ledesma National High School, Julio Ledesma National High School, Quezon National High School, Sipaway National High School, and Bagonbon National High School, examining teachers' experiences of administrative support and instructional supervision provided insights into both strengths and areas needing improvement.

Despite strong international and regional evidence, limited research focused specifically on public secondary schools in the Philippine context. Few studies examined how school management support and instructional supervision interacted within the everyday realities of multiple school communities, and school-based frameworks addressing teacher motivation remained scarce. Given the vital role of motivated teachers in achieving quality education, the study examined the combined influence of school management support and instructional supervision on teacher motivation within a specific local context. The research investigated these relationships across selected public secondary schools to identify existing practices, challenges, and opportunities for improvement. By assessing teachers' levels of support, supervision, and motivation, the study generated evidence that guided more responsive leadership practices and meaningful supervision, and the findings served as the basis for developing a teacher motivation enhancement toolkit aimed at strengthening professional commitment, improving instructional quality, and supporting sustainable teacher development in similar public secondary schools in the Philippines.

Review of Related Literature

This chapter presented a review of both foreign and local literature and studies relevant to school management support, instructional supervision, and teacher motivation. These sources help explain the connections among the variables and provide the foundation for understanding the focus of the present study.

Instructional Supervision

Instructional supervision has long been recognized as an essential element in strengthening teaching performance and fostering teacher motivation. It is commonly defined as a structured process in which supervisors provide ongoing guidance through classroom observations, mentoring, coaching, and feedback, all aimed at enhancing instructional practices and supporting teachers' professional growth (Castillo, 2024; Quilala & Tantiado, 2025). As schools face increasing demands to improve student outcomes, the role of supervision becomes even more vital, especially in ensuring that teachers receive meaningful support that enhances both competence and confidence (Abba, 2025). Research continues to demonstrate that when supervision is carried out with developmental intent rather than mere compliance, teachers feel more empowered to improve their craft and engage more meaningfully in the teaching–learning process (Dacer et al., 2025; Madera & Baguio, 2025).

A growing body of literature highlights how effective instructional supervision contributes to improvements in teacher competence, motivation, and classroom performance. Alhassan (2023) found that teachers who experience regular developmental supervision demonstrate notable gains in instructional planning, delivery, and classroom management, leading to higher motivation and a stronger commitment to their work. This is particularly evident when supervisors use collaborative, non-threatening approaches where teachers feel safe to reflect on their practices and are receptive to feedback. Similarly, Wang et al. (2024) observed that supervision aligned with teachers' actual

needs rather than rigid administrative routines fosters professional maturity and builds self-confidence, both of which are strongly associated with intrinsic motivation. These studies consistently show that teachers thrive in environments where supervision is viewed as supportive rather than evaluative, allowing them to take instructional risks without fear of judgment.

Additional research reinforces the importance of supervision styles and their direct influence on teachers' professional behavior. Collie et al. (2023) reported that teachers respond more positively to supervision that provides respectful, specific, and actionable feedback. Such feedback not only improves instructional strategies but also creates a climate of trust where teachers feel appreciated and understood. Uysal (2023) emphasized that coaching-based supervision encourages teachers to examine their instructional assumptions, refine lesson decisions, and become more confident in addressing classroom challenges. In the Southeast Asian context, Datu and Mateo (2024) noted that teachers tend to be more motivated and receptive when supervisors acknowledge their contributions and offer practical support rather than focusing solely on compliance or fault-finding. These insights highlight that effective supervision must be rooted in empathy, competence, and mutual respect in order to produce meaningful outcomes in teacher performance.

In conclusion, research strongly affirms that instructional supervision plays a critical role in improving both teacher motivation and instructional quality. When supervision is grounded in collaboration, reflective dialogue, and growth-oriented feedback, as shown in the findings of Alhassan (2023), Wang et al. (2024), Collie et al. (2023), Uysal (2023), and Datu and Mateo (2024) show that teachers become more motivated, more confident in their instructional decisions, and more committed to continuous improvement. Schools that cultivate supervision practices rooted in support rather than inspection tend to develop stronger professional cultures, higher instructional standards, and more resilient teaching staff. Ultimately, the literature makes it clear that instructional supervision, when implemented effectively, is not merely a managerial requirement but a powerful developmental tool that shapes the overall quality of teaching and learning.

School Management Support

School management support is widely acknowledged as one of the most influential organizational conditions shaping teachers' levels of motivation, work satisfaction, and professional engagement. It refers to the administrative assistance, recognition, resource allocation, and leadership practices that help teachers perform their duties more effectively. When teachers feel that their needs are understood and addressed by school leaders, they tend to exhibit higher morale and greater commitment to their instructional responsibilities. As Setyaningrum (2025) notes, supportive leadership significantly reduces teacher stress and reinforces professional enthusiasm, especially in schools where workloads and curriculum demands are high.

Effective management support boosts teachers' confidence and motivation to stay in the field, according to a large body of recent research. Mutesasira (2024) found that leadership practices such as open communication, transparency in decision-making and consistent acknowledgement of teacher efforts strongly influence teachers' emotional well-being. When administrators provide clear guidance and demonstrate fairness in policy implementation, teachers are more likely to feel secure and respected in their workplace. Collie et al. (2023) likewise explained that supportive leaders foster a positive school climate where collaboration among teachers thrives, resulting in improved instructional practices and stronger collective efficacy.

Beyond emotional and psychological support, practical assistance also plays a vital role in strengthening teachers' motivation. Studies by Uysal (2023) and Datu and Mateo (2024) reveal that teachers are more motivated when school management ensures that essential teaching materials, training opportunities, and logistical resources are readily accessible. Providing avenues for professional development, such as workshops, skill building programs, and research involvement,

helps teachers feel more competent and valued, fulfilling their needs for growth. This aligns with Ryan and Deci's (2020) Self-Determination Theory, which stresses that autonomy, competence, and relatedness are pivotal to sustaining intrinsic motivation. Schools that nurture these needs create an environment where teachers feel empowered to innovate and overcome instructional challenges.

Additionally, local research in Southeast Asia highlights that management support is a significant predictor of teacher retention. Viray and Velasquez-Fajanela (2023) reported that teachers tend to stay longer in schools where administrators consistently demonstrate respect, trust, and empathy. The presence of supportive leadership reduces burnout, reinforces a sense of belonging, and encourages teachers to invest more deeply in school goals. These findings echo earlier research showing that when teachers perceive leadership as responsive and caring, they are more likely to maintain high levels of motivation despite systematic challenges.

In conclusion, literature consistently affirms that management support is central to cultivating a motivated, productive, and resilient teaching workforce. Supportive leadership practices from recognition and communication to professional development and emotional encouragement significantly shape teachers' attitudes toward their work. Schools that prioritize strong managerial support experience higher teacher retention, stronger professional cultures, and improved instructional quality. As such, strengthening management support within institutions like Don Carlos Ledesma National High School is essential for building an environment where teachers feel valued, capable, and inspired to deliver quality education.

Teacher Motivation

Teacher Motivation remains a central concern in contemporary educational research because of its far-reaching influence on instructional quality, teacher retention, and overall student achievement. Motivation is understood as a dynamic process shaped by both internal drives and the external environment in which teachers work. Much of the recent literature frames teachers' motivation within the lens of Self-Determination Theory, which posits that individuals are more motivated when their needs for autonomy, competence, and relatedness are fulfilled (Ryan & Deci, 2020). When teachers feel trusted to make decisions, supported in enhancing their skills, and connected to their professional community, they are more likely to invest effort and sustain enthusiasm in their teaching duties. Collie (2023) reported that teachers who experience high levels of autonomy and relational support demonstrate stronger intrinsic motivation and deeper emotional commitment to their work. This form of motivation drives teachers to design meaningful lessons, build strong relationships with students, and persist even when faced with heavy workloads or institutional challenges.

Recent empirical studies reinforce the importance of both internal and external influences on teacher motivation. For instance, Datu and Mateo (2024) found that Filipino public-school teachers maintained higher levels of motivation when they received recognition for their instructional efforts and had access to professional development opportunities tailored to their needs. Similarly, Uysal (2023) emphasized that when teachers feel competent in classroom management and instructional planning, they report greater satisfaction and a stronger sense of professional identity. These findings align with Herzberg's Motivation Hygiene Theory, which distinguishes between motivator factors – such as achievement, recognition, and personal growth – and hygiene factors like workload, school policies, and administrative fairness. Herzberg's framework helps explain why teachers may remain committed and enthusiastic when motivators are present yet become demoralized when basic working conditions are neglected.

Additionally, studies further highlight how organizational conditions influence teacher motivation. Mutersasira (2024) noted that teachers working in schools with supportive leadership, clear communication systems, and consistent instructional guidance were more likely to demonstrate

resilience and positive attitudes in their classrooms. In a related study, Viray and Velasquez-Fajanela (2023) observed that teachers who felt emotionally supported by their administrators reported lower stress levels and a stronger desire to continue teaching long-term. Likewise, Wang et al. (2024) found that professional collaboration and peer support contributed significantly to teachers' intrinsic drive, as they created an environment in which teachers felt valued and capable of improving their practice. In contexts where teachers face limited resources or high workloads, these forms of encouragement and collegial support become powerful motivators that sustain their engagement in teaching.

