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INSPIRATIONAL LEADERSHIP OF SCHOOL HEADS AND INTRINSIC MOTIVATION OF PUBLIC SECONDARY TEACHERS IN PANABO CITY DIVISION

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ABSTRACT

The study explored the relationship between inspirational leadership practices of school heads and intrinsic motivation of teachers in public elementary schools of Panabo City Division. Also, it investigated the association of the involved variables and the domains of inspirational leadership practices of school heads that significantly influence intrinsic motivation of teachers. With the use of probability sampling, 146 public secondary teachers were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was a high inspirational leadership practices of school heads and a high intrinsic motivation of teachers among the respondents. Furthermore, there was a significant relationship between the two variables. Moreover, all domains of inspirational leadership practices of school heads were found to have significantly influence the professional development of teachers. Based on the findings, it was further suggested that higher officials in the Department of Education may identify means on how to strengthen the inspirational leadership practices of school heads which would boost intrinsic motivation of teachers. More so, future researchers may further explore the involved variables considering other factors and research methods.

KEYWORDS: *Inspirational Leadership Practices of School Heads; Intrinsic Motivation of Teachers; Panabo City Division, Philippines*

INTRODUCTION

Motivation is a vital element in student learning, with teachers playing a key role in cultivating it through engaging instruction, goal setting, and supportive environments. However, a teacher's own intrinsic motivation—essential for professional growth—is often undermined by poor working conditions and limited support from school leaders. Globally, especially in low-income countries, issues such as overcrowded classrooms, lack of resources, weak leadership, and safety concerns contribute to declining teacher motivation and workforce shortages (World Bank, 2024; UNESCO, 2024).

In the Philippine context, while teaching is generally respected, challenges remain. Teachers face low salaries, limited professional growth opportunities, and overwhelming workloads (Tarraya, 2023). In Masbate, educators struggle with lack of research training and insufficient support (Bullo et al., 2021), while in Davao City, retention issues are linked to poor infrastructure and limited resources (Salibat et al., 2024).

Despite numerous studies on teacher motivation, little attention has been given to the intrinsic motivation of teachers within Panabo City Division. Factors such as lack of support, overcrowded classes, heavy workloads, and financial constraints appear to affect teacher motivation but require empirical validation.

This study aims to explore the relationship between inspirational leadership and intrinsic motivation among teachers in Panabo City Division. By doing so, it hopes to generate insights that can inform policy and guide educational leaders in fostering a more supportive environment that enhances teacher motivation and retention.

REVIEW OF SIGNIFICANT LITERATURE

This study explores the relationship between the inspirational leadership of school heads and the intrinsic motivation of teachers, guided by indicators from both constructs. Inspirational leadership is measured through motivational atmosphere, professional values and behavior, motivational drive, and professional relationship (Perez, 2022), while intrinsic motivation is assessed through relatedness, interest/enjoyment, personal choice, and effort (Ryan et al., 1991).

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Inspirational Leadership of School Heads

Inspirational leadership influences teacher performance, motivation, and commitment through vision, emotional support, and role modeling (Safi, 2023; Gemeda & Lee, 2020). It fosters organizational loyalty and creativity by developing shared goals and supportive environments (Al-Halabi, 2017; Steinmann et al., 2018). School heads significantly impact teachers' effectiveness and morale (Darwish, 2019; Alwan, 2021), emphasizing the importance of emotional connection, appreciation, and innovation (Shrestha, 2022; Hashim et al., 2021). Leaders who articulate a compelling vision inspire teachers to exceed expectations and commit to school success (Parveen et al., 2022; Dzakpasu et al., 2022).

Motivational Atmosphere

A positive motivational climate promotes enthusiasm and cooperation among teachers. Supportive leadership, clear communication, professional development, and recognition are key to building this environment (Jensen, 2023; Perry, 2022). Physical conditions, training opportunities, and emotional support also play significant roles in sustaining motivation (Campbell, 2022; Gabriel, 2023; Britton, 2018).

Professional Values and Behavior

Professional values, such as integrity, fairness, and student-centered leadership, guide school heads in ethical decision-making and resource allocation (Salveron, 2023; Poorchangizi et al., 2019). These values foster inclusive environments, trust, and positive relationships with all stakeholders (Wong, 2023; Hong et al., 2020).

