



PROACTIVE LEADERSHIP: INFLUENCE ON TEACHER'S WORK MOTIVATION AND PERFORMANCE

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ABSTRACT

This study investigated the impact of proactive leadership on teachers' work motivation and performance, focusing on behaviors such as innovativeness, problem-solving, adaptability, continuous learning, and empowerment. Using a quantitative approach, the study involved 141 public school teachers in Victoria Sub-Office, School Division of Laguna, with a survey-questionnaire refined by experts.

This study looks into two aspects of work motivation among teachers i.e., intrinsic motivation and extrinsic motivation. Moreover, the study will assess these factors in relation to task performance, contextual performance, and adaptive performance. This study aims to provide significant insights for educational leaders, legislators, and administrators by examining the relationship between proactive leadership and teacher performance.

Statistical analysis revealed that teachers positively perceived their school heads' proactive leadership, indicating a culture that encourages innovation, problem-solving, adaptability, continuous learning, and empowerment. Teachers showed strong intrinsic motivation but slightly lower extrinsic motivation, driven by personal fulfillment and professional growth alongside job security and respect. Performance assessments indicated high task, contextual, and adaptive performance, reflecting teachers' competence and effectiveness. While proactive leadership overall significantly impacted motivation and performance, specific dimensions like adaptability negatively relate to motivation, and individual attributes do not significantly influence performance variance.

Proactive leadership significantly impacted teachers' work motivation and performance, rejecting the null hypothesis. While proactive leadership overall influenced these outcomes, specific dimensions showed varying effects. Adaptability negatively relates to motivation, and individual attributes like innovativeness and problem-solving did not significantly influence performance variance.

Teachers may engage with proactive leadership initiatives to enhance motivation and performance. School heads should prioritize proactive leadership strategies, focusing on adaptability and continuous learning. Future research should explore how specific proactive leadership dimensions influence teacher outcomes for further insights.

KEYWORDS: *impact; proactive leadership; teachers' work motivation*

1. INTRODUCTION

Proactive leadership can promote constructive change, overcome hurdles, and maximize opportunities in many contexts. Proactive leaders can forecast market trends, adapt to changing conditions, and promote innovation in business and organizations. These leaders boost their companies' long-term growth and competitiveness. Active leadership in healthcare protects patient safety and improves treatment by identifying and mitigating risks and improving operational processes. Proactive leaders may create a positive environment for student success and teacher satisfaction by implementing innovative policies and building strong support systems. In social and political spheres, proactive leadership can improve problem-solving, crisis management, and long-term societal goals. Proactive leadership drives growth and fosters adaptation in different disciplines, making it essential to successful leadership in the complex and ever-changing global world.

Failure to study proactive leadership research may lose opportunities to improve leadership and address significant issues in numerous disciplines. Organizations may struggle to adapt to quickly changing surroundings without a strong grasp of proactive leadership, which may limit competitiveness and growth stagnation. In schools, ignoring proactive leadership's impact on teacher performance may inhibit effective teaching and student success. Lack of extensive research in healthcare

and other vital sectors could expose people to unnecessary dangers and slow progress toward better outcomes. Not researching proactive leadership may hinder our ability to innovate, problem-solve, and grow in many fields, limiting our ability to traverse complicated and evolving difficulties.

The present study investigates the impact of proactive leadership styles on teachers' work motivation and performance in the educational setting. The importance of proactive leadership in improving organizational effectiveness and employee outcomes is becoming more widely acknowledged. Nevertheless, the influence of this factor on the effectiveness of educators has not been thoroughly investigated.

The objective of this study is to examine the effect of proactive leadership behaviors, namely innovativeness, problem solving abilities, adaptability, continuous learning, and empowerment on teachers' work motivation and performance. This study looks into

two aspects of work motivation among teachers i.e., intrinsic motivation and extrinsic motivation. Moreover, the study will assess these factors in relation to task performance, contextual performance, and adaptive performance. This study aims to provide significant insights for educational leaders, legislators, and administrators by examining the relationship between proactive leadership and teacher performance. The research



wants to throw light on how proactive leadership can contribute to creating an environment that is favorable to achieving optimal teaching and learning outcomes.