Overall, the growing body of literature consistently shows that teacher motivations are strengthened when both internal psychological needs and external workplace factors are addressed. Teachers are more committed, productive, and resilient when they feel competent, recognized, and supported by their school environments. Schools that cultivate a culture of application, provide structured opportunities for professional growth, and ensure fair and supportive leadership practices are, more likely to retain highly motivated teachers. In the long run, meeting teachers' psychological and professional needs contributes not only to improved instructional quality but also to a more stable and effective educational system.

Synthesis

The reviewed literature demonstrates that teacher motivation is shaped by multiple interrelated factors within the school environment, particularly the quality of instructional supervision and the level of support teachers receive from school management. Across studies, authors consistently emphasize that teachers thrive professionally when they work in organizational settings that recognize their needs, value their contributions, and provide meaningful growth opportunities. Instructional supervision and management support emerge not only as administrative responsibilities but as essential components of a school's capacity to sustain motivated, effective, and resilient teachers.

Across the literature on instructional supervision, school's highlights its central role in fostering professional growth, improving instructional practices, and strengthening teacher motivation. Developmental supervision – characterized by mentoring, coaching, constructive feedback, and reflective dialogue – helps teachers refine their instructional decisions and build confidence in managing classroom challenges. Research findings show that teachers respond positively when supervision is collaborative and non-judgmental, as it encourages openness to innovation and reduces resistance to change. The consistent change theme across various studies is that supportive supervision enhances teachers' sense of competence and professional maturity, both of which contribute to intrinsic motivation.

Similarly, the literature on school management support underscores its significant influence on teachers' emotional well-being, job satisfaction, and overall engagement in their work. Studies affirm that administrators who communicate clearly, recognize accomplishments, provide access to resources, and make fair decisions cultivate a workplace climate where teachers feel valued and secure. Supportive leadership practices strengthen teachers' psychological needs for belongingness and esteem, which help reduce stress, prevent burnout, and encourage long-term commitment to the profession. The research also highlights that tangible assistance plays a crucial role in shaping teachers' motivation and performance.

The literature in teacher motivation integrates these findings by showing how internal psychological needs and external organizational conditions work together to shape teachers' commitment and enthusiasm. Motivation increases when teachers experience autonomy in their instructional decisions, competence in their skills, and meaningful relationships within the school community. Recognition, feedback, manageable workloads, and supportive leadership further amplify this

motivation by strengthening teachers' confidence and reinforcing the value of their work. Teachers who feel supported both personally and professionally tend to demonstrate greater resilience, higher job satisfaction, and a stronger desire to improve their practice, even in demanding contexts.

Overall, the literature reveals a strong and consistent connection among instructional supervision, school management support, and teacher motivation. Both supervision and management support act as a powerful driver of motivation by fulfilling teachers' professional and psychological needs. Effective supervision enhances competence and reflective practice, while supportive management fosters trust, belongingness, and emotional security. When these elements are in place, teachers become more motivated, more confident in their instructional roles, and more committed to maintaining high standards of teaching. These insights collectively underscore the importance of strengthening leadership practices and supervisory processes in schools like Don Carlos Ledesma National High School, Julio Ledesma National High School, Quezon National High School, Sipaway National High School, and Bagonbon National High School to create an environment where teachers feel valued, empowered, and inspired to deliver quality education.

Theoretical Framework

This study is anchored on four major theories that collectively explain the relationship between school management support, instructional supervision, and teacher motivation. These are Herzberg's Two-Factor Theory (1959), Maslow's Hierarchy of Needs (1943), Path-Goal Theory of Leadership (House, 1971), and Self-Determination Theory (SDT) by Deci and Ryan (1985). Each theory contributes a unique lens in understanding how supportive management practices and effective supervision can enhance teachers' motivation, job satisfaction, and professional commitment in today's educational setting.

Based on Herzberg's Two-Factor Theory (1959), employee motivation depends on two kinds of factors: hygiene factors and motivators. Hygiene factors refer to basic conditions such as the work environment, salary, policies, and relationships with others. These do not really inspire employees to perform better, but they help prevent dissatisfaction in the workplace. In contrast, motivators such as achievement, recognition, and opportunities for growth truly drive satisfaction and commitment. In schools, management support function as both: providing fair policies and adequate resources (hygiene) while recognizing achievements and offering professional development (motivators). Recent studies, such as Sariakin (2025) and Castillo (2024), reaffirm that recognition, advancement opportunities, and supportive supervision are the key motivators that enhance teacher satisfaction and engagement.

Completing this, Maslow's Hierarchy of Needs (1943) explains that human behavior is guided by the five levels of needs: physiological, safety, love/belonging, esteem, and self-actualization. Teachers, like all employees, seek to meet this need through their work environment. Effective school management fulfills basic needs through job security and fair compensation, while collegial relationships and administrative support satisfy social and esteem needs. Instructional supervision, on the other hand, promotes self-actualization by helping teachers reach their full professional potential through guidance, mentoring, and continuous improvement. Recent educational leadership studies (Lazarides, 2025; UNESCO, 2024) emphasize that schools must create an environment where teachers' psychological and professional needs are met to sustain motivation and quality teaching.

The Path-Goal Theory of Leadership (House, 1971) further strengthens the framework by highlighting the role of leaders in motivating subordinates through guidance and support. It posits that effective leaders clarify goals, remove barriers, and align their leadership style with the needs of their employees. In the school context, this means that principals and supervisors must adapt their supervision style-directive, supportive, participative, or achievement-oriented-depending on

teachers' readiness and context. When instructional leaders set clear expectations, provide feedback, and encourage participation, teachers feel more confident and motivated. Empirical studies such as Ahmad et al. (2024) and Magdaraog (2024) confirm that supportive and participative leadership styles significantly enhance teacher motivation and instructional performance in Philippine Secondary Schools.

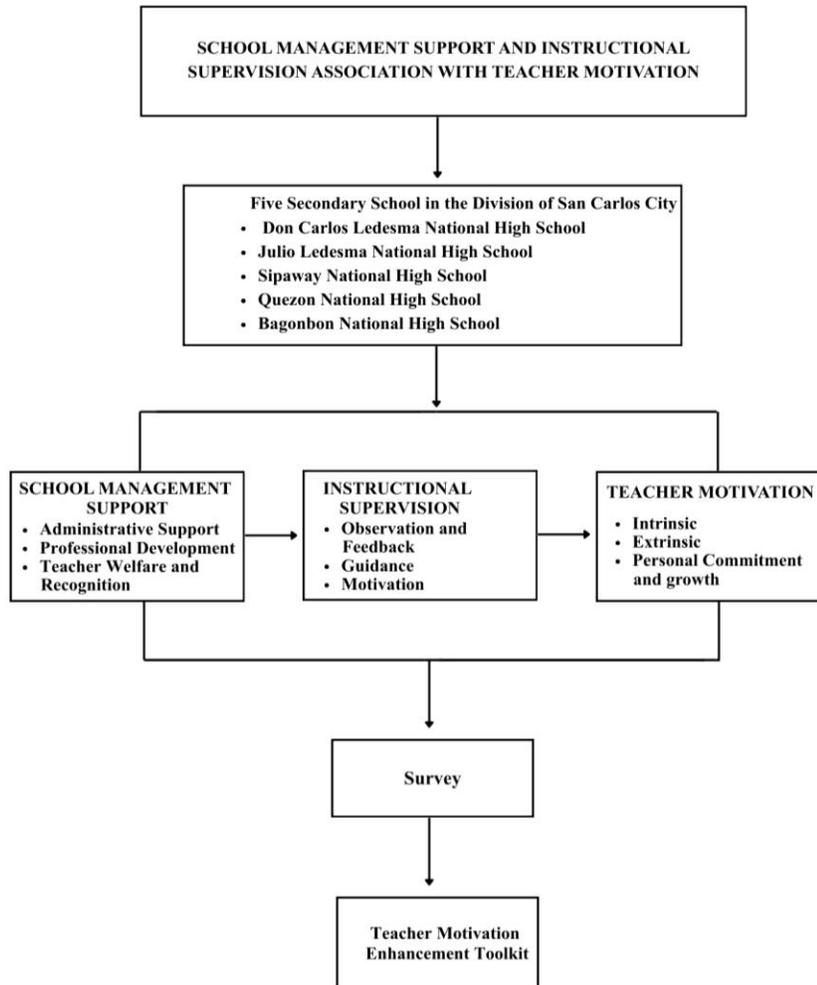
Finally, Self-Determination Theory (STD) by Deci and Ryan (1985; updated 2020) provides a modern psychological foundation for understanding teacher motivation. STD explains that motivation flourishes when the basic psychological needs of autonomy, competence, and relatedness are satisfied. In school settings, supportive management and developmental supervision foster these needs by allowing teachers to make instructional decision (autonomy), offering opportunities to build skills (competence), and creating positive relationships (relatedness). Studies by Ryan and Deci (2020) and recent findings by Ahmad et al. (2024) and Sariakin (2025) confirm that autonomy-supportive leadership and professional trust strongly predict teachers' intrinsic motivation and job satisfaction.

