

School Heads' Instructional Competence and Teachers' Work Motivation: Basis for an Action Plan

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Abstract

This study examined the relationship between school heads' instructional competence and teachers' work motivation in selected public elementary schools in the Schools Division of Naga City, Cebu, during School Year 2026–2027, as a basis for a proposed action plan. A quantitative descriptive-correlational research design was employed, involving 132 respondents composed of 12 school heads and 120 teachers. Data were gathered using researcher-made and adapted survey questionnaires assessing respondents' profiles, school heads' instructional competence in school operations, fiscal management, and use of technology, and teachers' work motivation in terms of intrinsic motivation, external regulation, amotivation, integrated regulation, identified regulation, and introjected regulation. Frequency, percentage, weighted mean, and Pearson's correlation coefficient were used for data analysis. In the illustrative results, school heads demonstrated a high level of instructional competence, with an overall weighted mean of 4.14. Teachers exhibited very high intrinsic motivation, integrated regulation, and identified regulation, while external and introjected regulation were high and amotivation was low. An illustrative correlation coefficient of 0.517 indicated a moderate positive relationship between school heads' instructional competence and teachers' work motivation. Based on these preliminary illustrations, an action plan was proposed to strengthen school leadership, improve resource and technology management, sustain professional development, and support teachers' motivation and engagement. These findings require confirmation through actual survey data before final conclusions can be established.

Keywords: instructional competence, teachers' work motivation, school leadership, self-determination theory, descriptive-correlational research, action plan

1. The Problem and Its Scope

Introduction

Rationale of the Study

Effective school leadership is essential in creating an educational environment where teachers can perform their responsibilities efficiently and remain motivated in their profession. School heads are responsible not only for providing instructional direction but also for managing personnel, programs, financial resources, facilities, technology, and other school operations. Their ability to perform these responsibilities can contribute to an organized and supportive workplace that enables teachers to focus on

teaching and respond effectively to the needs of learners. Thus, management competence is an important aspect of school leadership that may be associated with teachers' experiences and motivation at work.

Internationally, the increasing complexity of school administration has placed greater expectations on school leaders to demonstrate competence in planning, decision-making, resource management, communication, and technology utilization. Effective management enables schools to establish clear systems, use available resources responsibly, and provide teachers with the support necessary to accomplish their professional responsibilities. This is consistent with Sustainable Development Goal 4, which promotes inclusive and equitable quality education and lifelong learning opportunities for all. Achieving quality education requires not only competent teachers but also capable school leaders who can establish organizational conditions supportive of effective teaching and continuous professional development.

The responsibilities of school heads particularly in the Philippines are emphasized under Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, which recognizes the school head as both an instructional leader and an administrative manager. School heads are entrusted with responsibilities involving school programs, personnel, resources, finances, facilities, and relationships with stakeholders. These expectations are further strengthened by DepEd Order No. 24, s. 2020, which institutionalized the Philippine Professional Standards for School Heads (PPSSH). The PPSSH identifies competencies in strategic leadership, managing school operations and resources, focusing on teaching and learning, developing oneself and others, and building connections. These responsibilities highlight the need for school heads to continuously develop their managerial capabilities in response to the changing demands of basic education.

Among these responsibilities, school management operations, fiscal management, and the use of technology in management operations are particularly important to the daily functioning of schools. School heads are expected to implement and monitor programs, manage available financial and physical resources responsibly, maintain accountability, and utilize technology for communication, documentation, monitoring, reporting, and decision-making. When these responsibilities are effectively performed, teachers may experience clearer administrative processes, better access to resources, and stronger organizational support. Conversely, difficulties in management may create additional work-related concerns that can affect teachers' engagement in their professional responsibilities.

Teachers' work motivation is equally important because teaching requires sustained commitment, effort, adaptability, and professional responsibility. Teachers perform multiple duties involving classroom instruction, assessment, preparation of learning resources, learner support, documentation, participation in school programs, and professional development. Their motivation may arise from different sources. Some teachers may perform their work because of personal enjoyment and fulfillment, while others may be motivated by professional goals, personal values, recognition, financial security, or other internal and external considerations. At the same time, demanding working conditions, inadequate support, or difficulty coping with responsibilities may contribute to reduced motivation or amotivation.

Anchored on Self-Determination Theory, the present study recognizes that work motivation is multidimensional. It examines teachers' motivation in terms of intrinsic motivation, integrated regulation,

identified regulation, introjected regulation, external regulation, and amotivation. These dimensions provide a broader understanding of why teachers continue to perform their responsibilities and how their motivation may differ according to personal and organizational conditions. Since teachers work within systems established and managed by school leaders, it is reasonable to examine whether school heads' management competence is significantly associated with teachers' work motivation.

In the Schools Division of Naga City, school heads and teachers work within the policies and standards established by the Department of Education while responding to the particular needs and circumstances of their respective schools. School heads manage programs, personnel, finances, facilities, technology, and other resources, while teachers address instructional responsibilities and various school-related demands. Although previous studies have explored educational leadership, management practices, and teacher motivation, there remains a need for localized evidence on the relationship between school heads' management competence and teachers' work motivation in selected public elementary schools in the Schools Division of Naga City. Findings from other educational settings may not fully reflect the organizational conditions and professional experiences of school heads and teachers within the Division.

Determining this relationship is important because it can identify management practices that should be sustained or strengthened and motivational areas that may require appropriate support. More importantly, the study does not assume that management competence alone determines teachers' motivation, as motivation may also be influenced by various personal, professional, and organizational factors. Rather, establishing whether a significant relationship exists between the variables can provide empirical evidence for developing interventions responsive to the actual conditions of the participating schools.

With the foregoing, this study seeks to determine the management competence of school heads and teachers' work motivation in selected public elementary schools in the Schools Division of Naga City during School Year 2026–2027. Specifically, it examines school heads' management competence in terms of school management operations, fiscal management, and use of technology in management operations, and teachers' work motivation in terms of intrinsic motivation, integrated regulation, identified regulation, introjected regulation, external regulation, and amotivation. It further determines whether a significant relationship exists between these variables. The findings will serve as the basis for an Action Plan intended to strengthen school management practices, sustain teachers' work motivation, and address identified areas requiring improvement.

Theoretical Background

This study is anchored on Self-Determination Theory (SDT) developed by Edward L. Deci and Richard M. Ryan (1985), Transformational Leadership Theory advanced by James MacGregor Burns (1978) and expanded by Bernard M. Bass (1985), and Herzberg's Two-Factor Theory by Frederick Herzberg (1959). This is supported by legal bases, namely Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, and the DepEd Order No. 24, s.2020, or the Philippine Professional Standards for School Heads (PPSSH).

Self-Determination Theory (SDT) explains that individuals' motivation lies along a continuum from intrinsic motivation to amotivation and is largely influenced by the fulfillment of autonomy, competence, and relatedness needs. In school settings,

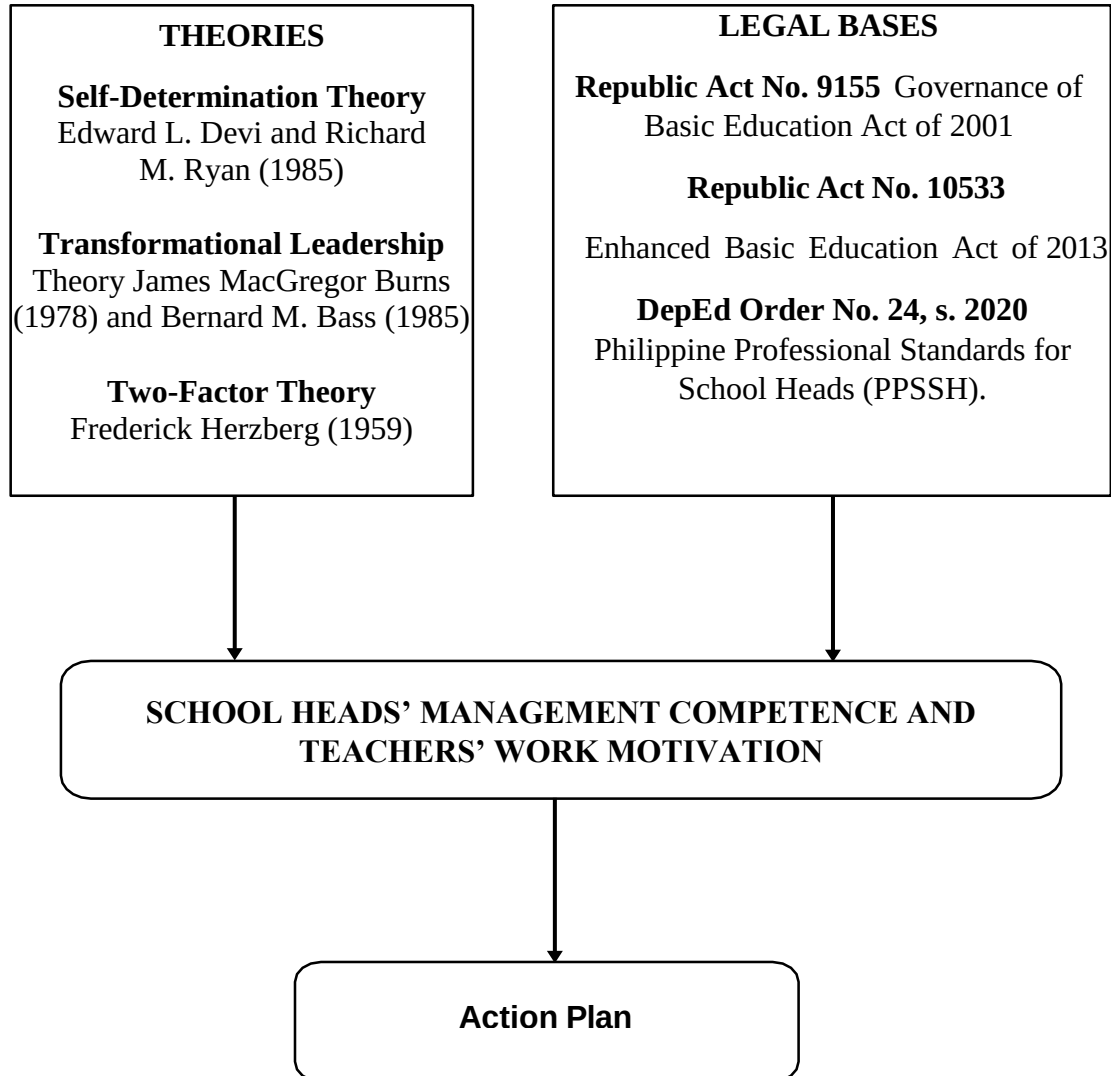


Figure 1

Theoretical Framework of the Study

leadership practices significantly shape these psychological needs. Empirical studies strongly support this claim.