1.1 Statement of the Problem

Specifically, the study intends to address the following research questions.

1. What is the teacher’s assessment of their school heads’ proactive leadership as to:
 - 1.1 innovativeness,
 - 1.2 problem solving abilities,
 - 1.3 adaptability,
 - 1.4 continuous learning, and
 - 1.5 empowerment?
2. What is the level of teachers’ work motivation in terms of:
 - 2.1 intrinsic motivation; and
 - 2.2 extrinsic motivation?
3. What is the status of teacher's performance in terms of:
 - 3.1 task performance,
 - 3.2 contextual performance, and
 - 3.3 adaptive performance?
4. Does proactive leadership significantly affect teachers’ work motivation and performance?

2. METHODOLOGY

The present study employed a quantitative research approach to examine the correlation between proactive leadership and instructors' job motivation and performance. This choice was grounded in several considerations. Quantitative research allows for generalizations to broader groups (Babbie, 2021), aiming to collect data from a representative sample of teachers

in public schools located in Victoria, Laguna. Data was gathered through a survey-questionnaire employing a 4-point Likert scale, with the study seeking to extrapolate findings to predict consequences for larger teacher populations (Creswell, 2017).

3. RESULTS AND DISCUSSION

This chapter enumerates the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions will further characterize the level of school head’s proactive leadership and its influence on teacher’s work motivation and performance.

TEACHER’S ASSESSMENT OF THEIR SCHOOL HEADS’ PROACTIVE LEADERSHIP

Table 1 presents the Level of teacher’s assessment of their school heads’ proactive leadership as to innovativeness. In this table, the statement with the highest mean is "My school head supported the use of innovative teaching methods" with a mean of 3.92 and a standard deviation of 0.24, indicating a high level of agreement among the respondents.

Conversely, the statement with the lowest mean is "My school head encouraged us to think outside the box" with a mean of 3.78 and a standard deviation of 0.43, although still within the 'Strongly Agree' category, showing slightly lower agreement compared to other statements

The overall mean of the responses is calculated to be 3.85, with a standard deviation of 0.28, indicating that teachers perceive their school heads' proactive leadership towards innovativeness to a very great extent.

Table 1. Level of teacher’s assessment of their school heads’ proactive leadership as to innovativeness

STATEMENTS	MEAN	SD	REMARKS
<i>My school head encouraged innovative thinking and the implementation of new ideas.</i>	3.88	0.32	Strongly Agree
<i>My school head was open to new ideas and approaches.</i>	3.83	0.38	Strongly Agree
<i>My school head promoted a culture of creativity and innovation.</i>	3.83	0.38	Strongly Agree
<i>My school head supported the use of innovative teaching methods.</i>	3.92	0.24	Strongly Agree
<i>My school head encouraged us to think outside the box.</i>	3.78	0.43	Strongly Agree
Weighted Mean		3.85	
SD		0.28	
Verbal Interpretation			<i>Very Great Extent</i>

It is evident that teachers generally perceive their school heads as supportive of innovation and creativity within the educational setting. The high means across all statements suggest a positive perception regarding the encouragement of new ideas, innovative thinking, and the promotion of a culture of creativity within the school environment. Although there is a slight variation in agreement levels among different statements, the overall perception remains highly positive.

It is consistent with research emphasizing the importance of leadership in fostering innovation within educational institutions. One study also has shown that supportive leadership plays a crucial role in creating an environment conducive to innovation and change (VanderPol, 2023).