Together, these four theories create a strong and complementary framework for the present study. Herzberg and Maslow explain what motivates teachers-the internal and external needs that drive satisfaction and growth. The Path-Goal Theory explains how leadership behaviors and supervision practices influence motivation, while Self-Determination Theory explains why supportive and autonomy-based management approaches sustain long-term motivation. Applying these theories in the context of Don Carlos Ledesma National High School, Julio Ledesma National High School, Quezon National High School, Sipaway National High School, and Bagonbon National High School provides a comprehensive understanding of how school management and instructional supervision practices can nurture teacher motivation, leading to improved performance, professional fulfillment, and better learning outcomes for students.

Conceptual Framework

Figure 1.

Conceptual Framework



The relationship among School Management Support, Instructional Supervision, and Teacher Motivation among teachers at Don Carlos Ledesma National High School Julio Ledesma National High School, Quezon National High School, Sipaway National High School, and Bagonbon National High School is illustrated in the schematic diagram presented in Figure 1. This study seeks to determine how the levels of management support and the quality of instructional supervision shape teachers' motivation to perform their professional responsibilities. School management support and Instructional supervision are treated as the independent variables, reflecting the administrative practices, leadership behaviors, and supervisory processes that teachers experience in their workplace. Teacher Motivation serves as the dependent variable, representing teachers' enthusiasm, commitment, and willingness to engage in the instructional tasks. The survey questionnaire is used as the primary data-gathering tool to measure the variables identified in the conceptual framework. The responses generated will guide the analysis of how these factors

influence teacher motivation, leading to the development of a Teacher Motivation Enhancement toolkit as the study's intended output.

Statement of the Problem

This study aimed to determine how school management support and instructional supervision affect teacher motivation in five Public Secondary School in the Division of San Carlos City S.Y. 2025-2026.

1. What is the perceived level of school management support among the teachers in five public secondary school in the Division of San Carlos City during S.Y. 2025- 2026 in terms of:
 - a) administrative support;
 - b) professional development; and
 - c) teacher welfare and recognition?
2. What is the perceived level of instructional supervision among the teacher in five Public Secondary Schools in the Division of San Carlos City during S.Y. 2025-2026 in terms of:
 - a) observation and feedback;
 - b) guidance; and
 - c) motivation?
3. What is the perceived level of teacher motivation among the teachers in five Public Secondary Schools in the Division of San Carlos City during SY 2025-2026 in terms of:
 - a) intrinsic;
 - b) extrinsic; and
 - c) personal commitment and growth?
4. Are there significant relationships between:
 - a) school management support and teacher motivation;
 - b) b: instructional supervision and teacher motivation;
 - c) the joint prediction of teacher motivation (TM) by SMS and IS?
5. Based on the findings, what specific Teacher Motivational Enhancement Toolkit can be recommended to the administration of the five Public Secondary Schools in the Division of San Carlos City to enhance teacher motivation through improved school management support and instructional supervision.

Significance of the Study

The findings of this study will be vital for the following:

School Administrators. The findings can serve as a basis for improving management practices, particularly in the areas of communication, resource allocation, and professional development. Strengthening these areas can lead to a higher level of teacher engagement and reduce burnout.

Instructional Supervisors and Master Teachers. The study provides valuable information on how developmental and collaborative supervision can enhance teachers' instructional competence and confidence, encouraging them to perform more effectively.

Teachers. This study highlights how workplace support influences their motivation and professional growth. Understanding the factors that contribute to their motivation can help them express their needs and advocate for conditions that promote well-being and productivity.

Students. The study contributes indirectly to improved learning experiences, as motivated teachers tend to create more engaging classrooms, demonstrate greater dedication, and deliver higher-quality instruction.

Policy Makers. The findings can inform leadership programs, supervision frameworks, and policy initiatives aimed at strengthening teachers' welfare.

Future Researchers. This study also provides a foundation for future research on teacher motivation within public secondary schools and can support comparative studies across different educational contexts.

Hypothesis Statement. This study tested the null hypothesis at the 0.05 level of significance that there is no significant relationship between school management support and teacher motivation and no significant relationship between instructional supervision and teacher motivation. Furthermore, it was hypothesized that school management support and instructional supervision, when taken jointly, do not significantly predict teacher motivation.

Scope of the Study

This study examines the relationship between school management support, instructional supervision, and teacher motivation among teachers of Don Carlos Ledesma National High School, Julio Ledesma National High School, Quezon National High School, Sipaway National High School, and Bagonbon National High School. It investigates how leadership practices, administrative support, and supervision influence teachers' motivation to perform their duties effectively.

The study involves all full-time public secondary school teachers during the data collection period and uses a descriptive-correlational design to determine the association between the two independent variables and the dependent variable.

To analyze the data, the weighted mean was used to determine the level of each variable, the Pearson Product-Moment Correlation Coefficient (Pearson r) was employed to test the relationship between variables, and multiple regression analysis was applied to determine the joint influence of school management support and instructional supervision on teacher motivation at the 0.05 level of significance.

Definition of Terms

For a clear understanding and to avoid confusion of the terms used in the study, the following terms are defined conceptually and/or operationally.

Administrative Assistance. Measured through questionnaire items evaluating the availability of resources, promptness in addressing teachers' concerns, and responsiveness of administrative services.

Extrinsic Motivation. Determined through questionnaire items that measure motivation influenced by salary, rewards, recognition, feedback, and other external factors.

Guidance. Determined through questionnaire items that assess the support provided by supervisors in lesson planning, teaching strategies, and classroom management.

Instructional Supervision. Determined through questionnaire items that measure the frequency, quality, and usefulness of observation, mentoring, coaching, and feedback conducted by school heads or master teachers.

Intrinsic Motivation. Determined through questionnaire items that measure teachers' personal satisfaction, enjoyment in teaching, and inner drive to perform their duties.

Leadership Practices. Determined through questionnaire items describing administrative communication, decision-making, fairness, and recognition.

Motivation (Supervisory Motivation). Determined through questionnaire items that measure encouragement, empowerment, and inspiration received from supervisors.

Observation and Feedback. Determined through questionnaire items that measure the conduct of classroom observations and the usefulness of feedback provided afterward.

Personal Commitment and Growth. through questionnaire items that measure willingness to attend trainings, improve skills, and remain committed to the teaching

Profession.

Professional Development. Determined through questionnaire items that measure the availability and relevance of training, seminars, and workshops provided by the school.

School Management Support. Determined through questionnaire items that measure the extent to which the administration provides support, recognition, and adequate resources.

Supervisory Process. Determined through questionnaire items that measure how often supervisory activities occur and how helpful they are in improving instruction.

Teacher Motivation. Determined through questionnaire items that measure teachers' levels of engagement, job satisfaction, sense of purpose, and willingness to perform their duties.

Teacher Welfare and Recognition. Determined through questionnaire items that measure appreciation, incentives, and concern for teachers' well-being.

Chapter 2

METHODOLOGY

This chapter presented the methods used in the study, including the research design, the respondents involved, the instruments used, the procedures for collecting data, the techniques for analyzing the data, the statistical treatments applied, and the ethical considerations followed.

Research Design

This study employed a descriptive-correlational research design with multiple regression analysis to examine the relationships among school management support, instructional supervision, and teacher motivation at Don Carlos Ledesma National High School, Julio Ledesma National High School, Quezon National High School, Sipaway National High School, and Bagonbon National High School. The descriptive component was used to portray and summarize the existing conditions of the three variables based on the perceptions of the teacher respondents. This allowed the researcher to describe the levels of management support, the extent of instructional supervision, and the degree of motivation among teachers without manipulating any of the variables involved.

The correlational aspects of the design aimed to determine whether significant relationships exist between the independent variables- school management support and instructional supervision- and the dependent variables, teacher motivation. This design is appropriate when the researcher seeks to examine the statistical association between variables as they naturally occur in the educational environment. By identifying these relationships, the study provides empirical evidence on how school leadership and supervision practices are linked to teachers' motivation.

To further strengthen the analysis, multiple regression analysis is employed to assess the predictive capability of school management support and instructional supervision on teacher motivation. This statistical technique enabled the researcher to determine how much variance in teacher motivation can be explained by the two independent variables, both individually and collectively. It also allowed the identification of which variable serves as the stronger predictor of motivation. Multiple regression is appropriate for this study because it is suited for models with multiple predictors and is widely used in educational research to understand the influence of organizational factors on teacher-related outcomes.

Respondents of the Study

The respondents of the study will be the full-time public secondary school teachers at Don Carlos Ledesma National High School, Julio Ledesma National High School, Quezon National High School, Sipaway National High School, and Bagonbon National High School for the upcoming school year. These teachers will be chosen because they will be directly involved in instructional delivery, who regularly receive supervision from the school administrators and department heads, and have experienced the management support provided within the school. Their perspectives will therefore be essential in determining the levels of School Management Support, Instructional Supervision, and Teacher Motivation as measured in the study.