For example, Hannah et al. (2024) showed that environments supporting autonomy boost teachers' intrinsic motivation and engagement. Priadi and Padmantyo (2025) highlighted that supportive leadership encourages ongoing work motivation and well-being. Rice et al. (2025) found that managerial support leads to higher internalization of work values. In education, Solera-Alfonso et al., (2025) revealed that teachers' perceptions of autonomy support from administrators significantly predict both identified and intrinsic motivation. Likewise, Polatcan et al. (2025) discovered that school leadership indirectly affects teacher enthusiasm and instructional quality through motivational pathways.

The study is further supported by Transformational Leadership Theory. This theory suggests that leaders motivate and elevate followers through vision, intellectual stimulation, and personalized attention. In education, transformational school leadership has been consistently linked to increased teacher motivation and organizational commitment. Research by Baysa (2025) and Ermita and Baysa (2025) shows that transformational leadership practices significantly improve teachers' commitment and motivation. Veletić et al. (2023) highlighted that effective leadership impacts school climate and teacher engagement. Sudadi et al. (2023) found that leadership influences teacher performance indirectly via motivational factors. Rachmad et al. (2023) confirmed that transformational leadership positively predicts teachers' intrinsic motivation. Similarly, Yang and Thien (2024) observed that supportive, visionary school leaders greatly enhance teachers' organizational identification and motivation.

Furthermore, Herzberg's Two-Factor Theory grounded this study. This theory distinguishes between hygiene factors (e.g., policies, supervision, working conditions) and motivators (e.g., achievement, recognition, responsibility). School heads' management competence directly influences hygiene factors, such as administrative efficiency, resource allocation, and technological support, thereby preventing dissatisfaction and fostering motivators through recognition and professional growth opportunities.

Werang (2023) found that leadership quality significantly affects teacher morale and job satisfaction. Sebulen and Jimenez (2024) identified administrative support as a key predictor of teacher satisfaction and motivation. Fang (2025) demonstrated that supportive leadership reduces teacher burnout and amotivation. Sukirman et al. (2024) emphasized that effective management practices enhance teachers' professional commitment. Moreover, Sariakin et al. (2025) found that school leadership and administrative practices significantly influence teacher motivation levels.

The existing educational policies of the Philippines define the authority, accountability, and the expected competencies of school heads managing public schools.

First is Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001. This law institutionalized school-based management (SBM) and decentralized key decision-making authority to school heads, making them directly accountable for school operations, fiscal administration, and human resource development. Under this Act, school heads are expected to exercise instructional leadership and sound financial stewardship to improve school outcomes. Because management competence in operations, fiscal management, and technology use is legally mandated, examining its influence on teachers' work motivation is both relevant and necessary. When school heads effectively implement SBM principles, teachers are more likely to experience professional support, participatory decision-making, and a positive work climate, conditions that strengthen intrinsic and identified motivation.

This study is supported by Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, which enhanced the K to 12 curriculum and focused on quality assurance, accountability, and ongoing professional development. The effective rollout of RA 10533 heavily relies on capable school leaders. School heads are responsible for managing resources efficiently, supervising the curriculum, fostering teacher growth, and integrating technology into teaching and administration. These duties directly

influence teachers' working conditions and professional development prospects, both vital for their motivation. Poor managerial skills can lead to resource waste, inadequate supervision, and weak support systems, negatively impacting teachers' motivation.

The study is strongly grounded in the Philippine Professional Standards for School Heads (PPSSH), which is institutionalized through Department of Education (Philippines) DepEd Order No. 24, s. 2020. The PPSSH defines key domains such as strategic leadership, managing school operations and resources, focusing on teaching and learning, developing oneself and others, and building connections. These standards establish what management competence looks like for school heads in the Philippines. Using school management, fiscal management, and technology integration as contexts, this study applies essential PPSSH domains and examines how these skills affect teachers' intrinsic and extrinsic motivation. The results could offer empirical insights to guide leadership development and capacity-building programs in the Cebu Province Division, helping ensure that school leadership practices remain aligned with national standards and support ongoing teacher motivation and performance.

The Problem

Statement of the Problem

This study aimed to determine the relationship between school heads' instructional competence and teachers' work motivation in selected public elementary schools in the Schools Division of Naga City, Cebu during School Year 2026-2027, as basis for an **Action Plan**.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondent groups as to:
 - 1.1.1 age;
 - 1.1.2 gender;
 - 1.1.3 current position;
 - 1.1.4 years of administrative/teaching experience;
 - 1.1.5 highest educational attainment; and
 - 1.1.6 relevant trainings attended?
2. As perceived by the respondents, what is the level of instructional competence of school heads in terms of:
 - 2.1. school operations;
 - 2.2. fiscal management, and
 - 2.3. use of technology?
3. What is the level of teachers' work dimensions and regulation related to:
 - 3.1. motivation;
 - 3.1.1. intrinsic motivation;
 - 3.1.2. extrinsic motivation; and
 - 3.1.3. amotivation?
 - 3.2. regulation
 - 3.2.1. integrated regulation;
 - 3.2.2. identified regulation; and
 - 3.2.3. introjected regulation?

4. Is there a significant relationship between school heads management competence and the teacher's work motivation.
5. Based on the findings of the study, what Action Plan can be proposed?

Significance of the Study

Instructional competence of school heads and its relationship with teachers' work motivation in selected public elementary schools in the Schools Division of Naga City. Specifically, this study will benefit the following:

Schools Division Office (SDO). The findings may serve as a basis for developing leadership training, technical assistance, and professional development programs that strengthen school management and support teachers' work motivation.

School Heads. The study may help school heads identify management practices that need to be sustained or improved, particularly in school operations, fiscal management, and the use of technology. It may also guide them in creating a more supportive and motivating work environment for teachers.

Teachers. The findings may help teachers better understand the factors associated with their work motivation and contribute to school-based initiatives that promote professional growth, engagement, and commitment.

Education Supervisor The results may guide supervisors in providing appropriate coaching, monitoring, and technical assistance to school heads and teachers based on identified needs.

Future Researchers. The study may serve as a reference for future research on school management, educational leadership, teachers' work motivation, and other related variables.

Research Methodology

This study will employ a descriptive-correlational research design utilizing a quantitative approach. The descriptive method will be appropriate because it aims to determine the level of school heads' management competence and teachers' work motivation in selected public elementary schools in the Schools Division of Naga City. The quantitative approach will enable the researcher to collect measurable data through structured survey questionnaires administered to the respondents. The data gathered will be analyzed using appropriate statistical tools to objectively describe the variables and determine the relationship between them.

The descriptive component of the study will determine the level of school heads' management competence in terms of school management operations, fiscal management, and use of technology in management operations. Likewise, it will determine the level of teachers' work motivation in terms of intrinsic motivation, integrated regulation, identified regulation, introjected regulation, external regulation, and amotivation. This approach will provide a systematic description of the management competence of school heads and the work motivation of teachers in the participating schools.

The correlational component will determine whether a significant relationship exists between school heads' management competence and teachers' work motivation. Appropriate inferential statistical

analysis will be employed to test the relationship between the two variables. The findings will provide empirical evidence that will serve as the basis for developing an Action Plan aimed at strengthening school management practices and sustaining teachers' work motivation in selected public elementary schools in the Schools Division of Naga City.

Flow of the study

This study employed the Input-Process-Output model in data collection. The study's input includes respondents' profiles, including age and gender, highest educational attainment, civil status, length of teaching experience, and number of relevant trainings attended related to school leadership; level of management competence of school heads in terms of school management operations, fiscal management and use of technology in management operations; level of teachers' work motivation, including intrinsic motivation, integrated regulation, identified regulation, introjected regulation, external regulation, and amotivation.

The process included a step-by-step procedure that the researchers will follow using the descriptive method of inquiry. This involved seeking approval to conduct the study, orienting research respondents to the administration and collection of data, and applying statistical treatments such as frequency counts, percentages, weighted means, and chi-square tests.

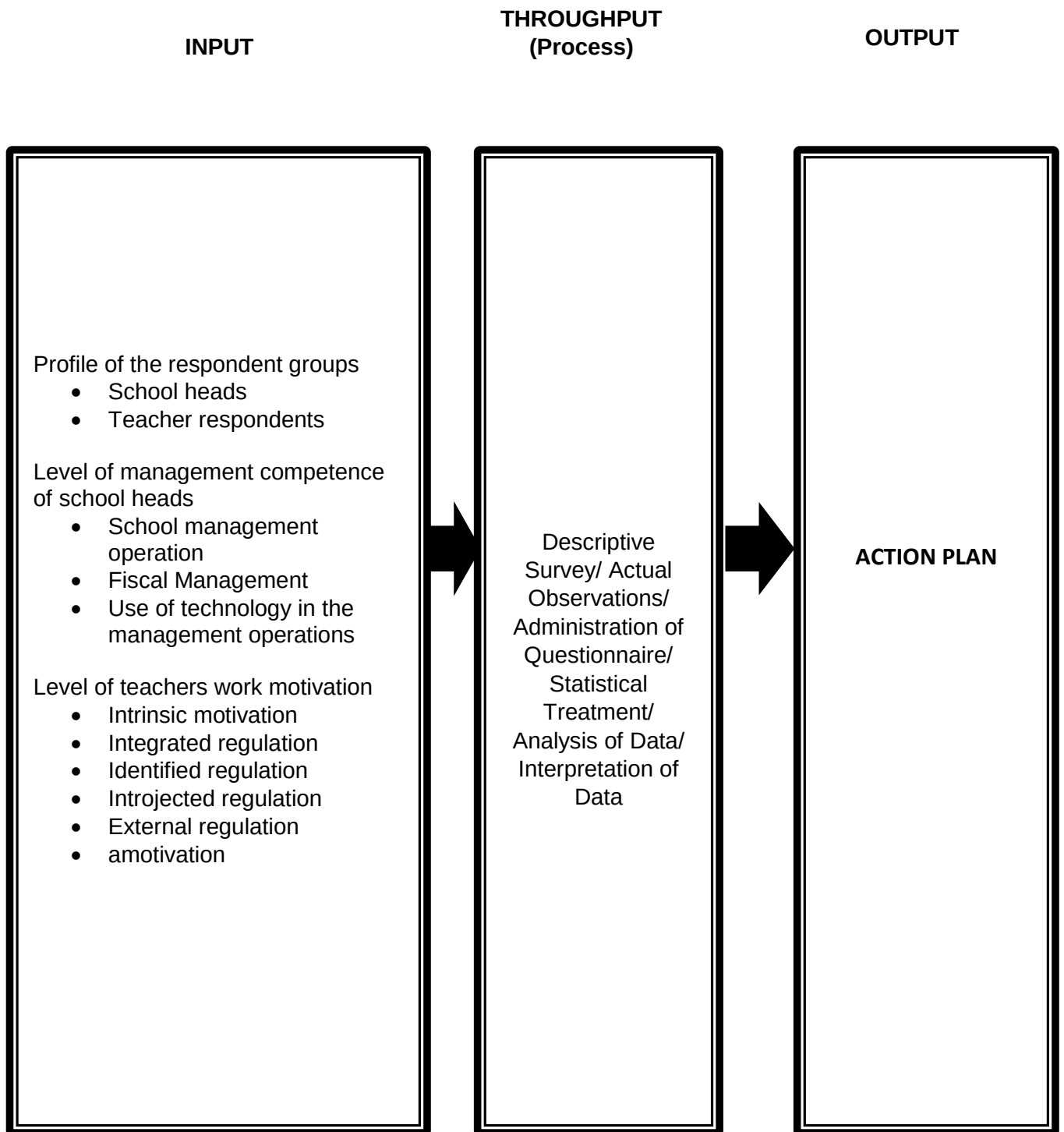


Figure 2.
The Flow of the Study

Furthermore, the study developed an action plan that strengthens school heads' management competence to sustainably improve teachers' work motivation and professional engagement, and ultimately, school performance.