Table 2. Level of teacher’s assessment of their school heads’ proactive leadership as to problem solving abilities

STATEMENTS	MEAN	SD	REMARKS
<i>My school head effectively addressed and resolved issues that arise.</i>	3.78	0.43	Strongly Agree
<i>My school head used logical and sound judgement in problem-solving.</i>	3.89	0.32	Strongly Agree
<i>My school head was able to identify problems quickly and find effective solutions.</i>	3.72	0.46	Strongly Agree
<i>My school head encouraged us to develop our own problem-solving skills.</i>	3.67	0.59	Strongly Agree
<i>My school head handled crises and problems calmly and effectively.</i>	3.56	0.51	Strongly Agree
Weighted Mean		3.72	
SD		0.34	
Verbal Interpretation		Very Great Extent	

Table 2 presents the level of teacher’s assessment of their school heads’ proactive leadership as to problem-solving abilities.

The statement with the highest mean is "My school head used logical and sound judgment in problem-solving" with a mean of 3.89 and a standard deviation of 0.32, indicating strong agreement among respondents. Conversely, the statement with the lowest mean is "My school head handled crises and problems calmly and effectively" with a mean of 3.56 and a standard deviation of 0.51, although still falling within the 'Strongly Agree' category, showing slightly lower agreement compared to other statements.

The overall mean of the responses is calculated to be 3.72, with a standard deviation of 0.34, indicating that teachers perceive their school heads' proactive leadership in problem-solving abilities to a very great extent.

These results were indicative that teachers generally perceive their school heads as effective problem solvers who use logical judgment and can identify and resolve issues efficiently. However, there may be some areas for improvement, particularly in handling crises calmly and effectively, as indicated by the lower mean for that statement.

Table 3. Level of teacher’s assessment of their school heads’ proactive leadership as to adaptability

STATEMENTS	MEAN	SD	REMARKS
<i>My school head was able to adapt to changing circumstances.</i>	3.56	0.51	Strongly Agree
<i>My school head encouraged flexibility in our work.</i>	3.72	0.46	Strongly Agree
<i>My school head was open to change and new ideas.</i>	3.44	0.86	Strongly Agree
<i>My school head adjusted strategies based on new information or changes in the environment.</i>	3.33	0.91	Strongly Agree
<i>My school head promoted a culture of adaptability and flexibility.</i>	3.67	0.49	Strongly Agree
Weighted Mean		3.54	
SD		0.53	
Verbal Interpretation		Very Great Extent	

Table 3 presents the level of teacher’s assessment of their school heads’ proactive leadership as to adaptability.

Among the statements in Table 3, the one with the highest mean is "My school head encouraged flexibility in our work" with a mean of 3.72 and a standard deviation of 0.46, indicating strong agreement among respondents. Conversely, the statement with the lowest mean is "My school head adjusted strategies based on new information or changes in the environment" with a mean of 3.33 and a standard deviation of 0.91, although still within the 'Strongly Agree' category, it shows slightly lower agreement compared to other statements.

The overall mean of the responses is calculated to be 3.54, with a standard deviation of 0.53, indicating that teachers perceive

their school heads' proactive leadership in adaptability to a very great extent.

These imply that teachers generally perceive their school heads as encouraging flexibility and adaptability in their work environment. However, there may be some room for improvement in terms of adjusting strategies based on new information or changes in the environment, as indicated by the lower mean for that statement.

The results of this study underscore the significance of proactive leadership in promoting adaptability and flexibility within the public schools.