Since the total number of full-time teachers is manageable and accessible, the study will employ a total population sampling technique, in which all full-time teachers currently assigned to the school during the data collection period will be included as respondents. Teachers holding part-time positions, non-teaching roles, or temporary assignments will be excluded to maintain consistency in the experiences of those who receive regular supervision and management support.

Table 1. Respondents of the Study

School	Frequency Percentage
Don Carlo Ledesma National High School	35
Julio Ledesma National High School	103
Sipaway National High School	14
Bagonbon National High School	18
Quezon National High School	39
Research Instrument	

To collect the data, the researcher employed a single primary instrument, a researcher-made survey questionnaire, supported by a structured Likert scale. The questionnaire was designed to gather teachers' perceptions on the three major variables: School Management Support, Instructional Supervision, and Teacher Motivation. The development of the instrument was grounded in established literature on leadership, supervision, and motivation to ensure with the objectives of the study.

The researcher-made questionnaire was composed of closed-ended statements carefully crafted to measure the extent to which teachers experience administrative support, supervisory guidance, and motivational factors within the school environment. Each section of the instrument addressed one of

the main variables of the study. Items on the School Management Support included statements about resource provision, clarity of policies, communication practices, recognition, and opportunities for professional development. Items under the instructional supervision covered mentoring, classroom observations, feedback practices, coaching, and supervisory encouragement. Meanwhile, the Teacher Motivation section focused on intrinsic motivation, extrinsic motivation, professional commitment, enthusiasm for teaching, and willingness to perform assigned tasks.

A five-point Likert scale was used to quantify teacher responses. This rating scale enables respondents to express the degree of their agreement or disagreement with each statement, ranging from “Strongly Agree” to “Strongly Disagree”. The use of the Likert scale provided measurable data that allowed the researcher to assess the perceived levels of support, supervision, and motivation among teachers systematically and comparably. The instrument was pilot tested with a small group of teachers to ensure clarity and appropriateness, and it was validated by experts in the field to confirm that the items accurately reflect the constructs being measured.

Validity and Reliability of Survey Questionnaires.

The results of the content validation show that the research instrument is highly valid, with an overall mean rating of 4.77, interpreted as Excellent. All indicators received very high ratings from the jurors, indicating that the questionnaire clearly and accurately measures the variables included in the study. This confirms that the instrument is appropriate for assessing school management support, instructional supervision, and teacher motivation among public secondary school teachers in the Division of San Carlos City. Therefore, the questionnaire is suitable for data collection and capable of producing meaningful results, consistent with current standards of content validity in educational research (Boateng et al., 2018; Zamanzadeh et al., 2015).

The reliability of the research instrument was examined using Cronbach’s Alpha to determine the internal consistency of the five-point Likert scale items. The analysis produced a Cronbach’s Alpha coefficient of 0.974 for the 45-item instrument, indicating excellent reliability. This very high value shows that the questionnaire items consistently measure the intended constructs of the study.

The findings suggest that the instrument yields stable and dependable responses, minimizing measurement errors and ensuring consistency across respondents. Thus, the questionnaire is considered reliable for assessing school management support, instructional supervision, and teacher motivation among public secondary school teachers in the Division of San Carlos City. The use of Cronbach’s Alpha strengthens the credibility of the collected data and supports the reliability of the study results (Tavakol & Dennick, 2011; Taber, 2018).

Data Collection Procedure

The researcher first asked permission from the School Heads of Don Carlos Ledesma National High School, Julio Ledesma National High School, Quezon National High School, Sipaway National High School, and Bagonbon National High School to gather data from all full-time teachers. After the school heads approved the request and the research instrument was validated, consent forms were given to the teachers to inform them about the purpose of the study and to assure them of voluntary and confidential participation. Once consent was granted, the researcher distributed the survey questionnaires and gave the respondents enough time to accomplish them.

Completed questionnaires were collected personally to ensure accuracy and completeness. The gathered data were then organized, encoded, and analyzed using appropriate statistical tools such as descriptive statistics, correlation, and multiple regression. Throughout the process, respondents were assured that all information would remain confidential and that no identifying details would be disclosed.

Data Analysis Procedure

After collecting all completed questionnaires, the researcher checked each one for completeness and encoded the responses into a spreadsheet. The data were organized, cleaned, and analyzed using descriptive statistics such as frequency counts, percentages, means, and standard deviations to summarize the respondents' profiles and the levels of School Management Support, Instructional Supervision, and Teacher Motivation.

To determine the relationships among the variables, the researcher used the Pearson Product–Moment Correlation, while Multiple Regression Analysis was employed to identify how well the two independent variables predicted teacher motivation. All analyses were processed using statistical software, and results were presented through tables and narrative explanations. This ensured that the data were interpreted accurately and systematically based on accepted significance levels.

Statistical Treatment

Statistical treatment of data is essential to organize and interpret the gathered information in an appropriate and meaningful manner. Collecting raw data is only the first step; proper data organization and analysis are required to derive accurate conclusions. The following statistical procedures were used to analyze the data gathered from the teachers and to answer the research questions of this study.

1. Weighted Mean. It will be used to determine the overall level of School Management Support, Instructional Supervision, and Teacher Motivation as perceived by the respondents. The formula used was:

$$WM = \frac{\sum FWN}{N}$$

2. Likert Scale. a five-point Likert Scale will be used to interpret the responses of teachers regarding the extent of School Management Support, Instructional Supervision, and Teacher Motivation. The following scale served as the guide:

Table 2 Scale for the Interpretation of Weighted Mean Scores

Scale	Mean Range	Interpretation
5	4.21 - 5.00	Strongly Agree (SA)
4	3.61 - 4.20	Agree (A)
3	2.41 - 3.60	Neutral (N)
2	1.81 - 2.40	Disagree (D)
1	1.00 - 1.80	Strongly Disagree (SD)

Pearson Product–Moment Correlation. Pearson's r will be utilized to determine the strength and direction of the relationship between the independent variables (School Management Support and Instructional Supervision) and the dependent variable (Teacher Motivation). The computation followed the standard correlation formula.

Table 3 Interpretation of Pearson R

Value of R	Verbal Interpretation
±0.91 -±1.00	Very High to obtain Positive/Negative Correlation.
±0.71 -±0.90	High to obtain Positive/Negative Correlation
±0.41 -±0.70	Moderate/Substantial to obtain/Negative Correlation

±0.21 -±0.40	Low to obtain Positive/Negative Correlation
±0.00 -±0.20	Very Low to obtain Positive/Negative Correlation
0.05 Level of Significance	df = degree of freedom
To test the significance of Rxy, either to reject or to accept the hypothesis. The Z-test was used.	
Z= Rxy n-1	Rxy = Pearson R
Where: Z= Z-test	n = number of respondents

Ethical Consideration

This study will strictly adhere to ethical standards to ensure the protection, dignity, and rights of all respondents. Before data collection, the researcher will seek formal approval from the School Head of Don Carlos Ledesma National High School, Julio Ledesma National High School, Quezon National High School, Sipaway National High School, and Bagonbon National High School. All participating teachers will be provided with an informed consent form that will explain the purpose of the study, the procedures involved, and their voluntary participation. They will be assured that they can withdraw from the study at any time without any negative consequences.

Confidentiality and anonymity will be maintained throughout the research process. The survey questionnaires will not ask for names or identifying information, and all responses will be treated with utmost confidentiality. The collected data will be used solely for academic purposes and will be stored securely to prevent unauthorized access. Findings will be reported in aggregate form to ensure that no individual respondent can be identified.

The researcher also will ensure that the study poses no harm to the participants and that all procedures comply with ethical guidelines for educational research. Respect, transparency, and integrity will be upheld at every stage of the study.

Chapter 3

RESULTS AND DISCUSSIONS

This chapter presents the results, analysis, and interpretation of data gathered from the questionnaires and documents in connection to the specific problems and hypothesis of this investigation.

The perceived level of school management support among the teachers in five Public Secondary School in the Division of San Carlos City during S.Y. 2025- 2026 in terms of administrative support, particularly in communication of policies, provision of resources, and implementation of supportive administrative practices.

Table 4A Level of School Management Support in terms of Administrative Support

Statement	5		4		3		2		1		TOTAL		W X	I
	f	%	f	%	f	%	f	%	f	%	F	%		
The school consistently provides timely updates regarding new programs,	99	47.37	78	37.32	27	12.92	0	0	5	2.39	209	100	4.27	S A

initiatives, and important activities.														
The school administration clearly communicates policies, guidelines, and expectations to the teachers.	98	46.89	72	34.45	33	15.79	0	0	6	2.87	209	100	4.22	S A
The management ensures teachers have access to sufficient instructional materials and resources.	79	37.80	93	44.50	34	16.27	3	1.44	0	0	209	100	4.19	A
Administrative policies are support, effective, and sufficient teaching practices.	74	35.41	98	46.89	27	12.92	5	2.39	5	2.39	209	100	4.11	A
The school's management decisions are communicated fairly and consistently to all teaching staff.	77	36.84	85	40.67	37	17.70	1	0.48	9	4.31	209	100	4.05	A
Total/General weighted mean	427	40.86	426	40.77	158	15.12	9	0.86	25	2.39	209	100	4.17	A

Legend 4.21-5.00 Strongly Agree 3.61-4.20 Agree 2.41-3.60 Neutral 1.81-2.40 Disagree 1.00-1.80 Strongly Disagree

Table 4A shows the results on Administrative Support as a dimension of school management support. The indicators received high to very high ratings, with weighted mean scores ranging from 4.17 to 4.72. The highest weighted mean (4.72) was obtained for items on the clear communication of school policies and guidelines, indicating that teachers strongly agree that administrators clearly convey expectations and directions. The lowest weighted mean (4.17) was recorded for indicators

related to the provision of instructional resources and administrative assistance; however, this still falls within the high descriptive rating.