Environment of the Study

The study will be conducted in selected public elementary schools under the Schools Division of Naga City. Naga City is a component city in the Province of Cebu and is located in the southern part of the province. The city consists of urban, coastal, and upland communities, resulting in schools operating under varying geographical and community conditions. Public elementary schools in the city are administered under the Department of Education through the Schools Division of Naga City and are responsible for providing basic education to learners from communities with diverse socioeconomic and educational backgrounds.

The research environment will cover six public elementary schools, namely Naga II Elementary School, Mainit Elementary School, Bairan Elementary School, Cabungahan Elementary School, Patag Elementary School, and Mayana Elementary School. These schools operate within the same Schools Division and follow the policies, programs, standards, and guidelines prescribed by the Department of Education. Each school is headed by designated school administrators who oversee school operations and work with teachers in implementing educational programs and activities.



Figure 3.
Research Location

Despite belonging to the same Schools Division, the participating schools have their respective organizational and community contexts. Their school heads perform various administrative and managerial responsibilities, including planning and implementing school programs, managing personnel and resources, overseeing financial operations, maintaining school facilities, coordinating with stakeholders, and utilizing technology for communication, documentation, monitoring, and other management processes. These responsibilities require school heads to demonstrate appropriate management competencies while responding to the particular needs of their respective schools.

Teachers, on the other hand, carry out instructional and other school-related responsibilities under the direction and supervision of their school heads. Aside from classroom instruction, teachers participate in assessment, school programs, professional development activities, documentation, committee assignments, and other responsibilities necessary for school operations. The manner in which school programs, resources, and administrative processes are managed provides the organizational setting within which teachers perform these responsibilities and experience different levels and forms of work motivation.

The selected schools therefore provide an appropriate environment for examining school heads' management competence in terms of school management operations, fiscal management, and use of technology in management operations, as well as teachers' work motivation in terms of intrinsic motivation, integrated regulation, identified regulation, introjected regulation, external regulation, and amotivation. Conducting the study within these schools will allow the researcher to obtain localized information regarding the two variables and determine their relationship within the actual context of public elementary education in the Schools Division of Naga City.

Respondents

The respondents of the study will consist of 132 school personnel from six selected public elementary schools in the Schools Division of Naga City. Of the total respondents, 12 will be school heads and 120 will be teachers. The participating schools are Naga II Elementary School, Mainit Elementary School, Bairan Elementary School, Cabungahan Elementary School, Patag Elementary School, and Mayana Elementary School.

Each participating school will have 22 respondents, composed of two (2) school heads and twenty (20) teachers. The school heads will provide information regarding their profile and management competence, while the teachers will provide their perceptions of their school heads' management competence and assess their own work motivation. The inclusion of both groups will provide relevant information regarding management practices and teachers' motivational experiences within the participating schools.

The teacher-respondents will be selected using simple random sampling from the eligible teachers in each participating school to provide each qualified teacher an equal opportunity to participate in the study. Meanwhile, total enumeration will be employed for the school heads because of their relatively small number. Participation will be voluntary, and the respondents will be informed of the purpose of the study and the confidentiality of the information they provide.

The distribution of respondents is presented in Table 1.

Table 1
Distribution of the Respondents

(n=132)

Schools	School Heads	Teachers	Total Respondents	Percentage
Naga II ES	2	20	22	16.66%
Mainit ES	2	20	22	16.66%
Bairan ES	2	20	22	16.66%
Cabungahan ES	2	20	22	16.66%
Patag ES	2	20	22	16.66%
Mayana ES	2	20	22	16.66%
Total	12	120	132	100%

The distribution ensures representation from each participating school. The responses gathered from the two groups will be analyzed according to the objectives of the study, particularly in determining the level of school heads' management competence, the level of teachers' work motivation, and the relationship between these variables.

Research Instrument

The questionnaire for this study will be developed based on two primary sources: (1) selected items adapted from existing studies and instruments related to school management competence, educational leadership, and teachers' work motivation; and (2) indicators derived from relevant Department of Education policies and standards, particularly Republic Act No. 9155 or the Governance of Basic Education Act of 2001 and DepEd Order No. 24, s. 2020, which institutionalized the Philippine Professional Standards for School Heads (PPSSH). For teachers' work motivation, the indicators will be anchored on Self-Determination Theory, particularly the different forms of motivation identified by Deci and Ryan. The researcher will also develop appropriate items to ensure that the instrument is aligned with the objectives and context of the study.

The survey questionnaire will be designed using simple and clear statements that can be answered within approximately 10–15 minutes. The instrument will be divided into four (4) parts.

Part I: Profile of the Respondents. This section will gather the demographic and professional characteristics of the respondents. For school heads, the information will include age and gender, highest educational attainment, years of administrative experience, and number of relevant trainings attended. For teachers, it will include age and gender, highest educational attainment, length of teaching experience, and number of relevant trainings attended. These data will be used to describe the characteristics of the respondents.

Part II: Management Competence of School Heads. This section will determine the level of management competence of school heads as perceived by the respondents. It will assess management competence in terms of school management operations, fiscal management, and use of technology in management operations. The indicators will focus on the school heads' ability to manage programs and activities, personnel and resources, financial processes and accountability, and the appropriate utilization of technology in carrying out administrative and management functions.

Part III: Teachers' Work Motivation. This section will be answered by the teacher-respondents and will determine their level of work motivation. Anchored on Self-Determination Theory, it will assess work motivation in terms of intrinsic motivation, integrated regulation, identified regulation, introjected regulation, external regulation, and amotivation. The indicators will examine the different reasons that encourage teachers to perform their professional responsibilities, ranging from personal interest and fulfillment to professional values, internal and external pressures, rewards, and lack of motivation.

Part IV: Suggestions and Recommendations. This section will provide the respondents an opportunity to give suggestions and recommendations concerning school management practices and teachers' work motivation. Their responses, together with the quantitative findings of the study, will provide additional inputs in developing the proposed Action Plan aimed at strengthening school heads' management practices and supporting teachers' work motivation in the participating public elementary schools.

Before its administration, the questionnaire will be submitted to qualified experts in educational management, research, and measurement and evaluation for content validation. Their comments and recommendations will be incorporated to improve the relevance, clarity, and appropriateness of the items. The instrument will also undergo pilot testing among respondents who possess characteristics similar to those of the actual participants but who will not be included in the final study. The reliability of the major scales will be determined using Cronbach's alpha before the questionnaire is administered to the actual respondents.

Data Gathering

Research Preparation. The researcher will formally seek permission from the appropriate authorities of the Schools Division of Naga City and the school heads of the selected public elementary schools to conduct the study. Upon approval, the researcher will coordinate with the participating school heads and teachers regarding the schedule and procedures for the administration of the survey questionnaire.

The researcher will explain the purpose and objectives of the study and provide the necessary instructions for accomplishing the questionnaire. The respondents will be informed that their participation is voluntary and that all information gathered will be treated with strict confidentiality and used solely for academic and research purposes. The researcher will likewise observe the provisions of Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012, to protect the privacy and confidentiality of the respondents.

Research Instrument Administration. Prior to the administration of the questionnaire, the researcher will conduct a brief orientation to explain the significance of the study and the procedures for answering the instrument. The respondents will also be given an opportunity to seek clarification regarding the questionnaire before completing it.

The survey questionnaires will then be distributed to the selected school heads and teachers. The respondents will accomplish the appropriate sections concerning the management competence of school heads, while the teacher-respondents will answer the section pertaining to their work motivation. Sufficient time will be provided for the respondents to complete the questionnaire independently and objectively.

After the questionnaires have been accomplished, the researcher will retrieve and review them for completeness. Responses will then be organized, coded, tabulated, and prepared for statistical analysis. The collected data will be analyzed using the appropriate statistical tools to determine the level of school heads' management competence, the level of teachers' work motivation, and the significant relationship between the two variables. The findings will subsequently serve as the basis for developing the proposed Action Plan.

Statistical Treatment of Data

Frequency and Simple Percentage. Frequency counts and simple percentage will be used to describe the profile of the respondents. For school heads, these will include age and gender, highest educational attainment, years of administrative experience, and number of relevant trainings attended. For teachers, these will include age and gender, highest educational attainment, length of teaching experience, and number of relevant trainings attended.

Weighted Mean. The weighted mean will be used to determine the level of school heads' management competence in terms of school management operations, fiscal management, and use of technology in management operations. It will likewise be used to determine the level of teachers' work motivation in terms of intrinsic motivation, integrated regulation, identified regulation, introjected regulation, external regulation, and amotivation.

Standard Deviation. The standard deviation will be computed together with the weighted mean to determine the consistency or variability of the respondents' responses regarding school heads' management competence and teachers' work motivation. A lower standard deviation will indicate greater consistency among the responses, while a higher standard deviation will indicate greater variability.

Pearson Product-Moment Correlation Coefficient (Pearson r). Pearson r will be used to determine whether a significant relationship exists between school heads' management competence and teachers' work motivation. The relationship will be tested at the 0.05 level of significance. The null hypothesis will be rejected when the computed p-value is less than 0.05; otherwise, it will not be rejected.

Scoring Procedure

To accurately analyze and interpret the responses of the respondents, the study will utilize a five-point Likert scale. The scale will be used to determine the level of school heads' management competence and teachers' work motivation. The weighted mean for each indicator and dimension will be computed and interpreted using the corresponding scale ranges and verbal descriptions.

For assessing the level of school heads' management competence in terms of school management operations, fiscal management, and use of technology in management operations, the following scale will be used:

Weight	Scale	Category	Verbal Description
5	4.21–5.00	Very High Management Competence	The school head consistently demonstrates highly competent management practices in carrying out school operations and responsibilities.
4	3.41–4.20	High Management Competence	The school head frequently demonstrates competent management practices, with only minor areas requiring improvement.
3	2.61–3.40	Moderate Management Competence	The school head demonstrates management competence to a moderate extent, with some areas requiring further improvement.
2	1.81–2.60	Low Management Competence	The school head demonstrates limited management competence, with several areas requiring improvement and support.
1	1.00–1.80	Very Low Management Competence	The school head demonstrates minimal management competence and requires substantial improvement and support in carrying out management responsibilities.