Motivational Drive

Motivation stems from leaders' efforts to inspire, recognize, and support teachers' professional growth. Strategies like feedback, recognition, fair rewards, and training enhance teachers' job satisfaction and performance (Etomes & Molua, 2019; Luthans & Morgan, 2017; Hayes, 2023). Strong leader-teacher relationships are also crucial to sustained motivation (Munawar, 2021; Nyamubi, 2021).

Professional Relationship

Strong professional relationships within schools enhance collaboration, trust, and morale. Principals must foster open communication, mutual respect, and emotional support to create a thriving school culture (Echon & Cabal, 2022; Tomlin, 2022). These relationships directly influence teacher engagement, performance, and school success (Grissom et al., 2021; Bayar & Karaduman, 2021).

Intrinsic Motivation of Teachers

Intrinsic motivation involves internal desires to engage in meaningful work. In education, it is linked to autonomy, competence, and relatedness (Anderson et al., 2018; Fishbach & Woolley, 2021). Motivated teachers perform better and transmit this motivation to students (Kumari & Kumar, 2023).

Relatedness

This refers to meaningful interpersonal connections. Support from colleagues and school leaders fosters a sense of belonging, which enhances job satisfaction and engagement (Allen et al., 2022; Bakker & Oerlemans, 2019).

Interest/Enjoyment

Interest is a major driver of intrinsic motivation. Teachers who enjoy teaching and are enthusiastic about their subjects are more effective, engaged, and healthier (OECD, 2019; Buric & Moe, 2020). Enthusiastic teaching boosts student outcomes and instructional quality (Lazarides et al., 2021).

Personal Choice

Autonomy enhances intrinsic motivation when teachers feel their choices align with personal and professional goals (Vansteekiste et al., 2020). Autonomy-supportive environments improve engagement, creativity, and well-being (Ma, 2021; Brandisauskiene et al., 2023).

Effort

Teachers' belief in their impact on student learning motivates sustained effort. Intrinsic motivation is linked to persistence, resilience, and long-term commitment to the profession (Seneviratne et al., 2019; Alipour, 2018). Job resources like support, growth opportunities, and recognition enhance this drive (Van der Heijden et al., 2018).

STATEMENT OF THE PROBLEM

This study determined the relationship between inspirational leadership of school heads and intrinsic motivation of public secondary teachers in Panabo City Division. More specifically, it sought to answer the following questions:

1. What is the extent of inspirational leadership behavior of school heads as perceived by public secondary teachers in terms of:

1.1 Motivational Atmosphere;
1.2 Professional Values and behavior;
1.3 Motivational Drive; and
1.4 Professional Relationship?

2. What is the extent of intrinsic motivation of public secondary teachers in terms of:
2.1 Relatedness;
2.2 Interest/Enjoyment;
2.3 Personal Choice; and
2.4 Effort?

3. Is there a significant relationship between inspirational leadership of school heads and intrinsic motivation of teachers?
4. Which domains of inspirational leadership of school heads significantly influence the intrinsic motivation of teachers?

METHODOLOGY

This chapter introduces the methodological aspect of the study. This covers the research design, research respondents, research instruments, data gathering procedure and data analysis which were employed on this investigation.

RESEARCH DESIGN

In this study, a quantitative research approach was employed, specifically utilizing a descriptive correlational technique. Quantitative research methods involve the collection of numerical data and its subsequent mathematical analysis, often incorporating statistical tools. This approach is employed to elucidate and provide explanations for specific problems or phenomena. In the context of descriptive correlational investigations, the focus lies in describing variables and the naturally occurring relationships that manifest among them (Lim, 2024).

Descriptive research is characterized by a hands-off approach from the researcher, where the variables under study are observed without any manipulation. Its primary objective is to provide an in-depth understanding of the inherent characteristics of these variables. On the contrary, a correlational investigation seeks to establish whether there exists an association between two variables. This involves determining whether an increase or decrease in one variable is linked to a corresponding rise or decline in the other (McCombes, 2023).