The overall weighted mean of 4.17 indicates a high level of perceived administrative support among teachers in the five public secondary schools in the Division of San Carlos City. This suggests that school administrators generally provide effective leadership and organizational support that contribute to teachers' motivation and job satisfaction. These findings are consistent with recent studies highlighting the importance of clear communication and supportive leadership in enhancing teacher motivation and instructional effectiveness (Hallinger, 2020; UNESCO, 2024; Collie et al., 2023; Wang et al., 2024; Mutesasira, 2024; Setyaningrum & Rahmania, 2025).

Table 4B

Statements	5		4		3		2		1		TOTAL		WX	I
	f	%	f	%	f	%	f	%	f	%	F	%		
The school provides opportunities for skill development.	85	40.67	104	49.76	20	9.57	0	0	0	0	209	100	4.31	SA
In-service trainings are relevant to my teaching needs.	90	43.06	88	42.10	31	14.83	0	0	0	0	209	100	4.28	SA
Seminars and workshops are accessible to teachers.	85	40.67	87	41.63	37	17.70	0	0	0	0	209	100	4.23	SA
Professional growth is prioritized in school planning.	76	36.36	96	45.93	35	16.75	2	0.96	0	0	209	100	4.18	A
The school funds/assists teachers in training participation.	76	36.36	102	48.80	27	12.92	4	1.91	0	0	209	100	4.2	A
Total/General weighted mean	412	39.42	477	45.64	150	13.95	6	0.57	0	0	209	100	4.24	SA

Level of School Management Support in terms of Professional Development

Table 4B presents the results on Professional Development Support as a dimension of school management support. Teachers rated all indicators high, with weighted mean scores ranging from 4.18 to 4.31. The highest rating (4.31) was given to opportunities for skill development, showing that teachers strongly feel the school helps them improve their professional competencies. In contrast, the lowest rating (4.18) was noted for the prioritization of professional growth in school planning; nevertheless, this still reflects a high level of support.

Overall, the weighted mean of 4.24 indicates that teachers perceive professional development support to be consistently strong across the five public secondary schools in the Division of San

Carlos City. This suggests that access to relevant trainings and institutional support contributes to teachers' confidence, competence, and motivation. These results align with recent studies highlighting the importance of sustained professional development in improving instructional quality and teacher effectiveness (OECD, 2020; UNESCO, 2023).

Table 4C Level of School Management Support in terms of Teacher Welfare and Recognition

Statements	5		4		3		2		1		TOTAL		W X	I
	f	%	f	%	f	%	f	%	f	%	F	%		
Teachers' efforts are recognized by management.	65	31.10	100	47.85	36	17.22	8	3.83	1	0.48	209	100	4.07	A
Teachers' opinions are valued by the administration.	67	32.06	85	40.67	49	23.44	8	3.83	0	0	209	100	4.01	A
Recognition of achievements increases teacher morale.	72	34.45	87	41.63	33	15.79	10	4.78	7	3.35	209	100	3.99	A
The school acknowledges extra effort and dedication.	65	31.10	90	43.06	36	17.22	10	4.78	8	3.83	209	100	3.93	A
Incentives are provided for good performance.	48	22.97	80	38.28	46	22.01	26	12.44	9	4.31	209	100	3.63	A
Total/General weighted mean	317	30.34	442	42.3	200	19.14	62	5.93	25	2.39	209	100	3.93	A

Legend 4.21-5.00 Strongly Agree 3.61-4.20 Agree 2.41-3.60 Neutral 1.81-2.40 Disagree 1.00-1.80 Strongly Disagree

Table 4C presents the results on Teacher Welfare and Recognition as a dimension of school management support. The highest weighted mean (4.07) was obtained for recognition of teachers' efforts by school management, indicating that teachers generally feel acknowledged and appreciated for their work. In contrast, the lowest weighted mean (3.63) was recorded for the provision of incentives for good performance, suggesting that tangible rewards are less consistently experienced by teachers.

The overall weighted mean of 3.93 indicates a positive level of perceived teacher welfare and recognition among teachers in the five public secondary schools in the Division of San Carlos City. This implies that while recognition is evident, strengthening incentive systems may further enhance teacher motivation and job satisfaction. These findings align with recent studies emphasizing the

importance of recognition and fair reward systems in sustaining teacher motivation and professional commitment (OECD, 2020; UNESCO, 2023)

Table 5 Summary of the Level of School Management Support

Dimension	Indicators	General Weighted Mean	Interpretation
Administrative Support	Communication policies of resources, administrative practices	4.17	Agree
Professional Development	Trainings, seminar, growth opportunities	4.24	Strongly Agree
Teacher Welfare And Recognition	Recognition, appreciation incentives	3.93	Agree
Overall Mean		4.11	Agree

Table 5D presents the summary of the level of school management support across its three dimensions. Professional development obtained the highest mean score (4.24), interpreted as very high, showing that teachers clearly feel supported through trainings and learning opportunities that help them grow in their profession. Administrative support followed with a mean of 4.17, indicating that communication of policies and provision of resources are generally clear and dependable. Teacher welfare and recognition received the lowest mean (3.93), although still high, suggesting that while teachers feel appreciated, providing more consistent incentives and recognition could further strengthen morale.

Overall, the composite mean of 4.11 indicates that school management support in the five public secondary schools in the Division of San Carlos City is generally high. This implies that supportive leadership practices, access to professional learning, and positive working relationships contribute to teachers' motivation and job satisfaction. Similar findings were reported in recent studies showing that supportive leadership and professional development opportunities enhance teacher engagement and commitment (Collie et al., 2023; Wang et al., 2024; Mutesasira, 2024; Setyaningrum & Rahmania, 2025).

The perceived level of Instructional Supervision among the teachers in five Public Secondary School in the Division of San Carlos City during S.Y. 2025- 2026 in terms of observation and feedback, guidance and motivation.

Table 6A Level of Instructional Supervision in terms of Observation and Feedback

Statements	5		4		3		2		1		TOTAL		WX	I
	f	%	f	%	f	%	f	%	f	%	F	%		
Feedback helps me improve teaching strategies.	101	48.33	79	37.80	28	13.40	1	0.48	0	0	209	100	4.34	SA
Observation enhances	82	39.23	93	44.5	33	15.79	1	0.48	0	0	209	100	4.24	SA

classroom management skills.														
Observations contribute to professional growth.	88	42.1 1	90	43.0 6	22	10.5 3	6	2.8 7	3	1.4 4	20 9	10 0	4.2 2	S A
Observation focuses on improvement , not fault-finding.	82	39.2 3	92	44.0 2	26	12.4 4	9	4.3 1	0	0	20 9	10 0	4.1 8	A
Teachers feel supported during observations.	80	38.2 8	84	40.1 9	37	17.7 0	8	3.8 3	0	0	20 9	10 0	4.1 3	A
Total/General weighted mean	43 3	41.4 4	43 8	41.9 1	14 6	13.9 7	2 5	2.3 9	3	0.2 9	20 9	10 0	4.2 2	S A

Legend 4.21-5.00 Strongly Agree 3.61-4.20 Agree 2.41-3.60 Neutral 1.81-2.40 Disagree 1.00-1.80Strongly Disagree

Table 6A presents the results on Observation and Feedback as a dimension of instructional supervision. The highest weighted mean was recorded for “Feedback helps me improve teaching strategies” (WM = 4.34), indicating that teachers strongly perceive feedback as an effective tool for improving their instructional practices. In contrast, the lowest weighted mean was noted for “I feel supported during the observation process” (WM = 4.13); nevertheless, this still reflects a positive perception among teachers.

The overall weighted mean of 4.22, verbally interpreted as Strongly Agree, indicates that teachers generally perceive observation and feedback as constructive and supportive rather than evaluative or punitive. These findings suggest that effective classroom observation and timely, meaningful feedback contribute to instructional improvement and professional growth. This result aligns with recent studies emphasizing that formative and development-oriented instructional supervision enhance teaching effectiveness, professional confidence, and instructional quality (Wang et al., 2024; Uysal, 2023; Dacer et al., 2025; Collie et al., 2023).