For assessing teachers' work motivation in terms of intrinsic motivation, integrated regulation, identified regulation, introjected regulation, and external regulation, the following scale will be used:

Weight	Scale	Category	Verbal Description
5	4.21–5.00	Very High	The motivational factor is consistently evident and strongly contributes to the teacher's engagement in work.
4	3.41–4.20	High	The motivational factor is frequently evident and contributes considerably to the teacher's engagement in work.
3	2.61–3.40	Moderate	The motivational factor is moderately evident in the teacher's engagement in work.

2	1.81–2.60	Low	The motivational factor is seldom evident and has limited contribution to the teacher's engagement in work.
1	1.00–1.80	Very Low	The motivational factor is minimally evident in the teacher's engagement in work.

Since amotivation represents the absence or lack of motivation, its interpretation will be treated separately. A higher score indicates a greater presence of amotivation and should not be interpreted as a more favorable motivational condition.

Weight	Scale	Category	Verbal Description
5	4.21–5.00	Very High Amotivation	The teacher demonstrates a very high level of uncertainty or lack of motivation toward work.
4	3.41–4.20	High Amotivation	The teacher demonstrates a high level of uncertainty or lack of motivation toward work.
3	2.61–3.40	Moderate Amotivation	The teacher demonstrates a moderate level of uncertainty or lack of motivation toward work.
2	1.81–2.60	Low Amotivation	The teacher demonstrates a low level of uncertainty or lack of motivation toward work.
1	1.00–1.80	Very Low Amotivation	The teacher demonstrates minimal uncertainty or lack of motivation toward work.

Definition of Terms

To make the research easier to understand, the following terms are defined operationally.

Action Plan - is a structured set of specific, time-bound strategies and activities developed based on the study's findings to improve school heads' management competence and enhance teachers' work motivation.

Amotivation - is the lowest level of motivation, in which teachers show a lack of intention, interest, or willingness to perform their work due to feelings of incompetence or a lack of value in their tasks, as measured by the motivation scale used in this study.

External Regulation - is a form of extrinsic motivation where teachers perform their duties primarily to receive rewards or avoid punishments, as indicated by their responses to the work motivation questionnaire.

Fiscal Management - is the school head's ability to plan, allocate, monitor, and account for school funds and financial resources efficiently and transparently, as perceived by teachers in the survey.

Identified Regulation - is a type of autonomous extrinsic motivation in which teachers engage in their work because they personally value and recognize its importance, as measured by the identified regulation subscale.

Intrinsic Motivation - is the degree to which teachers perform their tasks out of genuine interest, enjoyment, and personal satisfaction, as reflected in their responses to the intrinsic motivation indicators.

Integrated Regulation - is a form of self-determined extrinsic motivation in which teachers perform their duties because they are fully aligned with their personal values, beliefs, and professional identity.

Introjected Regulation - is a controlled form of motivation in which teachers carry out their responsibilities due to internal pressures, such as guilt, obligation, or the desire to maintain self-esteem.

Management Competence - is the level of knowledge, skills, and abilities demonstrated by school heads in managing school operations, fiscal resources, and technology, as rated by teachers in the management competence instrument. School Head is the officially designated principal or head administrator responsible for overseeing school leadership, management, and instructional supervision in the selected public schools.

School Management Operations - refers to the processes and practices involved in planning, organizing, directing, and monitoring school programs, personnel, and daily administrative activities, as assessed in the survey.

Teachers' Work Motivation - is the overall level and type of internal and external drive that influences teachers' engagement, effort, and persistence in performing their professional responsibilities, as measured by the motivation scale.

Use of Technology in Management Operations - refers to the extent to which school heads utilize digital tools and information systems to support communication, record-keeping, planning, monitoring, and decision-making processes within the school.

2. Presentation, Analysis and Interpretation of Data

This chapter analyzes data from teacher respondents to address the the study's objectives. It details respondents' ages, genders, education levels, teaching experience, and training attended. It evaluates school heads' management competence in operations, fiscal management, and technology use. It assesses teachers' motivation levels—intrinsic, regulated, and amotivation—and explores if a significant link exists between school heads' management skills and teachers' motivation.

Profile of The Respondents

This section discusses data on respondents' profiles, including age and gender, highest educational attainment, length of teaching experience, and number of relevant training sessions attended.

Age. Presented in this section is the age profile of the school heads and teacher-respondents from the selected public elementary schools in the Schools Division of Naga City, Cebu. The respondents are classified according to age brackets to describe their age distribution. The data provide an overview of the demographic characteristics of the respondents who participated in the study and are presented in Table 2.

Table 2
Age Profile of the School Heads and Teacher-Respondents

(n=132)

Age (Years)	Frequency (f)	Percentage (%)
20–30	18	13.64
31–40	45	34.09
41–50	39	29.55
51 - 60	27	20.45
61 years old and above	3	2.27
Total	132	100.00

As shown in Table 2, most respondents were 31–40 years old, with 45 (34.09%), followed by those aged 41–50 years, with 39 (29.55%), and those aged 51–60 years, with 27 (20.45%). Meanwhile, 18 respondents (13.64%) belonged to the 20–30 age group, while only 3 (2.27%) were 61 years old and above. The distribution indicates that the respondents were predominantly within the 31–50 age range, comprising 84 (63.64%) of the total respondents. This suggests that a considerable proportion of the school heads and teachers were in the early to middle stages of their professional careers.

The predominance of respondents within the 31–40 age group is consistent with findings from previous studies involving teachers in the Philippine setting. Oplas (2024), for example, reported that 48.26% of public elementary school teachers in La Carlota City, Negros Occidental, were between 31 and 40 years old, representing the largest age group in the study. Similarly, Lacandazo, Saibudin, and Claveria (2022) found that most public secondary school teachers in Bataraza, Palawan, were between 30 and 34 years old. These findings provide a useful comparison with the age distribution presented in the current study.

The age profile also suggests that many respondents may have acquired relevant professional experiences while remaining actively involved in school operations and instructional responsibilities. This observation is supported by Velasco (2023), whose study involving 1,528 teachers and administrators reported that 21% of teacher-respondents were aged 31–35 years, while 15% were aged 36–40 years. Smaller proportions were observed among the older age groups. In the context of the present study, the distribution provides background information on the professional composition of school heads and teachers whose instructional competence and work motivation are being examined.

Furthermore, the OECD Teaching and Learning International Survey (TALIS) 2024, as reported in Teaching for Today's World (2025), indicated that teachers across participating education systems had an average age of approximately 45 years, although differences existed among countries. Teachers in Türkiye had an average age of 38 years, while those in Morocco, the United Arab Emirates, and Uzbekistan averaged approximately 39 years. These international findings provide a broader perspective on the age composition of the education workforce and highlight the variation in teachers' demographic characteristics across educational settings.

Gender. Presented in this section is the gender profile of the school heads and teacher-respondents from the selected public elementary schools in the Schools Division of Naga City, Cebu. The respondents are classified according to gender to determine their distribution within the participating schools. The data provide a demographic description of the respondents and are presented in Table 3.

Table 3
Gender Profile of the School Heads and Teacher-Respondents

(n=132)

Gender	Frequency (f)	Percentage (%)
Male	24	18.18
Female	108	81.82
Total	132	100.00

As shown in Table 3, the respondents were predominantly female, accounting for 108 (81.82%) of the total respondents, while only 24 (18.18%) were male. The distribution indicates that female school heads and teachers constituted the majority of respondents in the selected public elementary schools in the Schools Division of Naga City, Cebu.

The predominance of female respondents is consistent with the gender composition reported in other studies involving teachers in the Philippine educational setting. Velasco (2023), in a study involving 1,528 teachers and administrators, examined the demographic characteristics of educational personnel, including their age and professional backgrounds. Likewise, the OECD Teaching and Learning International Survey (TALIS) 2024, as presented in Teaching for Today's World (2025), reported that women accounted for approximately 70% of teachers across participating OECD countries and territories. Although the present study includes both school heads and teachers, the findings provide a useful comparison with the broader female representation in the teaching profession.

The gender profile further shows that both male and female educational personnel were represented in the study, although their proportions differed considerably. In relation to the present investigation, this demographic characteristic provides background information on the respondents whose perceptions of school heads' instructional competence and levels of teachers' work motivation are being examined. However, the distribution alone does not establish differences in instructional competence or work motivation according to gender, as these would require further statistical analysis.

Current Position. Presented in this section is the current position profile of the school heads and teacher-respondents from the selected public elementary schools in the Schools Division of Naga City, Cebu. The respondents are classified according to their respective administrative and teaching positions. The data provide information on their professional designations and responsibilities within the school system and are presented in Table 4.

Table 4
Current Position Profile of the School Heads and Teacher-Respondents (n=132)

Current Position	Frequency (f)	Percentage (%)
School Heads		
Principal I	3	2.27
Principal II	2	1.52
Head Teacher I	4	3.03
Head Teacher II	3	2.27
Teachers		
Teacher I	43	32.58
Teacher II	32	24.24
Teacher III	30	22.73
Master Teacher I	11	8.33
Master Teacher II	4	3.03

As shown in Table 4, most respondents held the position of Teacher I, with 43 (32.58%), followed by Teacher II, with 32 (24.24%), and Teacher III, with 30 (22.73%). Meanwhile, 11 respondents (8.33%)

were Master Teacher I, while 4 (3.03%) were Master Teacher II. Among the school heads, 4 (3.03%) held the position of Head Teacher I, followed by 3 (2.27%) each for Principal I and Head Teacher II, while 2 (1.52%) were Principal II. The distribution indicates that the majority of respondents occupied regular classroom teaching positions, while a smaller proportion held instructional leadership and administrative designations.

The predominance of Teacher I, Teacher II, and Teacher III positions suggests that most respondents were directly engaged in classroom instruction and the implementation of school programs. These teachers regularly interact with school heads and may provide relevant perspectives on school operations, resource management, and technology utilization. Meanwhile, the participation of school heads provides an administrative perspective on the competencies required to manage school programs and support teachers.

The findings may be viewed in relation to Republic Act No. 9155, or the Governance of Basic Education Act of 2001, which establishes the responsibilities of school heads in leading and managing their respective schools. Similarly, DepEd Order No. 24, s. 2020, which institutionalized the Philippine Professional Standards for School Heads (PPSSH), emphasizes the competencies necessary for effective school leadership, management of operations and resources, and professional development. These policies provide a basis for understanding the responsibilities associated with the different positions represented in the study.

Years of Administrative/Teaching Experience. Presented in this section is the length of administrative and teaching experience of the school heads and teacher-respondents from the selected public elementary schools in the Schools Division of Naga City, Cebu. The respondents are classified according to the number of years they have served in their respective administrative or teaching roles. The data provide information on their professional experience and are presented in Table 5.

Table 5
Years of Administrative/Teaching Experience of the School Heads and Teacher-Respondents
(n=132)

Years of Experience	Frequency (f)	Percentage (%)
Less than 5 years	19	14.39
5–9 years	35	26.52
10–14 years	34	25.76
15–19 years	24	18.18
20 years and above	20	15.15
Total	132	100.00

As shown in Table 5, most respondents had 5–9 years of administrative or teaching experience, with 35 (26.52%), followed by those with 10–14 years of experience, with 34 (25.76%). Meanwhile, 24 respondents (18.18%) had served for 15–19 years, while 20 (15.15%) had 20 years and above of experience. The remaining 19 respondents (14.39%) had less than five years of professional experience.