Table 4. Level of teacher’s assessment of their school heads’ proactive leadership as to continuous learning

STATEMENTS	MEAN	SD	REMARKS
<i>My school head promoted continuous learning and professional development.</i>	3.89	0.32	Strongly Agree
<i>My school head encouraged us to update our knowledge and skills regularly.</i>	3.78	0.73	Strongly Agree
<i>My school head provided opportunities for us to learn and grow.</i>	3.94	0.24	Strongly Agree
<i>My school head valued and supported ongoing education and training.</i>	3.89	0.47	Strongly Agree
<i>My school head encouraged us to learn from our mistakes.</i>	3.78	0.55	Strongly Agree
Weighted Mean		3.86	
SD		0.43	
Verbal Interpretation		Very Great Extent	

Table 4 presents the level of teacher’s assessment of their school heads’ proactive leadership as to continuous learning. The statement with the highest mean in Table 4 is "My school head provided opportunities for us to learn and grow" with a mean of 3.94 and a standard deviation of 0.24, indicating strong agreement among respondents. Conversely, the statement with the lowest mean is "My school head encouraged us to update our knowledge and skills regularly" with a mean of 3.78 and a standard deviation of 0.73, although still within the 'Strongly Agree' category, showing slightly lower agreement compared to other statements.

The overall mean of the responses is calculated to be 3.86, with a standard deviation of 0.43, indicating that teachers perceive their school heads' proactive leadership in continuous learning to a very great extent.

Teachers showed that they generally perceive their school heads as supportive of continuous learning and professional development. The high means across most statements suggest a positive perception regarding the promotion of ongoing education, learning from mistakes, and providing opportunities for growth within the school environment. However, there may be some areas for improvement, particularly in encouraging regular updates of knowledge and skills.

Table 5. Level of teacher’s assessment of their school heads’ proactive leadership as to empowerment

STATEMENTS	MEAN	SD	REMARKS
<i>My school head empowered us to make decisions and take action.</i>	3.90	0.00	Strongly Agree
<i>My school head encouraged us to take on leadership roles.</i>	3.83	0.38	Strongly Agree
<i>My school head gave us the autonomy to perform our tasks.</i>	3.61	0.50	Strongly Agree
<i>My school head supported us in developing our skills and abilities.</i>	3.67	0.49	Strongly Agree
<i>My school head trusted us to make good decisions.</i>	3.89	0.32	Strongly Agree
Weighted Mean		3.78	
SD		0.27	
Verbal Interpretation		Very Great Extent	

Table 5 highlights the level of teacher’s assessment of their school heads’ proactive leadership as to empowerment. The statement with the highest mean is "My school head empowered us to make decisions and take action" with a mean of 3.90 and a standard deviation of 0.00, indicating unanimous agreement among respondents. Conversely, the statement with the lowest mean is "My school head gave us the autonomy to perform our tasks" with a mean of 3.61 and a standard deviation of 0.50, although still within the 'Strongly Agree' category, showing slightly lower agreement compared to other statements.

The overall mean of the responses is calculated to be 3.78, with a standard deviation of 0.27, indicating that teachers perceive their school heads' proactive leadership in empowerment to a very great extent.

These imply that teachers overwhelmingly perceive their school heads as empowering them to make decisions, take on leadership roles, and trusted them to make good decisions. However, there may be some areas for improvement in providing autonomy to perform tasks, as indicated by the lower mean for that statement.

Table 6. Composite table of teacher’s assessment of their school heads’ proactive leadership

INDICATORS	WM	SD	V.I.
<i>innovativeness</i>	3.85	0.28	Very Great Extent
<i>problem solving abilities</i>	3.72	0.34	Very Great Extent
<i>adaptability</i>	3.54	0.53	Very Great Extent
<i>continuous learning</i>	3.86	0.43	Very Great Extent
<i>empowerment</i>	3.78	0.27	Very Great Extent



Overall Mean	3.75
SD	0.40
Verbal Interpretation	Very Great Extent

Table 6 verifies the composite table of teacher’s assessment of their school heads’ proactive leadership. From the indicators, “*continuous learning*” yielded the highest weighted mean score ($M=3.86, SD=0.43$) and was interpreted to a very great extent. This is followed by “*innovativeness*” with a weighted mean score ($M=3.85, SD=0.28$) and was also interpreted to a very great extent. On the other hand, the indicator “*adaptability*” received the lowest weighted mean score of responses with ($M=3.54, SD=0.53$) yet was also was also interpreted to a very great extent.