Table 6 B Level of Instructional Supervision in terms of Guidance

Statements	5		4		3		2		1		TOTAL		W X	I
	f	%	f	%	f	%	f	%	f	%	F	%		
I am encouraged to improve teaching continuously	74	35.4 1	10 6	50.7 2	29	13.8 8	0	0	0	0	20 9	10 0	4.2 2	S A
I receive help in using	77	36.8 4	94	44.9 8	21	10.0 5	1 0	4.7 8	7	3.3 5	20 9	10 0	4.0 7	A

varied teaching methods.														
Supervisors guide me in lesson planning.	72	34.45	93	44.50	23	11.00	12	5.74	9	4.31	209	100	3.99	SA
Teachers are given coaching for student engagement.	65	31.10	101	48.33	22	10.53	11	5.26	10	4.78	209	100	3.96	SA
Supervisors introduce innovative strategies.	69	33.01	97	46.41	16	7.66	15	7.18	12	5.74	209	100	3.94	SA
Total/General weighted mean	357	34.16	491	46.99	111	10.62	48	4.59	38	3.64	209	100	4.04	SA

Legend 4.21-5.00 Strongly Agree 3.61-4.20 Agree 2.41-3.60 Neutral 1.81-2.40 Disagree 1.00-1.80 Strongly Disagree

Table 6B presents the results on Guidance and Support as a dimension of instructional supervision. Among the indicators, the highest weighted mean was recorded for “I am encouraged to improve teaching continuously” (WM = 4.22), indicating that teachers strongly perceive supervisors as supportive of continuous instructional improvement. In contrast, the lowest weighted mean was noted for “Supervisors introduce innovative strategies” (WM = 3.94); nevertheless, this still reflects a positive perception among teachers.

The overall weighted mean of 4.04, verbally interpreted as Strongly Agree, indicates that teachers generally perceive guidance and support provided through instructional supervision as effective and encouraging. These findings suggest that continuous encouragement, coaching, and instructional guidance contribute to sustained professional growth and improved teaching practices. This result aligns with recent studies emphasizing that supportive and developmental supervision enhances teacher competence, instructional innovation, and professional confidence (Uysal, 2023; Wang et al., 2024; Datu & Mateo, 2024; Collie et al., 2023).

Table 6 C Level of Instructional Supervision in terms of Motivation

Statements	5		4		3		2		1		TOTAL		W X	I
	f	%	f	%	f	%	f	%	f	%	F	%		
Supervisors encourage creativity in teaching.	68	32.54	118	56.46	21	10.05	2	0.96	0	0	209	100	4.21	SA
Supervision boosts my teaching confidence.	71	33.97	106	50.72	30	14.35	2	0.96	0	0	209	100	4.18	A

Supervisors inspire me to improve teaching.	72	34.45	92	44.02	38	18.18	1	0.48	6	2.87	209	100	4.07	A
I feel empowered after supervisory sessions.	63	30.14	101	48.33	36	17.22	9	4.31	0	0	209	100	4.04	A
Supervisors provide recognition for improvements	62	29.67	102	48.80	32	15.31	13	6.22	0	0	209	100	4.00	A
Total/General weighted mean	336	32.15	519	49.67	157	15.02	27	2.59	6	0	209	100	4.10	A

Legend 4.21-5.00 Strongly Agree 3.61-4.20 Agree 2.41-3.60 Neutral 1.81-2.40 Disagree 1.00-1.80 Strongly Disagree

Table 6C presents the results on Motivation and Empowerment as a dimension of instructional supervision. Among the indicators, the highest weighted mean was obtained for “Supervisors encourage creativity in teaching” (WM = 4.21), indicating that teachers perceive supervisory practices as supportive of creative and innovative instructional approaches. In contrast, the lowest weighted mean was recorded for “Supervisors provide recognition for improvements” (WM = 4.00); nevertheless, this still reflects a positive level of agreement among teachers.

The overall weighted mean of 4.10, verbally interpreted as Agree, indicates that teachers generally perceive instructional supervision as motivating and empowering. These findings suggest that encouragement, inspiration, and recognition from supervisors play an important role in enhancing teachers’ confidence, creativity, and motivation. This result is consistent with recent studies emphasizing that supportive and motivational supervision positively influences teacher engagement, professional growth, and instructional effectiveness (Collie et al., 2023; Uysal, 2023; Wang et al., 2024; Datu & Mateo, 2024).

The perceived level of teacher motivation among the teachers in five Public Secondary Schools in the Division of San Carlos City during SY 2025-2026 in terms of intrinsic, extrinsic and personal commitment and growth

Table 7A Level of Teacher Motivation in terms of Intrinsic Motivation

Statements	5		4		3		2		1		TOTAL		WX	I
	f	%	f	%	f	%	f	%	f	%	F	%		
I feel fulfilled when students succeed.	126	60.29	58	27.75	22	10.53	3	1.44	0	0	209	100	4.47	SA
My passion	11	54.0	73	34.9	18	8.61	5	2.3	0	0	20	10	4.4	SA

for teaching drives me to improve.	3	7		3				9			9	0	1		
Teaching gives me a sense of purpose.	111	53.11	76	36.36	19	9.09	3	1.44	0	0	209	100	4.41	SA	
I set personal goals to enhance teaching.	119	56.94	56	26.79	26	12.44	8	3.83	0	0	209	100	4.37	SA	
I am committed despite challenges.	110	52.63	64	30.62	28	13.4	7	3.35	0	0	209	100	4.32	SA	
Total/General weighted mean	579	55.41	327	31.23	113	10.81	26	2.49	0	0	209	100	4.40	SA	

Legend 4.21-5.00 Strongly Agree 3.61-4.20 Agree 2.41-3.60 Neutral 1.81-2.40 Disagree 1.00-1.80 Strongly Disagree

Table 7A presents the results on Intrinsic Motivation as a component of teacher motivation. The highest weighted mean (4.47) was recorded for the indicator “I feel fulfilled when my students succeed,” indicating that teachers derive strong personal satisfaction from student achievement. In contrast, the lowest weighted mean (4.32) was obtained for the indicator related to remaining committed to teaching despite challenges, although this still falls within the strongly agree descriptive rating, reflecting high resilience and dedication.

The overall weighted mean of 4.40 indicates a very high level of intrinsic motivation among teachers in the five public secondary schools in the Division of San Carlos City. This suggests that teachers are largely driven by internal factors such as fulfillment, purpose, and personal commitment, which sustain long-term motivation and effective teaching. These findings align with recent studies emphasizing that intrinsic motivation plays a critical role in teacher resilience, instructional quality, and professional engagement (Ryan & Deci, 2020; UNESCO, 2023).

Table 7B Level of Teacher Motivation in terms of Extrinsic Motivation

Statements	5		4		3		2		1		TOTAL		W X	I
	f	%	f	%	f	%	f	%	f	%	F	%		
I am motivated by the salary I receive.	86	41.15	86	41.15	33	15.79	2	0.96	2	0.96	209	100	4.62	SA
I am motivated by the support I receive from my	107	51.2	85	40.67	17	8.13	0	0	0	0	209	100	4.43	SA

colleagues.														
I am motivated by the recognition from the administration.	79	37.80	102	48.80	20	9.57	8	3.83	0	0	209	100	4.21	SA
I am motivated by the rewards I receive.	78	37.32	89	42.58	28	13.40	14	6.7	0	0	209	100	4.11	A
I am motivated when I receive positive feedback.	101	48.33	80	38.28	28	13.4	0	0	0	0	209	100	3.98	SA
Total/General weighted mean	451	43.16	442	42.3	126	12.06	24	2.3	2	0.19	209	100	4.27	SA

Legend 4.21-5.00 Strongly Agree 3.61-4.20 Agree 2.41-3.60 Neutral 1.81-2.40 Disagree 1.00-1.80 Strongly Disagree

Table 7B presents the results on Extrinsic Motivation as a component of teacher motivation. The highest weighted mean (4.62) was recorded for the indicator related to salary as a source of motivation, indicating that financial compensation remains a strong external motivator for teachers. In contrast, the lowest weighted mean (3.98) was obtained for the indicator on positive feedback, although this still falls within the agree descriptive rating, reflecting a generally positive perception of feedback as a motivational factor.

The overall weighted mean of 4.27 indicates a high level of extrinsic motivation among teachers in the five public secondary schools in the Division of San Carlos City. This suggests that external factors such as compensation, recognition, and support systems play an important role in sustaining teachers' motivation and professional commitment. These findings are consistent with recent studies emphasizing the influence of rewards, recognition, and supportive work environments on teacher motivation (OECD, 2020; UNESCO, 2023).

Table 7C Level of Teacher Motivation in terms of Personal Commitment and Growth

Statements	5		4		3		2		1		TOTAL		WX	I
	f	%	f	%	f	%	f	%	f	%	F	%		
I actively participate in trainings.	127	60.77	66	31.58	16	7.66	0	0	0	0	209	100	4.53	SA
I strive to enhance teaching despite challenges.	118	56.46	77	36.84	14	6.7	0	0	0	0	209	100	4.50	A
I contribute to	94	44.97	84	40.19	31	14.83	0	0	0	0	209	100	4.30	SA

school projects beyond teaching.														
I pursue advanced studies to improve competence.	93	44.5	76	36.36	40	19.14	0	0	0	0	209	100	4.25	SA
I plan to remain in teaching long-term.	91	43.54	77	36.84	41	19.62	0	0	0	0	209	100	4.24	SA
Total/General weighted mean	523	50.04	380	36.36	142	13.59	0	0	0	0	209	100	4.36	SA

Legend 4.21-5.00 Strongly Agree 3.61-4.20 Agree 2.41-3.60 Neutral 1.81-2.40 Disagree 1.00-1.80 Strongly Disagree

Table 7C presents the results on Personal Commitment and Growth as a component of teacher motivation. The highest weighted mean (4.53) was recorded for the indicator active participation in trainings, indicating that teachers show a strong willingness to continuously enhance their skills and professional competencies. In contrast, the lowest weighted mean (4.24) was obtained for the indicator related to commitment to remain in the teaching profession long-term, although this still falls within the strongly agree descriptive rating, reflecting a high level of professional dedication.