The distribution indicates that the majority of respondents had accumulated several years of service in their respective positions.

The findings suggest that a considerable proportion of respondents had acquired professional exposure to school programs, instructional responsibilities, administrative procedures, and institutional policies. Respondents with longer years of service may have encountered various school-related challenges and professional development opportunities, while those with fewer years of experience may contribute perspectives shaped by more recent training and professional preparation.

This may be understood in relation to the Philippine Professional Standards for Teachers (PPST), established through DepEd Order No. 42, s. 2017, which recognizes professional growth across different career stages. Likewise, the Philippine Professional Standards for School Heads (PPSSH), institutionalized through DepEd Order No. 24, s. 2020, provides a framework for developing school leadership competencies. In the context of the present study, professional experience serves as background information when examining school heads' instructional competence and teachers' work motivation. However, years of service alone do not determine the level of competence or motivation.

Highest Educational Attainment. Presented in this section is the highest educational attainment of the school heads and teacher-respondents from the selected public elementary schools in the Schools Division of Naga City, Cebu. The respondents are classified according to the highest level of formal education they have completed or pursued. The data provide information on their academic qualifications and are presented in Table 6.

Table 6
Highest Educational Attainment of the School Heads and Teacher-Respondents
(n=132)

Highest Educational Attainment	Frequency (f)	Percentage (%)
Bachelor's Degree	24	18.18
With Master's Units	49	37.12
Master's Degree	35	26.52
With Doctoral Units	18	13.64
Doctoral Degree	6	4.55
Total	132	100.00

As shown in Table 6, most respondents had earned master's degree units, with 49 (37.12%), followed by those who had completed a master's degree, with 35 (26.52%). Meanwhile, 24 respondents (18.18%) were bachelor's degree holders, while 18 (13.64%) had earned doctoral units. Only 6 respondents (4.55%) had completed a doctoral degree. The distribution indicates that a considerable proportion of the school heads and teachers had pursued graduate education beyond their bachelor's degrees.

The findings suggest that many respondents had demonstrated an interest in continuing their formal education and improving their professional qualifications. Graduate studies may provide opportunities to develop knowledge and skills related to instructional practices, educational leadership, school

management, research, and professional development. However, the completion of graduate studies does not automatically establish higher instructional competence or stronger work motivation.

The findings may be discussed in relation to Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, which supports the continuing development of teachers and the improvement of basic education quality. Similarly, DepEd Order No. 42, s. 2017, and DepEd Order No. 24, s. 2020, provide professional standards that recognize the importance of continuing professional growth among teachers and school heads. In the present study, educational attainment provides relevant background information on the academic preparation of the respondents whose instructional competence and work motivation are being examined.

Relevant Trainings Attended. Presented in this section is the number of relevant trainings attended by the school heads and teacher-respondents from the selected public elementary schools in the Schools Division of Naga City, Cebu. The respondents are classified according to the number of professional development activities they have attended related to school leadership, instructional supervision, school management, teaching practices, and technology utilization. The data provide information on their participation in professional development activities and are presented in Table 7.

Table 7
Highest Educational Attainment of the School Heads and Teacher-Respondents
(n=132)

Number of Trainings	Frequency (f)	Percentage (%)
None	8	6.06
1–2 trainings	29	21.97
3–4 trainings	46	34.85
5–6 trainings	32	24.24
7 or more trainings	17	12.88
Total	132	100.00

As shown in Table 7, most respondents had attended 3–4 relevant trainings, with 46 (34.85%), followed by those who had participated in 5–6 trainings, with 32 (24.24%). Meanwhile, 29 respondents (21.97%) had attended 1–2 trainings, while 17 (12.88%) had participated in seven or more trainings. Only 8 respondents (6.06%) reported having attended no relevant training. The distribution indicates that the majority of respondents had participated in professional development activities, although the frequency of their participation varied.

The findings suggest that professional development activities formed part of the respondents' experiences as educational personnel. Participation in training programs may provide opportunities to strengthen instructional practices, school leadership, financial management, administrative efficiency, and technology-related competencies. Nevertheless, the number of trainings attended does not necessarily reflect their quality, relevance, or effectiveness in improving professional performance.

This may be understood in relation to DepEd Order No. 24, s. 2020, which emphasizes professional development and leadership competencies under the Philippine Professional Standards for School Heads.

Similarly, DepEd Order No. 42, s. 2017, highlights professional growth and development as an essential component of the Philippine Professional Standards for Teachers. These policies recognize the importance of continuing professional learning in strengthening the competencies of educational personnel.

In relation to the present study, the respondents' participation in relevant trainings provides background information on their professional development experiences. Such experiences may offer useful context when examining school heads' instructional competence in school operations, fiscal management, and use of technology, as well as teachers' work motivation.

Level of Instructional Competence of School Heads

Presented in this section is the level of instructional competence of school heads as perceived by the respondents from the selected public elementary schools in the Schools Division of Naga City, Cebu. The assessment focuses on three dimensions: school operations, fiscal management, and use of technology. These dimensions describe the practices of school heads in organizing school activities, managing financial resources, and utilizing technology to support school operations. The data are presented in the succeeding tables using weighted means and their corresponding verbal interpretations.

School Operations. Presented in this section is the level of instructional competence of school heads in terms of school operations as perceived by the respondents. This dimension focuses on the school heads' ability to plan, organize, implement, monitor, and evaluate school programs and activities. It also includes the delegation of responsibilities, communication of policies, management of resources, and involvement of personnel in school-related decisions. The data are presented in Table 8.

Table 8
Level of Instructional Competence of School Heads in Terms of School Operations
(n=12)

Indicators	Weighted Mean	Verbal Interpretation
1. I establish clear plans and priorities for school programs and activities.	4.32	Very High
2. I organize school activities according to established plans, policies, and timelines.	4.25	Very High
3. I delegate responsibilities according to the roles and capabilities of school personnel.	4.08	High
4. I monitor the implementation of school programs and activities.	4.18	High
5. I communicate school policies, procedures, and expectations clearly to personnel.	4.36	Very High
6. I address operational concerns promptly and appropriately.	3.95	High
7. I maintain accurate and organized school records and reports.	4.41	Very High
8. I involve appropriate personnel in decisions concerning school operations.	3.88	High

9. I ensure that school facilities and resources are properly utilized and maintained.	4.12	High
10. I evaluate school activities and use the results to improve succeeding programs.	4.05	High
Overall Weighted Mean	4.16	High

As shown in Table 8, the level of instructional competence of school heads in terms of school operations obtained an overall weighted mean of 4.16, verbally interpreted as High. The highest weighted mean was obtained by maintaining accurate and organized school records and reports (4.41), followed by clearly communicating school policies, procedures, and expectations to personnel (4.36), and establishing clear plans and priorities for school programs and activities (4.32). These indicators were interpreted as Very High. Meanwhile, involving appropriate personnel in decisions concerning school operations obtained the lowest weighted mean of 3.88, followed by addressing operational concerns promptly and appropriately (3.95). Both indicators were interpreted as High.

The illustrative results suggest that school heads demonstrate competence in planning, documentation, and communication, which are essential in maintaining organized school operations. However, the comparatively lower ratings in participatory decision-making and responsiveness to operational concerns indicate areas that may require further attention. Strengthening these practices may help promote collaboration and a more supportive working environment for teachers.

The findings may be understood in relation to Republic Act No. 9155, or the Governance of Basic Education Act of 2001, which recognizes the authority and responsibility of school heads in managing school operations and implementing educational programs. Similarly, DepEd Order No. 24, s. 2020, which institutionalized the Philippine Professional Standards for School Heads (PPSSH), identifies managing school operations and resources as an important domain of school leadership. These standards provide a framework for understanding the management practices assessed in the present study.

Fiscal Management. Presented in this section is the level of instructional competence of school heads in terms of fiscal management as perceived by the respondents. This dimension focuses on the school heads' ability to prepare financial plans, allocate resources, monitor expenditures, maintain transparency, and ensure accountability in managing school funds. The data provide information on the financial management practices of school heads and are presented in Table 9.

Table 9
Level of Instructional Competence of School Heads in Terms of Fiscal Management
(n=12)

Indicators	Weighted Mean	Verbal Interpretation
1. I prepare financial plans based on identified school priorities and needs.	4.18	High
2. I ensure that school funds are utilized according to approved plans and policies.	4.35	Very High

3. I prioritize expenditures that directly support teaching and learning needs.	4.22	Very High
4. I monitor school expenditures and available financial resources regularly.	4.12	High
5. I maintain transparency in the utilization of school funds and resources.	3.96	High
6. I ensure that financial transactions are properly documented.	4.38	Very High
7. I submit required financial reports within prescribed timelines.	4.31	Very High
8. I consult appropriate personnel and stakeholders regarding major school financial priorities.	3.84	High
9. I ensure that procurement and resource utilization follow applicable policies and procedures.	4.26	Very High
10. I exercise accountability in managing school financial resources.	4.29	Very High
Overall Weighted Mean	4.19	High

As shown in Table 9, the level of instructional competence of school heads in terms of fiscal management obtained an overall weighted mean of 4.19, verbally interpreted as High. The highest weighted mean was obtained by ensuring that financial transactions are properly documented (4.38), followed by ensuring that school funds are utilized according to approved plans and policies (4.35), and submitting required financial reports within prescribed timelines (4.31). These indicators were interpreted as Very High. Meanwhile, consulting appropriate personnel and stakeholders regarding major school financial priorities obtained the lowest weighted mean of 3.84, followed by maintaining transparency in the utilization of school funds and resources (3.96). Both indicators were interpreted as High.

The illustrative findings indicate that school heads demonstrate competence in financial documentation, compliance with policies, and timely submission of reports. These practices are important in ensuring the proper utilization of school resources. However, the comparatively lower ratings in stakeholder consultation and financial transparency suggest opportunities to strengthen participatory financial planning and communication regarding resource allocation.

These practices are consistent with the responsibilities of school heads under Republic Act No. 9155, which provides the legal framework for school-based management and the administration of school resources. Likewise, DepEd Order No. 24, s. 2020, emphasizes the management of school operations and resources as a professional responsibility of school heads. In the context of the present study, fiscal management is relevant because the appropriate allocation and utilization of school resources can help establish conditions that support teachers in performing their instructional responsibilities.

Use of Technology. Presented in this section is the level of instructional competence of school heads in terms of use of technology as perceived by the respondents. This dimension focuses on the utilization of digital tools and platforms in preparing school records, communicating information,

monitoring programs, managing data, and supporting administrative decision-making. The data describe the extent to which school heads integrate technology into their management responsibilities and are presented in Table 10.