The level of teacher’s assessment of their school heads’ proactive leadership attained an overall mean score of 3.75 and a standard deviation of 0.40 and was interpreted to a very great extent among the respondents.

Results suggest that teachers highly value school heads who demonstrate a commitment to ongoing learning and who foster an environment of innovation within the educational institution. These findings underscore the importance of professional development and forward-thinking approaches in effective school leadership. However, it is noteworthy that the indicator of “*adaptability*” received a comparatively lower weighted mean score, despite still being interpreted to a very great extent. This suggests that while adaptability is acknowledged, there may be room for improvement in this aspect of leadership. Overall, the assessment of teachers regarding their school heads’ proactive leadership yielded a commendable overall mean score of 3.75, indicating a generally positive perception among respondents.

Table 7. Level of teachers’ work motivation in terms of intrinsic motivation

STATEMENTS	MEAN	SD	REMARKS
<i>As a teacher I try to work at the peak of my abilities.</i>	3.11	0.72	Agree
<i>Teaching boosts my self-esteem as of a person.</i>	2.96	0.72	Agree
<i>I see students' success as the main stimulus of my job.</i>	2.89	0.75	Agree
<i>I have opportunities for professional development.</i>	3.06	0.75	Agree
<i>Teaching boosts my self-efficacy as of a professional.</i>	2.92	0.87	Agree
Weighted Mean		2.99	
SD		0.39	
Verbal Interpretation		Great Extent	

Table 7 presents the level of teachers’ work motivation in terms of intrinsic motivation.

Examining the statements, the one with the highest mean is "As a teacher, I try to work at the peak of my abilities" with a mean of 3.11 and a standard deviation of 0.72, indicating agreement among respondents. Conversely, the statement with the lowest mean is "I see students' success as the main stimulus of my job" with a mean of 2.89 and a standard deviation of 0.75, although still within the 'Agree' category, showing slightly lower agreement compared to other statements.

The overall mean of the responses is calculated to be 2.99, with a standard deviation of 0.39, indicating that teachers perceive their intrinsic motivation towards work to a great extent. It was evident that teachers generally feel motivated to work at the peak of their abilities and perceive teaching as boosting their self-esteem and self-efficacy. However, there may be some areas where motivation could be strengthened, particularly in viewing students' success as the main stimulus of their job.

Table 8. Level of teachers’ work motivation in terms of extrinsic motivation

STATEMENTS	MEAN	SD	REMARKS
<i>This job is necessary for my survival.</i>	3.21	0.74	Agree
<i>I am afraid to be criticized and regarded as a bad teacher.</i>	3.06	0.81	Agree
<i>I feel secure in this job.</i>	3.22	0.72	Agree
<i>I am adequately treated / respected by administration / supervisors.</i>	3.30	0.75	Strongly Agree
<i>I have adequate salary / wages.</i>	3.13	0.75	Agree
Weighted Mean		3.18	
SD		0.40	
Verbal Interpretation		Great Extent	

Table 8 presents the level of teachers’ work motivation in terms of extrinsic motivation.

Among the statements in Table 8, the one with the highest mean is "I am adequately treated/respected by administration/supervisors" with a mean of 3.30 and a standard deviation of 0.75, indicating strong agreement among respondents.

Conversely, the statement with the lowest mean is "I am afraid to be criticized and regarded as a bad teacher" with a mean of 3.06 and a standard deviation of 0.81, although still within the 'Agree' category, showing slightly lower agreement compared to other statements.

The overall mean of the responses is calculated to be 3.18, with a standard deviation of 0.40, indicating that teachers perceive



their extrinsic motivation towards work to a great extent.

Results imply that teachers generally feel motivated by factors

external to the job itself, such as feeling secure in their job and being adequately treated by administration/supervisors.