The overall weighted mean of 4.36 indicates a very high level of personal commitment and professional growth among teachers in the five public secondary schools in the Division of San Carlos City. This suggests that teachers are deeply invested in their continuous development and sustained contribution to school improvement. These findings are consistent with recent studies highlighting that opportunities for growth, continuous learning, and professional engagement strengthen long-term teacher commitment and motivation (OECD, 2020; UNESCO, 2023).

The relationship between school management support and teacher motivation in terms of the level of management support among teachers in the five public secondary schools in the Division of San Carlos City and their level of teacher motivation.

Table 8A Relationship between School Management Support and Teacher Motivation

n=209					
Variable	r	I p-value	Decision	Remark	
Management Support and Teacher motivation	0.0945	Very High	0.015	Reject H ₀	Significant
Correlation					
0.05 level of significance					
df = n-1					

Table 8A reveals that the computed Pearson r value is 0.945, which indicates a very high positive correlation between school management support and teacher motivation. The significance of Pearson's r was determined using the probability value. The computed p-value of 0.015 is less than the level of significance of 0.05 ($p < 0.05$). Therefore, the null hypothesis was rejected, indicating that there is a significant relationship between school management support and teacher motivation among teachers in the five public secondary schools in the Division of San Carlos City.

This finding supports recent studies which emphasize that strong school leadership, administrative support, and professional development opportunities play a crucial role in enhancing teacher motivation and work commitment (Ahmad et al., 2024; Collie et al., 2023; Mutesasira, 2024).

Table 8B Relationship between Instructional supervision and Teacher Motivation

n=209				
Variable	r	I p-value	Decision Remark	
Instructional Supervision and Teacher motivation	0.925	Very High	0.024	Reject H ₀ Significant
Correlation				
0.05 level of significance				
df = n-1				

As shown in Table 8B, the relationship between instructional supervision and teacher motivation is strong, with a Pearson r value of 0.925, indicating a very high positive correlation. This suggests that when instructional supervision is more effective and supportive, teachers tend to be more motivated in their work.

The computed p-value of 0.024, which is lower than the 0.05 level of significance, led to the rejection of the null hypothesis. Thus, the alternative hypothesis stating that there is a significant relationship between instructional supervision and teacher motivation was accepted among teachers in the five public secondary schools in the Division of San Carlos City.

The finding is consistent with recent studies emphasizing that constructive supervision practices such as guidance, feedback, and professional support positively influence teachers' motivation and performance (Alhassan et al., 2023; Collie et al., 2023).

Table 8 C Regression Coefficient

Variable	B	Std Error.	Beta	t	p-value
Constant	98.393	20.041		0.473	0.683
Management	2.614	2.270	2.271	1.151	0.369
Instructional Supervision	1.462	2.163	1.333	0.676	0.569

Dependent variable: Teacher Motivation

A linear regression analysis was used to predict teacher motivation based on school management support and instructional supervision. The results in Table 7 indicate that no significant regression was found. The computed value of $F(2, 207) = 10.284$, with a p-value of 0.087, which is greater than the level of significance of 0.05. The coefficient of determination was $R^2 = 0.913$.

The regression equation formed is given as: Teacher Motivation = Constant + School Management Support + Instructional Supervision or expressed as: Teacher Motivation = $-98.393 + 2.614 - 0.842$

The results show that school management support and instructional supervision, when combined, do not significantly predict teacher motivation. Although the R^2 value was high (0.913), the p-value of

0.087 was higher than the 0.05 level of significance. This means that other factors may play a bigger role in influencing teacher motivation.

This result is consistent with previous research suggesting that teacher motivation is a multifaceted construct influenced by various personal, organizational, and contextual factors beyond administrative and supervisory practices (Alhassan *et al.*, 2023).

The results across Tables 5 to 8 indicate that teachers in the five public secondary schools in the Division of San Carlos City generally experience a supportive school environment during School Year 2025–2026. School management support was perceived to be high in terms of administrative support, professional development, and teacher welfare and recognition. Clear communication of policies, access to resources, and opportunities for professional growth were consistently rated positively, indicating that school leaders play an important role in supporting teachers' work and well-being.

Instructional supervision was also perceived at a high level, particularly in observation and feedback, guidance, and motivation. Teachers viewed supervision as constructive and developmental rather than evaluative or punitive. Supportive feedback, coaching, and encouragement from supervisors contributed to teachers' instructional improvement, confidence, and professional growth.

Teacher motivation was found to be very high, especially in terms of intrinsic motivation and personal commitment and growth, while extrinsic motivation was also rated high. Teachers were strongly motivated by fulfillment from student success, a sense of purpose, professional growth opportunities, recognition, and supportive working relationships.

Correlation analyses revealed very strong and significant relationships between school management support and teacher motivation, as well as between instructional supervision and teacher motivation. However, regression analysis showed that when school management support and instructional supervision were considered together, they did not significantly predict teacher motivation, suggesting that motivation is influenced by multiple interacting factors beyond administrative and supervisory practices alone.

Overall, the findings highlight that effective school management support and constructive instructional supervision are essential in fostering high levels of teacher motivation, engagement, and commitment, even though teacher motivation remains a complex and multifaceted construct shaped by both internal and external influences (Alhassan *et al.*, 2023; OECD, 2020; UNESCO, 2023).

Chapter 4 Summary Of Findings, Conclusions, And Recommendations

This chapter presented the summary of findings, conclusion, and recommendations given the results of the study.

Summary of Findings

This study examined the relationship between school management support, instructional supervision, and teacher motivation among 209 teachers in five public secondary schools in the Division of San Carlos City during School Year 2025–2026 using a descriptive–correlational design.

In terms of school management support, teachers rated professional development as the strongest area, particularly the availability of relevant training and opportunities for skill improvement, showing that teachers value support that helps them grow professionally. On the other hand, teacher welfare and recognition received the lowest rating, especially in the provision of incentives, suggesting that while teachers feel acknowledged, tangible rewards could still be improved.

Administrative support remained high, especially in the clear communication of policies and expectations.

For instructional supervision, the highest results were observed in observation and feedback, particularly feedback that helps teachers improve their teaching strategies. This indicates that teachers see classroom observations as constructive and helpful. The lowest area appeared in guidance and innovation, particularly in introducing new teaching strategies and recognizing improvements, implying that supervisory encouragement can still be strengthened.

Teacher motivation was generally very high. The strongest aspect was intrinsic motivation, as teachers showed a strong sense of purpose and dedication to teaching. The lowest component, though still high, was extrinsic motivation, particularly motivation driven by incentives and external rewards.

The study further revealed a very high positive relationship between school management support and teacher motivation, as well as between instructional supervision and teacher motivation. However, when combined, these variables did not significantly predict teacher motivation, suggesting that teachers' motivation is influenced by other personal and contextual factors.

Based on these findings, a Teacher Motivation Enhancement Toolkit was developed focusing on improving recognition systems, strengthening supervisory guidance, and sustaining professional development support to further enhance teachers' motivation and instructional performance.

Conclusion

The findings show that the five public secondary schools in the Division of San Carlos City generally provide a supportive and encouraging work environment for teachers. School management practices, especially in terms of clear communication, professional development, and recognition of teachers' efforts, are consistently in place and are well appreciated by teachers. These practices help teachers feel supported, informed, and valued in their daily work.

The study also reveals that instructional supervision is carried out in a positive and helpful way. Teachers see classroom observations, feedback, and guidance as opportunities to improve rather than as fault-finding activities. This kind of supervision builds teachers' confidence, encourages creativity, and strengthens their commitment to teaching.

Overall, the results highlight the importance of strong school leadership and supportive supervision in sustaining teacher motivation. When teachers feel supported by their administrators and guided through constructive supervision, they are more motivated, engaged, and willing to grow professionally, contributing to a positive school culture and better teaching outcomes.

Recommendation

Based on the findings of the study, the recommended development plan is intended to benefit different members of the school community by helping them strengthen practices that support teacher motivation.

For school administrators, the results serve as a guide in improving leadership and management practices. By maintaining clear communication, transparent decision-making, and fair allocation of resources, administrators can create a more supportive work environment for teachers. Establishing regular dialogue with teachers will also help them feel heard and valued, which can lessen stress and improve engagement in their duties.

Instructional supervisors and master teachers can use the plan as a framework for more supportive supervision. Instead of focusing on fault-finding, classroom observations should emphasize coaching, mentoring, and constructive feedback. Through continuous guidance and collaborative

lesson planning, supervisors can help teachers become more confident and competent in their instructional practices.