Table 10
Level of Instructional Competence of School Heads in Terms of Use of Technology
(n=12)

Indicators	Weighted Mean	Verbal Interpretation
1. I use digital tools to prepare and manage school records and reports.	4.25	Very High
2. I use technology to communicate important information to teachers and other personnel.	4.38	Very High
3. I use digital platforms to monitor school programs and activities.	3.94	High
4. I use available school data and digital records to support decision-making.	3.82	High
5. I utilize technology to facilitate meetings, coordination, and information sharing.	4.31	Very High
6. I encourage personnel to use appropriate digital tools in accomplishing school-related tasks.	4.12	High
7. I use technology to improve the efficiency of administrative processes.	4.08	High
8. I ensure that digital school records are properly organized and maintained.	4.16	High
9. I observe appropriate data privacy and security practices when using digital systems.	3.76	High
10. I utilize available technology to improve the delivery of school management services.	3.98	High
Overall Weighted Mean	4.08	High

As shown in Table 10, the level of instructional competence of school heads in terms of use of technology obtained an overall weighted mean of 4.08, verbally interpreted as High. The highest weighted mean was obtained by using technology to communicate important information to teachers and other personnel (4.38), followed by utilizing technology to facilitate meetings, coordination, and information sharing (4.31), and using digital tools to prepare and manage school records and reports (4.25). These indicators were interpreted as Very High. Meanwhile, observing appropriate data privacy and security practices when using digital systems obtained the lowest weighted mean of 3.76, followed by using available school data and digital records to support decision-making (3.82). Both indicators were interpreted as High.

The illustrative findings suggest that school heads demonstrate competence in using technology for communication, coordination, and documentation. These practices may contribute to more efficient

administrative processes and improve the dissemination of information within schools. However, the comparatively lower ratings in data privacy practices and data-informed decision-making indicate areas where additional technical assistance and professional development may be beneficial.

The findings may be understood in relation to DepEd Order No. 24, s. 2020, which emphasizes the competencies required of school heads in managing school operations and resources. Republic Act No. 10173, or the Data Privacy Act of 2012, also provides a relevant legal basis for the responsible processing and protection of personal information. In the present study, technology utilization is considered an important aspect of school heads' competence because digital tools can support administrative efficiency, communication, monitoring, and decision-making.

3. Summary of The Level of Instructional Competence of School Heads

Summary. Presented in this section is the overall level of instructional competence of school heads across the three dimensions: school operations, fiscal management, and use of technology. The data provide a comparative assessment of the competencies demonstrated by school heads and are summarized in Table 11.

Table 11
Overall Level of Instructional Competence of School Heads

Dimensions	Weighted Mean	Verbal Interpretation
School Operations	4.16	High
Fiscal Management	4.19	High
Use of Technology	4.08	High
Overall Weighted Mean	4.14	High

As shown in Table 11, the overall level of instructional competence of school heads obtained a weighted mean of 4.14, verbally interpreted as High. Among the three dimensions, fiscal management obtained the highest weighted mean of 4.19, followed by school operations with 4.16. Meanwhile, use of technology obtained the lowest weighted mean of 4.08. All three dimensions were interpreted as High.

The illustrative findings suggest that school heads demonstrate competence in managing school operations, administering financial resources, and utilizing technology in their administrative responsibilities. Fiscal management emerged as the highest-rated dimension, suggesting comparatively stronger practices in financial planning, documentation, and accountability. However, the relatively lower rating in technology utilization indicates an area that may benefit from further professional development, particularly in data-informed decision-making, digital management systems, and data privacy practices.

These dimensions are consistent with the responsibilities outlined in Republic Act No. 9155 and the Philippine Professional Standards for School Heads under DepEd Order No. 24, s. 2020. Both provide a foundation for understanding the importance of effective school leadership and resource management. In relation to the present study, the three dimensions provide the basis for examining the relationship

between school heads' competence and teachers' work motivation and for identifying priority areas in the proposed Action Plan.

4. Level of Teachers' Work Motivation and Regulation

This section presents the level of teachers' work motivation and regulation among the teacher-respondents from the selected public elementary schools in the Schools Division of Naga City, Cebu, during School Year 2026–2027. The assessment focuses on intrinsic motivation, externally regulated motivation, amotivation, integrated regulation, identified regulation, and introjected regulation. These dimensions describe the different reasons that influence teachers to perform their professional responsibilities, including personal interest, external incentives, professional values, internal pressures, and the absence of motivation. The data are presented in the succeeding tables using weighted means and their corresponding verbal interpretations.

Intrinsic Motivation. Presented in this section is the level of teachers' work motivation in terms of intrinsic motivation. This dimension focuses on the satisfaction, enjoyment, and personal fulfillment that teachers experience while performing their instructional responsibilities. It includes their interest in teaching, helping learners understand lessons, improving instructional practices, and accomplishing challenging teaching-related tasks. The data are presented in Table 12.

Table 12
Level of Teachers' Work Motivation in Terms of Intrinsic Motivation
(n=120)

Indicators	Weighted Mean	Verbal Interpretation
1. I perform my teaching responsibilities because I genuinely enjoy teaching.	4.48	Very High
2. I find satisfaction in helping my learners understand new lessons.	4.56	Very High
3. I enjoy finding better ways to improve my teaching practices.	4.32	Very High
4. I feel fulfilled when I see my learners make progress.	4.61	Very High
5. I enjoy accomplishing challenging tasks related to teaching.	4.15	High
Overall Weighted Mean	4.42	Very High

As shown in Table 12, the level of teachers' work motivation in terms of intrinsic motivation obtained an overall weighted mean of 4.42, verbally interpreted as Very High. The highest weighted mean was obtained by feeling fulfilled when learners make progress (4.61), followed by finding satisfaction in helping learners understand new lessons (4.56) and genuinely enjoying teaching (4.48). Meanwhile, enjoying the accomplishment of challenging teaching-related tasks obtained the lowest weighted mean of 4.15, interpreted as High.

The illustrative findings suggest that teachers derive considerable personal satisfaction from their instructional responsibilities, particularly when they observe improvements in learners' understanding and

academic progress. The comparatively lower rating for challenging teaching-related tasks may indicate that demanding responsibilities are less enjoyable than activities directly associated with learner development.

This interpretation is consistent with Self-Determination Theory, as discussed by Deci and Ryan (1985), which explains that intrinsic motivation arises when individuals engage in activities because of inherent interest, enjoyment, and satisfaction. Ryan and Deci (2000) further emphasized that intrinsic motivation supports engagement and persistence when individuals experience competence and autonomy. In the context of the present study, these concepts provide a basis for understanding teachers' enjoyment of teaching and satisfaction in supporting learners.

Extrinsic Motivation. Presented in this section is the level of teachers' work motivation associated with external regulation, as measured by the existing questionnaire. This dimension focuses on the external factors that encourage teachers to perform their responsibilities, including financial compensation, position requirements, performance evaluation, recognition, and professional opportunities. The data are presented in Table 13.

Table 13
Level of Teachers' Work Motivation in Terms of Extrinsic Motivation
(n=120)

Indicators	Weighted Mean	Verbal Interpretation
1. I perform my work because it provides me with financial compensation.	4.18	High
2. I fulfill my responsibilities because they are required by my position.	4.35	Very High
3. I perform assigned tasks because my work is monitored and evaluated.	3.89	High
4. I work hard because good performance can lead to recognition or professional opportunities.	4.12	High
5. I comply with work requirements to avoid unfavorable consequences or negative evaluations.	3.76	High
Overall Weighted Mean	4.06	High

As shown in Table 13, the level of teachers' work motivation in terms of external regulation obtained an overall weighted mean of 4.06, verbally interpreted as High. The highest weighted mean was obtained by fulfilling responsibilities because they are required by the teaching position (4.35), followed by performing work because it provides financial compensation (4.18) and working hard because good performance can lead to recognition or professional opportunities (4.12). Meanwhile, complying with work requirements to avoid unfavorable consequences or negative evaluations obtained the lowest weighted mean of 3.76.

The illustrative findings indicate that external requirements and incentives are relevant reasons for teachers to perform their professional responsibilities. Position requirements, financial compensation, recognition, and performance evaluation may encourage teachers to accomplish assigned tasks. However, a high level of external regulation does not necessarily indicate greater personal satisfaction with teaching, since externally regulated behavior may depend on rewards, expectations, or consequences.

This interpretation is supported by Ryan and Deci (2000), who explained that external regulation represents a controlled form of extrinsic motivation in which behavior is influenced by external demands, rewards, or consequences. In the present study, external regulation provides an understanding of the external considerations associated with teachers' work motivation.

Amotivation. Presented in this section is the level of amotivation among the teacher-respondents. This dimension focuses on teachers' uncertainty regarding the purpose, value, and personal meaning of some of their professional responsibilities. It also examines experiences involving reduced willingness or motivation to accomplish school-related tasks. The data are presented in Table 14.

Table 14
Level of Teachers' Work Motivation in Terms of Amotivation
(n=120)

Indicators	Weighted Mean	Verbal Interpretation
1. At times, I question whether the effort I put into my work is worthwhile.	2.28	Low
2. I sometimes find it difficult to understand why I continue putting effort into some work responsibilities.	2.12	Low
3. At times, I feel that some of my work responsibilities have little personal meaning to me.	2.05	Low
4. I sometimes feel uncertain about what motivates me to continue performing some school-related tasks.	2.36	Low
5. There are times when I lack the motivation to perform some of my work responsibilities.	2.54	Low
Overall Weighted Mean	2.27	Low

As shown in Table 14, the level of teachers' amotivation obtained an overall weighted mean of 2.27, verbally interpreted as Low. The highest weighted mean was obtained by experiencing times when motivation to perform some work responsibilities is lacking (2.54), followed by feeling uncertain about what motivates continued performance of some school-related tasks (2.36). Meanwhile, feeling that some work responsibilities have little personal meaning obtained the lowest weighted mean of 2.05. All indicators were interpreted as Low.

The illustrative findings suggest that teachers generally experience limited amotivation, although occasional difficulties in sustaining motivation may occur. The relatively higher ratings concerning

reduced motivation and uncertainty toward certain school-related tasks may indicate that some professional responsibilities are experienced as less meaningful or engaging than others.

According to Ryan and Deci (2000), amotivation refers to the absence of intention to act, which may arise when individuals do not recognize the value of an activity or feel unable to achieve desired outcomes. In the context of the present study, the low level of amotivation represents a relatively favorable condition, as it suggests that teachers generally retain a sense of purpose in performing their professional responsibilities.

Integrated Regulation. Presented in this section is the level of teachers' work regulation in terms of integrated regulation. This dimension focuses on the extent to which teaching responsibilities are consistent with teachers' personal values, beliefs, professional identity, and life goals. It describes how teachers view their profession as an important part of who they are and the kind of individuals they aspire to become. The data are presented in Table 15.