Table 9. Composite table of teachers' work motivation

INDICATORS	WM	SD	V. I.
<i>Intrinsic Motivation</i>	2.99	0.39	Great Extent
<i>Extrinsic Motivation</i>	3.18	0.40	Great Extent
Overall Mean		3.09	
SD		0.39	
Verbal Interpretation			Great Extent

Table 9 presents an overview of teachers' work motivation, assessing both intrinsic and extrinsic motivational factors. The weighted mean (WM) scores indicate that teachers reported a slightly higher level of extrinsic motivation (WM = 3.18, SD = 0.40) compared to intrinsic motivation (WM = 2.99, SD = 0.39), with both aspects interpreted to a great extent by the respondents.

This suggests that while teachers are generally motivated by both internal and external factors, they may place slightly more emphasis on external rewards or incentives in their work.

The overall mean score for work motivation, combining intrinsic and extrinsic factors, was 3.09 with a standard deviation of 0.39, indicating that teachers are motivated to a great extent overall.

This indicates a positive outlook on work motivation among the respondents, highlighting the importance of recognizing and supporting both intrinsic and extrinsic motivators to maintain and enhance teacher engagement and satisfaction in their roles.

Table 10. Status of teacher's performance in terms of task performance

STATEMENTS	MEAN	SD	REMARKS
<i>I was able to complete my tasks effectively and efficiently.</i>	3.89	0.32	Strongly Agree
<i>I was able to meet or exceed my performance goals.</i>	3.94	0.24	Strongly Agree
<i>I was able to handle multiple tasks at the same time.</i>	2.94	0.24	Agree
<i>I was able to prioritize my tasks effectively.</i>	2.67	0.49	Agree
<i>I was able to perform my tasks without needing much guidance or supervision.</i>	3.94	0.24	Strongly Agree
Weighted Mean		3.48	
SD		0.21	
Verbal Interpretation			Very Great Extent

Table 10 presents the Status of teacher's performance in terms of task performance.

Among the statements, the two statements with the highest mean are "I was able to meet or exceed my performance goals" and "I was able to perform my tasks without needing much guidance or supervision," both with a mean of 3.94 and a standard deviation of 0.24, indicating strong agreement among respondents. Conversely, the statement with the lowest mean is "I was able to prioritize my tasks effectively" with a mean of 2.67 and a standard deviation of 0.49, falling within the 'Agree' category, but showing lower agreement compared to other

statements.

The overall mean of the responses is calculated to be 3.48, with a standard deviation of 0.21, indicating that teachers perceive their task performance to a very great extent. These results show that teachers generally feel confident in completing their tasks effectively and efficiently, meeting or exceeding performance goals, and performing tasks without much guidance or supervision. However, there may be some challenges in effectively prioritizing tasks, as indicated by the lower mean for that statement.

Table 11. Status of teacher's performance in terms of contextual performance

STATEMENTS	MEAN	SD	REMARKS
<i>I was able to contribute positively to the school's environment.</i>	3.83	0.38	Strongly Agree
<i>I was able to work well with my colleagues.</i>	3.78	0.43	Strongly Agree
<i>I was able to adapt to the school's culture and values.</i>	3.78	0.43	Strongly Agree
<i>I was able to handle changes in the school's environment.</i>	3.67	0.49	Strongly Agree
<i>I was able to support and help my colleagues when needed.</i>	3.39	0.70	Strongly Agree
Weighted Mean		3.69	
SD		0.40	
Verbal Interpretation			Very Great Extent



Table 11 describes the status of teacher's performance in terms of contextual performance.

Among the statements, the statement with the highest mean is "I was able to contribute positively to the school's environment" with a mean of 3.83 and a standard deviation of 0.38, indicating strong agreement among respondents. Additionally, the statements "I was able to work well with my colleagues" and "I was able to adapt to the school's culture and values" both have a mean of 3.78, falling within the 'Strongly Agree' category, showing consistent agreement among respondents.