Teachers themselves benefit from the opportunities for professional growth and empowerment provided in the plan. Active participation in trainings, mentoring sessions, and reflective practices can help them strengthen their skills and deepen their commitment to teaching. Recognition programs and opportunities to take leadership roles may further encourage motivation and professional satisfaction.

Students, although indirect beneficiaries, gain from improved teaching practices. When teachers feel supported and motivated, they tend to create more engaging, organized, and positive learning environments, which enhances students' learning experiences and academic performance.

Policy makers may use the findings and the development plan as a reference in designing leadership programs and supervision policies that support teacher welfare and retention. The strategies outlined in the plan can guide schools in establishing more responsive and motivating support systems.

Finally, future researchers may use this study as a foundation for further investigation into teacher motivation. They may explore other factors such as workload, well-being, and school culture or apply the development plan in different contexts to expand knowledge on how motivation can be strengthened in educational settings.

Through these applications, the development plan ensures that each stakeholder benefits from the study while contributing to sustained teacher motivation and improved school performance.

TEACHER MOTIVATION ENHANCEMENT TOOLKIT

For the Five Public Secondary Schools in the Division of San Carlos City

I. INTRODUCTION

Teacher motivation is a critical factor in sustaining effective instruction, professional commitment, and school performance. Findings of the study revealed that school management support and instructional supervision have strong and significant relationships with teacher motivation. Teachers who experienced supportive administrative practices, meaningful professional development, constructive instructional supervision, and recognition of their efforts demonstrated higher levels of motivation, confidence, and commitment.

In response to these findings, the Teacher Motivation Enhancement Toolkit was developed to provide school administrators and instructional leaders with practical, school-based strategies that enhance teacher motivation through improved management support and supportive instructional supervision.

II. PURPOSE OF THE TOOLKIT

The toolkit aims to strengthen teacher motivation by improving school management practices, enhancing instructional supervision, and fostering a positive and supportive school culture. It is designed to promote teachers' intrinsic and extrinsic motivation, strengthen personal commitment and professional growth, and support instructional effectiveness across the five public secondary schools in the Division of San Carlos City.

III. TARGET USERS

This toolkit is intended for school heads and assistant school heads, department heads, master teachers, and instructional supervisors who play key roles in school leadership and instructional support. These stakeholders are directly involved in planning, implementing, and monitoring school management practices and instructional supervision. By using this toolkit, they can work collaboratively to create a supportive and motivating school environment, provide meaningful

guidance and feedback to teachers, and ensure that motivation-enhancing practices are consistently applied across the school.

IV. RATIONALE

The Teacher Motivation Enhancement Toolkit was developed to translate the study’s findings into practical, school-based strategies that support teacher motivation. While the results showed strong relationships between school management support, instructional supervision, and teacher motivation, there is a need for a structured approach to strengthen these practices consistently.

The toolkit provides school leaders with clear and actionable strategies to enhance administrative support, instructional supervision, and teacher recognition. By fostering a supportive school culture where teachers feel valued and empowered, the toolkit aims to sustain teacher motivation, improve instructional practices, and contribute to better overall school performance in the five public secondary schools in the Division of San Carlos City.

V. TOOLKIT MODULES AND IMPLEMENTATION MATRICES

MODULE 1: ADMINISTRATIVE SUPPORT

Objective and Key Strategies

This module aims to strengthen school management practices by promoting clear communication, transparency, and equitable access to instructional resources. It focuses on ensuring that teachers are informed of school policies, programs, and expectations, while also providing opportunities for participation in decision-making. Regular communication and transparent leadership practices help build trust and create a supportive environment that enhances teacher motivation.

Table 1 Implementation Matrix

Objective	Key Activities	Responsible Persons	Timeline	Expected Output
Strengthen Communication	Management–teacher dialogue sessions	School Head, Dept. Heads	Quarterly	Clear understanding of policie
Ensure access to resources	Inventory and fair distribution	School Head, Property Custodian	Start of SY / as needed	Adequate instructional resources
Promote Transparency	Sharing decisions in faculty meetings	School Head	Monthly	Increased trust in leadership

MODULE 2: PROFESSIONAL DEVELOPMENT AND GROWTH

Objective and Key Strategies

This module seeks to enhance teachers’ competence, confidence, and motivation through continuous professional learning. It emphasizes needs-based trainings, accessible seminars, relevant in-service programs, mentoring, and collaborative learning through Learning Action Cells (LAC). Aligning professional development activities with teachers’ needs ensures sustained growth and instructional effectiveness

Table 2 Implementation Matrix

Objective	Key Activities	Responsible Persons	Timeline	Expected Output
Improve teaching skills	INSET and LAC sessions	School Head, Master Teachers	Quarterly	Enhanced instructional skills
Support lifelong learning	Seminar and training participation	School Head	Whole SY	Updated teacher competencies
Monitor Growth	PD tracking and reflection logs	Dept. Heads	Semi-annual	Documented professional growth

MODULE 3: TEACHER WELFARE AND RECOGNITION**Objective and Key Strategies**

This module aims to improve teacher morale and job satisfaction by fostering a culture of appreciation and respect. It focuses on recognizing teachers' efforts, acknowledging extra work, valuing teacher opinions, and implementing simple but meaningful recognition practices. These strategies help teachers feel valued and supported, contributing positively to motivation.

Table 3 Implementation Matrix

Objective	Key Activities	Responsible Persons	Timeline	Expected Output
Improve morale	Recognition during meetings	School Head	Quarterly	Motivated teachers
Strengthen appreciation activities	Incentive and appreciation	Management Team	Quarterly	Improved teacher morale
Encourage teacher voice	Feedback and suggestion mechanisms	School Head	Ongoing	Teachers' opinions acknowledged

MODULE 10: INSTRUCTIONAL SUPERVISION AND COACHING**Objective and Key Strategies**

This module focuses on improving instructional practices through supportive and growth-oriented instructional supervision. It emphasizes classroom observation that focuses on improvement rather than fault-finding, followed by timely and constructive feedback. Coaching and reflective discussions are used to build teachers' confidence and instructional competence

Table 4 Implementation Matrix

Objective	Key Activities	Responsible Person	Timeline	Expected Output
Improve instruction	Classroom observation	School Head, Master Teachers	Quarterly	Improved teaching strategies
Provide feedback	Post-observation coaching	Supervisors	After observation	Actionable feedback
Encourage reflection	Reflective teaching sessions	Teachers	Ongoing	Increased teaching confidence

MODULE 5: GUIDANCE AND MENTORING**Objective and Key Strategies**

This module provides continuous instructional support through mentoring and collaborative guidance. It includes assistance in lesson planning, sharing of effective strategies, and coaching to improve student engagement. Collaboration among teachers and instructional leaders helps address challenges and improve classroom practices.

Table 5 Implementation Matrix

Objective	Key Activities	Responsible Persons	Timeline	Expected Output
Support lesson Planning	Mentoring sessions	Master Teachers	Monthly	Improved lesson Delivery
Share best practices	Teaching strategy	Teachers	Monthly	Varied teaching methods
Enhance engagement	Coaching for learner engagement	Supervisors	Quarterly	Active classrooms

MODULE 12: MOTIVATION AND EMPOWERMENT**Objective and Key Strategies**

This module strengthens intrinsic and extrinsic motivation by promoting creativity, leadership, and professional autonomy. Teachers are encouraged to set goals, reflect on growth, try innovative strategies, and take on leadership roles. Empowerment fosters a stronger sense of purpose and commitment.

Table 6 Implementation Matrix

Objective	Key Activities	Responsible Persons	Timeline	Expected Output
Strengthen intrinsic commitment motivation	Goal-setting and reflection	Teachers	Start of SY	Increased
Encourage creativity	Support innovative teaching	School Head	Ongoing	Creative instruction
Build leadership	Assign leadership roles	School Head	As needed	Empowered teacher

MODULE 7: MONITORING AND SUSTAINABILITY

Objective and Key Strategies

This module ensures the continuous implementation and sustainability of the toolkit. It focuses on monitoring activities, gathering feedback, evaluating outcomes, and integrating the toolkit into school plans such as the SIP and AIP.

Table 7 Implementation Matrix

Objective	Key Activities	Responsible Persons	Timeline	Expected Output
Monitor implementation	Regular evaluation	Management Team	Semi-annual	Improved implementation
Gather feedback satisfaction	Teacher	School Head	End of SY	Data for improvement surveys
Ensure sustainability	SIP/AIP integration	School Head	Annually	Sustained motivation initiatives

VI. EXPECTED OUTCOMES

The implementation of the Teacher Motivation Enhancement Toolkit is expected to increase teacher motivation, confidence, and professional commitment; improve instructional practices; strengthen collaboration between teachers and school leaders; and promote a positive, supportive school culture that contributes to continuous school improvement.

VII. CONCLUSION

The Teacher Motivation Enhancement Toolkit provides a structured yet flexible approach to enhancing teacher motivation through improved school management support and instructional supervision. When consistently implemented, the toolkit can help create schools where teachers feel valued, supported, motivated, and empowered to deliver quality education.

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