This study was categorized as quantitative since it relied on numerical data for data analysis and interpretation. It was descriptive since its goal was to evaluate the inspirational leadership of school heads and intrinsic motivation of teachers. This academic endeavor was also correlational because it aimed to evaluate the relationship between inspirational leadership of school heads and intrinsic motivation of public secondary teachers in Panabo City Division.

RESEARCH RESPONDENTS

There were 146 public secondary school teachers from Panabo City Division who were invited to answer and be part of this study. In this study, it catered only public secondary school teachers who have ten years teaching experiences. Using the Slovin Formula considering the .05 margin of error, the 230 public secondary teachers who have ten years length of service had been computed to have 146 sample size. It was claimed that for simple regression analysis, it needed at least 50 samples and generally 100 samples for most research situations (Hair et al., 2018). Hence, the 146 respondents were more than enough to address the purpose of this study.

For selecting the study sample, probability sampling was employed, specifically through two-stage cluster sampling. This method allows for determining the probability or chance of each item being included in the sample. In other words, every member of the population has an equal and independent chance of being. Cluster sampling is a commonly used technique that organizes the population into distinct clusters, with each cluster representing a comprehensive and mutually exclusive subset (McCombes, 2023). In two-stage cluster sampling, a sample was randomly chosen from each identified cluster or division. For this study, all secondary teachers from public secondary schools within the Panabo City Division were included.

In the inclusion and exclusion criteria, public secondary school teachers with at least 10 years of teaching experience were selected for this study, as their time in the public school setting would provide valuable insights into assessing their school head's inspirational leadership and its impact on their intrinsic motivation. Apparently, public secondary school teachers who have less than ten years of teaching experiences were excluded in the study. Respondents who felt uneasy or uncomfortable answering the survey questionnaire had the option to withdraw from the study without any pressure. Their decision to withdraw were respected, and their well-being is a top priority throughout the research process.

RESEARCH INSTRUMENTS

As to the form of gathering data, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing on the inspirational leadership of school heads while the second set was about the intrinsic motivation of teachers.

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RESULTS AND DISCUSSIONS

This chapter presents the summarized results of the study on the inspirational leadership of school heads and the intrinsic motivation of teachers. Findings reveal varying but generally positive levels across all indicators.

Inspirational Leadership of School Heads

School heads exhibit moderately high to high levels of inspirational leadership across four key dimensions. The strongest area is in fostering professional relationships, marked by respect, collaboration, and open communication. They are frequently perceived as approachable and supportive, helping build trust within the school environment.

Professional values and behavior also score high, indicating that school leaders consistently demonstrate ethical conduct, responsibility, and respect for social values. These traits contribute to a culture of integrity and professionalism.

In terms of motivational drive, school heads show a positive impact through goal-setting, recognition of achievements, and encouragement of staff development. However, there is slight variability in how consistently these behaviors are demonstrated.

The lowest-rated dimension, though still moderately high, is the motivational atmosphere. While school heads show efforts to inspire and energize the environment, these behaviors may not be frequent or strong enough to create sustained motivation. This suggests a need for more consistent and proactive strategies to reinforce a motivating school climate.

Overall, school heads are seen as frequently displaying inspirational leadership behaviors, although greater emphasis on energizing the motivational climate could further enhance their effectiveness.

Intrinsic Motivation of Teachers

Teachers report a high level of intrinsic motivation, especially in the areas of interest/enjoyment and relatedness. They commonly find satisfaction in their work, enjoy developing their teaching skills, and take pleasure in teaching-related activities. This reflects a deep internal drive and passion for the profession.

They also feel a strong sense of connection with colleagues, trust and enjoy interacting with peers, and relate positively to the demands and activities of teaching. These strong professional relationships and sense of belonging play a vital role in sustaining their motivation and commitment.

CONCLUSION AND RECOMMENDATIONS

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between inspirational motivation of school heads and intrinsic motivation of teachers in public secondary schools. The study was conducted in the selected public schools of Panabo City Division. There were one hundred forty-six (146) teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adapted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The level of inspirational motivation of school heads is high. The high level of inspirational motivation of school heads suggests that they are effectively fostering an environment that encourages and motivates teachers.