Conversely, the statement with the lowest mean is "I was able to support and help my colleagues when needed" with a mean of 3.39 and a standard deviation of 0.70, although still within the 'Strongly Agree' category, showing slightly lower agreement compared to other statements.

The overall mean of the responses is calculated to be 3.69, with a standard deviation of 0.40, indicating that teachers perceive their contextual performance to a very great extent.

These results imply that teachers generally feel they contribute positively to the school environment, work well with colleagues, and adapt to the school's culture and values. However, there may be some areas for improvement in terms of supporting and helping colleagues when needed, as indicated by the lower mean for that statement.

The results of the present study emphasize the significance of continuous support and collaboration among teachers to enhance contextual performance and overall effectiveness in their roles.

Table 12. Status of teacher's performance in terms of adaptive performance

STATEMENTS	MEAN	SD	REMARKS
<i>I was able to adapt to changes in my job role and responsibilities.</i>	3.83	0.38	Strongly Agree
<i>I was able to learn new skills and knowledge when needed.</i>	3.83	0.38	Strongly Agree
<i>I was able to handle unexpected situations effectively.</i>	3.72	0.46	Strongly Agree
<i>I was able to adjust my work strategies based on feedback.</i>	3.89	0.32	Strongly Agree
<i>I was able to adapt to new technologies and tools.</i>	3.83	0.38	Strongly Agree
Weighted Mean		3.82	
SD		0.33	
Verbal Interpretation			Very Great Extent

Table 12 presents the status of teacher's performance in terms of adaptive performance.

It was observed that all statements have high means, with the lowest being 3.72 for "I was able to handle unexpected situations effectively," and the highest being 3.89 for "I was able to adjust my work strategies based on feedback." These means indicate strong agreement among respondents. The overall mean of the responses is calculated to be 3.82, with a standard deviation of 0.33, indicating that teachers perceive their adaptive performance to a very great extent.

It is evident that teachers generally feel they are adept at adapting to changes in their job roles and responsibilities, learning new skills when needed, handling unexpected situations effectively, and adjusting their work strategies based on feedback. This high level of adaptive performance suggests that teachers are flexible and responsive to the evolving demands of their profession. The results emphasize the importance of adaptive performance in the teaching profession.

Table 13. Composite table of teacher's performance

INDICATORS	WM	SD	V. I.
<i>Task Performance</i>	3.48	0.21	Very Great Extent
<i>Contextual Performance</i>	3.69	0.40	Very Great Extent
<i>Adaptive Performance</i>	3.82	0.33	Very Great Extent
Overall Mean		3.66	
SD		0.30	
Verbal Interpretation			Very Great Extent

Table 13 presents a comprehensive assessment of teacher performance across various indicators: task performance, contextual performance, and adaptive performance. The weighted mean (WM) scores indicate that teachers demonstrated high levels of performance across all categories, with each indicator interpreted to a very great extent by the respondents.

Task performance, which refers to the fulfillment of job-related duties and responsibilities, received a WM score of 3.48 with a standard deviation (SD) of 0.21. Contextual performance,

involving behaviors that contribute to the overall organizational effectiveness and climate beyond formal job requirements, scored slightly higher with a WM of 3.69 and SD of 0.40. Adaptive performance, reflecting the ability to adjust and thrive in various work situations and environments, received the highest WM score of 3.82, with an SD of 0.33. This indicates that teachers demonstrated exceptional adaptability and flexibility in their roles. The overall mean score for teacher performance was 3.66, with a standard deviation of 0.30, indicating a consistently high level of performance across the assessed indicators. This suggests that teachers are performing



their duties to a very great extent, excelling not only in their core responsibilities but also in their ability to adapt and contribute to the broader organizational goals and effectiveness. Such high-performance levels bode well for the overall success

and effectiveness of the educational institution, highlighting the dedication and competence of the teaching staff.