Table 15
Level of Teachers' Work Regulation in Terms of Integrated Regulation (n=120)

Indicators	Weighted Mean	Verbal Interpretation
1. Being a teacher reflects the kind of person I want to be.	4.46	Very High
2. Teaching is consistent with my personal values and beliefs.	4.52	Very High
3. My work as a teacher is an important part of who I am.	4.38	Very High
4. My teaching responsibilities are consistent with my personal goals in life.	4.24	Very High
5. I consider teaching an important part of my personal and professional identity.	4.49	Very High
Overall Weighted Mean	4.42	Very High

As shown in Table 15, the level of teachers' work regulation in terms of integrated regulation obtained an overall weighted mean of 4.42, verbally interpreted as Very High. The highest weighted mean was obtained by teaching being consistent with personal values and beliefs (4.52), followed by considering teaching an important part of personal and professional identity (4.49) and viewing teaching as a reflection of the kind of person the respondent wants to be (4.46). Meanwhile, the consistency of teaching responsibilities with personal life goals obtained the lowest weighted mean of 4.24, although it was still interpreted as Very High.

The illustrative findings suggest that teachers strongly identify with their profession and consider teaching consistent with their personal values and professional aspirations. The relatively high ratings across all indicators indicate that teaching is perceived not merely as an occupation but also as an important component of personal identity. This may help explain why teachers remain committed to their responsibilities even when faced with demanding instructional and administrative tasks.

This interpretation is consistent with Self-Determination Theory, which recognizes integrated regulation as a relatively autonomous form of extrinsic motivation. Ryan and Deci (2000) explained that

integration occurs when individuals fully assimilate the value of an activity into their sense of self. In the context of the present study, integrated regulation provides an understanding of how teachers connect their professional responsibilities with their personal beliefs, identity, and long-term aspirations.

Identified Regulation. Presented in this section is the level of teachers' work regulation in terms of identified regulation. This dimension focuses on teachers' recognition of the importance and value of their professional responsibilities. It includes their appreciation of teaching as a means of achieving personal goals, supporting learners, contributing to education, and pursuing professional growth. The data are presented in Table 16.

Table 16
Level of Teachers' Work Regulation in Terms of Identified Regulation (n=120)

Indicators	Weighted Mean	Verbal Interpretation
1. I perform my work because teaching contributes to goals that are important to me.	4.35	Very High
2. I fulfill my teaching responsibilities because I recognize their importance to learners.	4.58	Very High
3. I participate in professional activities because they contribute to my development as a teacher.	4.29	Very High
4. I make an effort in my work because I value the contribution of teachers to education.	4.47	Very High
5. I carry out school responsibilities because I consider them important to my professional growth.	4.21	Very High
Overall Weighted Mean	4.38	Very High

As shown in Table 16, the level of teachers' work regulation in terms of identified regulation obtained an overall weighted mean of 4.38, verbally interpreted as Very High. The highest weighted mean was obtained by recognizing the importance of teaching responsibilities to learners (4.58), followed by valuing the contribution of teachers to education (4.47) and performing work because teaching contributes to important personal goals (4.35). Meanwhile, carrying out school responsibilities because of their importance to professional growth obtained the lowest weighted mean of 4.21, although it remained within the Very High category.

The illustrative findings suggest that teachers recognize the importance of their professional responsibilities and understand the contribution of their work to learner development and educational improvement. The high ratings indicate that teachers may be motivated not only by personal enjoyment but also by their appreciation of the purpose and value of teaching. The comparatively lower rating concerning professional growth may indicate an area where additional career development opportunities could strengthen teachers' motivation.

Ryan and Deci (2000) described identified regulation as a form of extrinsic motivation in which individuals willingly perform activities because they recognize their personal importance. Unlike

externally regulated behavior, identified regulation involves a greater degree of personal acceptance and autonomy. In relation to the present study, identified regulation provides an understanding of how teachers' recognition of the value of education contributes to their willingness to fulfill professional responsibilities.

Introjected Regulation. Presented in this section is the level of teachers' work regulation in terms of introjected regulation. This dimension focuses on the internal pressures that influence teachers to accomplish their professional responsibilities, including feelings of guilt, pride, personal expectations, fear of failure, and the desire to maintain self-esteem. The data are presented in Table 17.

Table 17
Level of Teachers' Work Regulation in Terms of Introjected Regulation (n=120)

Indicators	Weighted Mean	Verbal Interpretation
1. I work hard because I would feel guilty if I did not fulfill my responsibilities.	3.82	High
2. I try to perform well because I want to feel proud of myself.	4.36	Very High
3. I accomplish my responsibilities because I would feel uncomfortable leaving them unfinished.	4.18	High
4. I put effort into my work because I do not want to feel that I have failed in my responsibilities.	4.05	High
5. I work diligently because meeting professional expectations affects how I feel about myself.	3.94	High
Overall Weighted Mean	4.07	High

As shown in Table 17, the level of teachers' work regulation in terms of introjected regulation obtained an overall weighted mean of 4.07, verbally interpreted as High. The highest weighted mean was obtained by performing well because of the desire to feel proud of oneself (4.36), followed by accomplishing responsibilities to avoid the discomfort of leaving tasks unfinished (4.18) and putting effort into work to avoid feelings of failure (4.05). Meanwhile, working hard because of anticipated guilt when responsibilities are not fulfilled obtained the lowest weighted mean of 3.82.

The illustrative findings indicate that teachers experience internal pressures that influence their willingness to accomplish professional responsibilities. Feelings of pride, responsibility, guilt, and personal expectations may encourage teachers to maintain work performance. However, these motivational factors should not automatically be interpreted as entirely favorable, since excessive internal pressure may also contribute to stress and emotional demands.

This interpretation is supported by Ryan and Deci (2000), who described introjected regulation as a relatively controlled form of extrinsic motivation in which behavior is influenced by internal pressures, including guilt, anxiety, pride, and the desire to maintain self-worth. In the context of the present study, introjected regulation provides an understanding of how teachers' internal expectations may influence their professional engagement.

Summary of Teachers' Work Motivation and Regulation

Summary. Presented in this section is the summary of the level of teachers' work motivation and regulation across the six dimensions assessed in the study. The data provide a comparative description of the motivational factors experienced by the teacher-respondents and are presented in Table 18.

Table 17
Summary of the Level of Teachers' Work Motivation and Regulation
(n=120)

Dimensions	Weighted Mean	Verbal Interpretation
Intrinsic Motivation	4.42	Very High
External Regulation	4.06	High
Amotivation	2.27	Low
Integrated Regulation	4.42	Very High
Identified Regulation	4.38	Very High
Introjected Regulation	4.07	High

As shown in Table 18, intrinsic motivation and integrated regulation obtained the highest weighted means of 4.42, both verbally interpreted as Very High. These were followed by identified regulation, with a weighted mean of 4.38, also interpreted as Very High. Meanwhile, introjected regulation obtained a weighted mean of 4.07, while external regulation registered 4.06, both interpreted as High. Amotivation obtained the lowest weighted mean of 2.27, verbally interpreted as Low.

The illustrative findings suggest that teachers demonstrate strong intrinsic motivation and relatively autonomous forms of extrinsic motivation, particularly integrated and identified regulation. This indicates that personal enjoyment, professional identity, and recognition of the value of teaching are prominent motivational factors in the hypothetical distribution. External regulation and introjected regulation are also evident, suggesting that position requirements, rewards, professional expectations, and internal pressures remain relevant considerations.

The low level of amotivation suggests that teachers generally retain a sense of purpose and willingness to perform their professional responsibilities. This pattern may be understood through Self-Determination Theory, which distinguishes autonomous motivation, controlled motivation, and amotivation (Deci & Ryan, 1985; Ryan & Deci, 2000). The framework emphasizes that different types of motivation vary according to the degree of autonomy and personal endorsement associated with behavior.

In relation to the present study, these dimensions provide a basis for examining the relationship between school heads' instructional competence and teachers' work motivation. They may also help identify appropriate professional development and workplace support strategies for the proposed Action Plan.

5. Test of Significance of the Relationship

This study hypothesized that there is no significant relationship between the level of instructional competence of school heads and the level of teachers' work motivation in selected public elementary

schools in the Schools Division of Naga City, Cebu, during School Year 2026–2027. The relationship was examined to determine whether school heads' competence in school operations, fiscal management, and use of technology was significantly associated with teachers' work motivation. Table 19 presents the illustrative format for the results of the statistical test.

Table 19

Test of Significant Relationship Between the Level of Instructional Competence of School Heads and the Level of Teachers' Work Motivation
(n = 120 teacher-respondents)

Variables	r-value	Strength of Correlation	p-value	Decision	Interpretation
Instructional Competence of School Heads and Teachers' Work Motivation	0.517	Moderate Positive	0.001	Reject H_0	Significant*

As illustrated in Table 19, a correlation coefficient of 0.517 would indicate a moderate positive relationship between the instructional competence of school heads and teachers' work motivation. A corresponding p-value of 0.001, being lower than the 0.05 level of significance, would lead to the rejection of the null hypothesis. Under these hypothetical results, the relationship between the two variables would be interpreted as statistically significant.

The moderate positive correlation would suggest that higher perceived instructional competence of school heads tends to be associated with higher levels of teachers' work motivation. This means that school heads who demonstrate stronger competence in managing school operations, administering financial resources, and utilizing technology may work in school environments where teachers report greater motivation. However, the moderate strength of the relationship would also suggest that teachers' motivation may be associated with other personal, professional, and organizational factors.

The possible relationship between instructional competence and teachers' work motivation may be understood through the responsibilities of school heads in establishing organized, supportive, and effective school environments. Competence in school operations may provide teachers with clearer directions and better coordination of responsibilities. Similarly, effective fiscal management may support the availability and proper utilization of instructional resources, while the appropriate use of technology may facilitate communication, documentation, and administrative processes. These practices may contribute to working conditions that support teachers in accomplishing their professional responsibilities.

The interpretation is consistent with the studies cited in the source discussion. Köse et al. (2024) identified principal leadership as an influential factor associated with teacher motivation. Similarly, Suyitno (2024) reported a significant indirect relationship between principal leadership and teachers' work motivation, with school culture playing an important role. Sari et al. (2025) also reported that participatory and transformational leadership practices positively influenced teachers' motivation and engagement, although resource and time constraints remained challenges. Furthermore, Sariakin et al. (2025) found a

significant positive relationship between principal leadership and teacher motivation, emphasizing the importance of effective leadership in supporting teachers' professional engagement.

In the context of the present study, a statistically significant positive relationship would provide a basis for considering school heads' instructional competence in developing the proposed Action Plan. Initiatives focusing on participatory school management, effective resource allocation, administrative support, and technology utilization may be considered alongside programs that strengthen teachers' professional engagement and motivation. Nevertheless, a correlational finding would establish an association between the variables rather than a direct cause-and-effect relationship.

6. Summary, Findings, Conclusion and Recommendations

This chapter presents the summary, findings, conclusion and recommendations of the study.