Meanwhile, the level of intrinsic motivation of teachers is high. The high level of intrinsic motivation among teachers indicates that they are deeply engaged and find personal satisfaction in their work, which is crucial for sustained performance and job fulfillment. This level of motivation suggests that teachers are likely to put forth greater effort in their teaching practices, leading to enhanced student outcomes.

It was found out that there is a significant relationship between inspirational leadership of school heads and intrinsic motivation of teachers. This suggests that school heads who exhibit strong inspirational leadership can directly influence teachers' internal drive and engagement. This relationship highlights the importance of school heads fostering a motivational atmosphere, demonstrating professional values, and building positive professional relationships to enhance teachers' intrinsic motivation.

Moreover, all domains of inspirational leadership of school heads significantly influenced the intrinsic motivation of teachers. This suggests that when school leaders exhibit behaviors such as vision sharing, encouragement, and enthusiasm,

teachers are more likely to feel internally driven and committed to their work. The significant influence across all leadership domains highlights the importance of cultivating inspirational leadership as a key strategy for enhancing teacher motivation and performance.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The level of inspirational motivation of school heads means that it is oftentimes evident. Notably, professional values and behavior, motivational drive, and professional leadership are oftentimes evident while motivational atmosphere is occasionally evident.

Meanwhile, the level of intrinsic motivation of teachers is high. In fact, all indicators specifically relatedness, interest and enjoyment, perceived choice, and effort are oftentimes evident.

Based on the findings, inspirational motivation of school heads and intrinsic motivation are related. All domains of inspirational motivation of school heads are linked to the intrinsic motivation of teachers. This leads to the rejection of the null hypothesis.

Furthermore, all domains of inspirational motivation of school heads significantly influence the intrinsic motivation of teachers. Of which, professional relationship indicates a higher influence on the intrinsic motivation of teachers compared to other indicators. This leads to the rejection of the null hypothesis.

The significant and positive correlation between the inspirational leadership of school heads and the intrinsic motivation of teachers supports the principles established in Transformational Leadership Theory by Bass and Avolio (1985) as cited in Ugochukwu (2024). It emphasized leaders who inspire and motivate followers to achieve beyond their expectations. Transformational leaders exhibit charisma, provide intellectual stimulation, offer individualized consideration, and inspire followers to transcend their own self-interests for the sake of the team or organization.

Nyamubi (2021) advocated that when inspirational motivation and work performance are taken to be very vital to the incessant growth of education systems in general and schools in particular, teachers' work performance could be seen. This could be achieved especially when a school head takes the responsibility of giving teachers inspirational motivation in the work place. This occurs when the heads of schools feel effective in their leadership behaviours to influence teachers in a way that forms fundamental reasons for working to gratify their needs in their lives.

Recommendations

The following suggestions were offered based on the conclusions of the study: it is recommended that DepEd officials focus on enhancing the inspirational motivation of school heads, particularly in strengthening the consistency of the motivational atmosphere. While professional values, motivational drive, and leadership are already evident, targeted professional development programs may help further equip school heads to inspire and engage teachers. Emphasis can be placed on strategies such as open communication, teacher recognition, and the creation of supportive work environments, which can boost both motivation and job satisfaction.

School heads are encouraged to deliberately foster a more positive and consistent motivational atmosphere. This includes promoting enthusiasm, collaboration, and appreciation within the school setting. Regular team-building activities, acknowledging teacher achievements, and offering teachers greater autonomy in decision-making can enhance their sense of relatedness, choice, and enjoyment—further strengthening their intrinsic motivation and performance.

Teachers may also benefit from actively engaging with their school heads' inspirational leadership by building stronger professional relationships and embracing collaborative practices. Taking initiative in communication, feedback, and shared decision-making can reinforce their intrinsic motivation and contribute to professional growth and workplace satisfaction. Future researchers are encouraged to explore the underlying factors affecting the inconsistency of the motivational atmosphere created by school heads. Further investigations could examine how leadership behaviors such as professional values and motivational drive influence teacher motivation in various educational contexts. Additionally, studying the connection between intrinsic motivation and outcomes like teaching efficacy and student performance—particularly through longitudinal research—may provide deeper insights into the long-term impact of inspirational leadership in schools.

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