Table 14. Regression Analysis of proactive leadership to teachers' work motivation and performance

teachers' work motivation	B	SE	β	t	p
Constant	4.116	.588		6.996*	.000
<i>Innovativeness</i>		.105	.012	.11	.913
<i>problem solving abilities</i>		.098	.11	1.126	.262
<i>Adaptability</i>		.062	-.034	-.544	.587
<i>continuous learning</i>		.074	-.082	-1.109	.27
<i>Empowerment</i>					
R-squared			.201		
Adjusted R-squared			-.009		
Standard Error of the Estimate		.317			
F(5, 135)				3.69	.045
teacher's performance	B	SE	β	t	p
Constant	3.154	.831		3.797*	.000
<i>Innovativeness</i>		.156	.103	.664	.508
<i>problem solving abilities</i>		.085	-.094	-1.105	.271
<i>Adaptability</i>		.098	.137	1.4	.164
<i>continuous learning</i>		.125	.055	0.44	.661
<i>Empowerment</i>					
R-squared			.209		
Adjusted R-squared			.000		
Standard Error of the Estimate		.315			
F(5, 135)				4.011	.004

*p < 0.05

The table presents the results of a multiple regression analysis examining the effect of proactive leadership to teachers' work motivation and performance. The innovativeness, problem solving abilities, adaptability, continuous learning and empowerment of proactive leadership have significant effect to teachers' work motivation and performance. The F-test of the overall model is significant (F(5, 135) with, p < 0.05), indicating that the regression model is a good fit for the data.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "Is there a significant effect of proactive leadership to teachers' work motivation and performance" rejected. Thus, the alternative should be accepted which incites that there is a significant affect between them.

The results indicate that proactive leadership has a significant impact on teachers' work motivation and performance, as evidenced by the statistically significant regression coefficients for both models (p < 0.05). However, when examining the specific predictors within each model, it appears that not all aspects of proactive leadership have equally significant effects. For teachers' work motivation, only adaptability shows a statistically significant negative relationship ($\beta = -0.544$, p = .587), suggesting that higher levels of adaptability in school heads might slightly decrease teachers' motivation. Conversely, for teachers' performance, none of the individual predictors reach statistical significance (p > 0.05), indicating that while proactive leadership overall has a significant impact on performance, the specific attributes of innovativeness, problem-solving abilities, adaptability, and continuous learning do not individually contribute significantly to the variance in

teacher performance.

These findings suggest that while proactive leadership plays a crucial role in influencing both teachers' work motivation and performance, the specific dimensions of proactive leadership that contribute most significantly to these outcomes may vary.

4. CONCLUSION AND RECOMMENDATIONS

Based on the results of the study, the researcher concluded that though regression analysis, the results indicate a significant overall impact of proactive leadership on both teachers' work motivation and performance, thus rejecting the null hypothesis. However, while proactive leadership as a whole significantly influences these outcomes, the specific dimensions of proactive leadership show varying effects. Adaptability demonstrates a statistically significant negative relationship with teachers' work motivation, suggesting that higher levels of adaptability in school heads might slightly decrease motivation. Conversely, none of the individual predictors reach statistical significance for teachers' performance, implying that while proactive leadership overall influences performance, the specific attributes such as innovativeness, problem-solving abilities, adaptability, and continuous learning do not individually contribute significantly to teacher performance variance.

Considering the findings and conclusion of the study, the researcher recommends the following.

1. Teachers may actively engage with and support proactive leadership initiatives within their schools, seeking opportunities for professional development and



collaboration to enhance their own work motivation and performance.

2. School heads are encouraged to prioritize the development and implementation of proactive leadership strategies, emphasizing adaptability and continuous learning, to positively impact teachers' work motivation and performance.
3. Future researchers may conduct further studies to explore the mechanisms through which specific dimensions of proactive leadership influence teacher outcomes, providing additional insights for enhancing educational leadership practices.

REFERENCE

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