Summary

This study examined the relationship between school heads' instructional competence and teachers' work motivation in selected public elementary schools in the Schools Division of Naga City, Cebu, during School Year 2026–2027, as a basis for a proposed Action Plan. The study employed a quantitative descriptive-correlational research design involving 132 respondents, composed of 12 school heads and 120 teachers from Naga II Elementary School, Mainit Elementary School, Bairan Elementary School, Cabungahan Elementary School, Patag Elementary School, and Mayana Elementary School. Data were gathered using researcher-made and adapted survey questionnaires covering the respondents' demographic profiles, school heads' instructional competence, and teachers' work motivation. The instructional competence of school heads was assessed in terms of school operations, fiscal management, and use of technology, while teachers' work motivation was examined through intrinsic motivation, external regulation, amotivation, integrated regulation, identified regulation, and introjected regulation. Frequency, percentage, weighted mean, and Pearson product-moment correlation coefficient were identified as the statistical tools for analyzing the data.

Findings

Based on the illustrative data presented in the preceding chapter, the respondents were predominantly female, mostly within the 31–40 age group, and largely occupied Teacher I positions. Most respondents had 5–9 years of administrative or teaching experience, had earned master's degree units, and had attended 3–4 relevant professional development trainings. The level of school heads' instructional competence was High across the three dimensions, with fiscal management obtaining the highest weighted mean of 4.19, followed by school operations at 4.16 and use of technology at 4.08, resulting in an overall weighted mean of 4.14. In terms of teachers' work motivation, intrinsic motivation and integrated regulation obtained the highest weighted means of 4.42, followed by identified regulation at 4.38, all interpreted as Very High. Introjected regulation and external regulation were rated High, with weighted means of 4.07 and 4.06, respectively, while amotivation was Low, with a weighted mean of 2.27. The illustrative correlation coefficient of 0.517 indicated a moderate positive relationship between school heads' instructional competence and teachers' work motivation, with a reported p-value of 0.001, suggesting a statistically significant association at the 0.05 level if confirmed by the actual analysis.

Conclusions

The illustrative results suggest that school heads demonstrate a high level of instructional competence in managing school operations, financial resources, and technology-supported administrative processes, although improvements in technology utilization and participatory management remain important. Teachers demonstrate strong intrinsic motivation and professional commitment, particularly in recognizing the value of teaching and integrating their responsibilities with their personal and professional identities. The low level of amotivation suggests that teachers generally maintain a sense of purpose in performing their duties. Furthermore, the hypothetical positive relationship between school heads' instructional competence and teachers' work motivation suggests that effective school leadership may be associated with stronger teacher engagement and professional commitment. However, the relationship does not establish causation, and teachers' motivation may also be associated with other personal and organizational factors.

Recommendations

Based on the illustrative findings and conclusions, it is recommended that school heads sustain and further strengthen their competencies in school operations, fiscal management, and use of technology, particularly in participatory decision-making, financial transparency, data-informed management, and digital security practices. The Schools Division of Naga City should provide relevant leadership training, technical assistance, mentoring, and professional development opportunities to strengthen school management and support teachers' work motivation. School administrators should also promote recognition, professional growth, collaborative decision-making, and responsive workplace support to sustain teachers' intrinsic motivation and professional commitment while addressing factors associated with amotivation. The proposed Action Plan is recommended for consideration and refinement based on the actual findings of the study, with appropriate monitoring and evaluation mechanisms to assess its implementation and effectiveness.

7. Output of The Study

Action Plan

Rationale

Effective school leadership plays an important role in establishing an educational environment where teachers can perform their responsibilities with competence, commitment, and sustained motivation. School heads are responsible for ensuring the effective implementation of school programs, proper management of financial and physical resources, and appropriate utilization of technology in school operations. Beyond these responsibilities, school heads are expected to provide professional support, encourage collaboration, and create working conditions that enable teachers to remain engaged in their profession. Strengthening school heads' instructional competence is therefore essential in promoting effective school management and supporting teachers' work motivation.

The illustrative findings of the study indicate that school heads demonstrated a High level of instructional competence, with an overall weighted mean of 4.14. Among the three dimensions, fiscal management obtained the highest weighted mean of 4.19, followed by school operations at 4.16 and use of technology at 4.08. These results suggest that school heads generally demonstrate competence in managing school programs, financial resources, and administrative processes. However, the

comparatively lower ratings in participatory decision-making, stakeholder consultation, data-informed management, and digital security practices indicate areas that may benefit from further professional development and technical assistance.

In terms of teachers' work motivation, the illustrative results indicate Very High levels of intrinsic motivation, integrated regulation, and identified regulation, reflecting teachers' enjoyment of teaching, recognition of professional responsibilities, and identification with their chosen profession. External regulation and introjected regulation were rated High, while amotivation was Low. These results suggest that teachers generally maintain strong professional motivation, although occasional difficulties in sustaining motivation and managing work-related demands may still occur. Furthermore, the respondents' varying levels of participation in relevant professional development activities highlight the importance of providing accessible and meaningful learning opportunities.

The illustrative correlation result also suggests a moderate positive relationship between school heads' instructional competence and teachers' work motivation. Although this relationship requires confirmation using actual survey data, it provides a reasonable basis for considering leadership development and teacher support as complementary priorities. Effective school operations, responsible financial management, and appropriate technology utilization may help create working conditions that support teachers in performing their responsibilities. Nevertheless, teachers' motivation is influenced by several factors, making it necessary to adopt a comprehensive approach that includes recognition, collaboration, professional growth, and responsive organizational support.

In response to these identified priorities, the proposed School Leadership and Teacher Motivation Enhancement Action Plan is designed to strengthen existing management practices and provide school-based interventions that support professional development and teacher engagement. The plan emphasizes collaborative school planning, transparent resource management, digital competency development, mentoring, recognition, and regular monitoring of teachers' professional concerns. Rather than focusing solely on correcting weaknesses, the proposed action plan seeks to sustain existing strengths, address areas requiring improvement, and promote continuous development among school heads and teachers in the selected public elementary schools in the Schools Division of Naga City, Cebu.

Objectives

The proposed action plan aims to strengthen school heads' instructional competence and sustain teachers' work motivation through practical, collaborative, and school-based interventions.

Specifically, it aims to:

1. Strengthen school heads' competencies in school operations, participatory decision-making, and program monitoring.
2. Improve financial transparency, stakeholder consultation, and responsible resource management.
3. Enhance the utilization of technology in school management, documentation, data-informed decision-making, and information security.
4. Increase access to relevant professional development, coaching, and mentoring opportunities for school heads and teachers.

5. Sustain teachers' work motivation through professional recognition, collaborative practices, supportive supervision, and responsive workplace assistance.

Target Participants

The proposed action plan shall involve the 12 school heads and 120 teacher-respondents from Naga II Elementary School, Mainit Elementary School, Bairan Elementary School, Cabungahan Elementary School, Patag Elementary School, and Mayana Elementary School in the Schools Division of Naga City, Cebu. School planning teams, master teachers, school ICT coordinators, and appropriate Schools Division personnel may also participate as resource persons, facilitators, and monitoring personnel.

Scheme of Implementation

The implementation of the proposed action plan shall begin with the identification and validation of priority needs based on the findings of the study. School heads, teachers, and designated school personnel shall participate in planning and coordination activities to determine appropriate interventions, available resources, schedules, and responsibilities. An orientation shall then be conducted to explain the objectives, activities, expected outputs, and monitoring procedures of the proposed plan.

Following the orientation, school-based capacity-building activities shall be conducted through Learning Action Cell (LAC) sessions, collaborative planning meetings, coaching, mentoring, and practical workshops. These activities shall focus on strengthening school operations, financial management, technology utilization, and professional support. Existing school programs and regular professional development schedules shall be utilized whenever possible to minimize additional expenses and avoid unnecessary disruption of instructional activities.

The implementation phase shall emphasize the application of acquired knowledge and skills in actual school operations. School heads and teachers shall participate in collaborative decision-making, regular program monitoring, peer learning, and professional feedback activities. Recognition and supportive supervision mechanisms shall also be strengthened to encourage teachers' continued engagement and professional commitment.

Monitoring and evaluation shall be conducted through activity documentation, attendance records, accomplishment reports, feedback forms, and reviews of agreed school-level performance indicators. The results shall be discussed during scheduled school meetings to identify effective practices and areas requiring adjustment. Successful interventions may subsequently be incorporated into the School Improvement Plan (SIP), Annual Implementation Plan (AIP), and regular school-based professional development activities to support sustainability.

Area of Concern	Objectives	Strategies / Activities	Persons Involved	Proposed Budget	Source of Budget	Time Frame	Expected Outcome
Strengthening	Improve collaboration	Conduct collaborati	School Heads,	₱2,000	Availab le	Novemb er 2026–	School plans and activities

participatory decision-making and monitoring of school programs	, implementation, and monitoring of school plans and activities.	ve planning meetings, quarterly progress reviews, and feedback sessions; maintain a simple monitoring tracker for school activities.	Teachers, School Planning Team		school MOOE, subject to applicable rules	March 2027	are monitored regularly, with documented teacher participation and feedback.
Improving financial transparency and stakeholder consultation	Strengthen transparent financial planning and responsible utilization of school resources.	Conduct quarterly financial updates during existing meetings; review school priorities and maintain accessible financial monitoring records.	School Heads, School Finance Personnel, School Planning Team	₱1,500	Available school MOOE, subject to applicable rules	November 2026–March 2027	Improved documentation, communication, and stakeholder participation in school financial planning.
Enhancing technology utilization and data-informed school management	Improve the use of digital tools for documentation, communication, monitoring, and decision-making.	Conduct school-based ICT mentoring and hands-on sessions on spreadsheets, digital records,	School Heads, ICT Coordinators, Teachers	₱3,000	Available school MOOE; existing ICT resources	November 2026–February 2027	School personnel demonstrate improved use of digital tools and more organized school records.

		basic data analysis, and data privacy practices.					
Increasing access to relevant professional development	Provide meaningful learning opportunities based on identified professional needs.	Conduct monthly LAC sessions, peer mentoring, coaching, and sharing of effective school management and instructional practices.	School Heads, Master Teachers, Teachers, LAC Coordinators	₱3,000	Available school MOOE; regular LAC resources	November 2026–March 2027	Increased participation in professional development and application of relevant learning to school practices.
Sustaining teachers' intrinsic motivation and professional commitment	Promote professional recognition, collaboration, and supportive supervision.	Integrate recognition into regular school meetings; conduct teacher feedback sessions, peer appreciation activities, and supportive coaching.	School Heads, Teachers, Master Teachers	₱1,500	Available school MOOE; existing school resources	November 2026–March 2027	Teachers receive regular professional feedback, recognition, and opportunities for collaboration.
Addressing occasional amotivation and	Strengthen responsive school-based support for	Conduct confidential teacher check-ins,	School Heads, Teachers, Designated	₱1,000	Available school MOOE;	December 2026–March 2027	Teachers have improved access to

work-related challenges	teachers experiencing professional difficulties.	workload discussions, mentoring, and appropriate referral to existing personnel support mechanisms.	Support Personnel		existing support resources		professional support and mechanisms for raising work-related concerns.
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