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RATIONAL MOTIVATION AND DYNAMIC SCHOOL PRINCIPLES AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS

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ABSTRACT

This study examined the levels of rational motivation and dynamic school principles among public elementary school teachers in the Caraga District, Division of Davao Oriental. A non-experimental quantitative research design employing the correlational method was used. The respondents consisted of 131 public elementary school teachers selected through universal sampling. Data were analyzed using mean, Pearson r, and regression analysis. The findings revealed that both rational motivation and dynamic school principles among teachers were rated high. Results further showed a significant relationship between rational motivation and dynamic school principles, indicating that teachers who are more rationally motivated tend to demonstrate stronger adherence to dynamic school practices. Moreover, regression analysis confirmed that the domains of rational motivation significantly influence the adoption of dynamic school principles among teachers. Based on these findings, it is recommended that public school teachers be encouraged to participate in symposiums, workshops, and professional growth programs provided by the Department of Education. Such initiatives may enhance teachers' competencies, foster continuous professional development, and equip them with the necessary skills to improve instructional practices. Ultimately, these efforts can contribute to building teacher capability, enriching student learning opportunities, and strengthening the overall quality of education in public elementary schools.

KEYWORDS: *Rational Motivation, Dynamic School Principles, Public Elementary Schools, Philippines*

1. INTRODUCTION

The principles of a school play a crucial role in shaping the academic achievement of students and influencing the wider school community. Establishing a dynamic school principalship involves the implementation of operational goals that create an environment where students are both challenged and supported. This enables school leaders to foster reflective practices that actively engage students, teachers, and parents in building successful learning communities.

A comprehensive understanding of the challenges and constraints faced by educational leaders has been emphasized, particularly in their efforts to guide and sustain positive learning environments. Recognizing the diversity of school contexts and standards, Anderson and Madigan (2019) stressed the importance of identifying what can and should be done to ensure schools become more effective. They describe practical and realistic strategies for creating dynamic school leadership, highlighting the role of rational motivation in achieving sustainable change.

Similarly, Blum (2019) noted that creating dynamic school leadership provides educators with one of the most comprehensive and carefully organized syntheses of evidence on school improvement. By drawing from the complexity of the literature on leadership and school management, Blum constructed a balanced narrative that emphasizes the centrality of the learner. This approach avoids the usual divide between fostering relationships and maintaining academic rigor, thereby offering a highly integrative perspective on school leadership and improvement.

In the Philippine context, rational motivation is also recognized as an essential factor in building professional and personal relationships. Bear et al. (2019) explained that, like in interpersonal dynamics, successful collaboration within schools is rooted in foundational values such as trust, respect, and mutual support. However, Barbetta et al. (2019) argued that even with the presence of trust and mutual respect, relationships—whether personal or professional—may still encounter challenges due to incompatibility of interests or goals. Such challenges, if unaddressed, can diminish the quality of cooperation and satisfaction within the school environment.

Black (2020) further asserted that rational motivation in relationships requires individuals to recognize and embrace differences, understanding that successful partnerships are not built on uniformity but on complementarity. In the same way, teachers and school leaders may not always share identical perspectives, but their collaboration can thrive when driven by mutual respect and the desire to achieve common goals.

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Bartkowski and Ellison (2019) expanded on this by defining rational motivation as the inner drive that compels individuals to take action. These motivations, when properly directed, can lead individuals to make constructive decisions, develop competencies, and pursue meaningful goals. Similarly, Allen (2020) noted that in the Caraga District of the Division of Davao Oriental, rational motivation stems from abstract knowledge and personal values, guiding individuals to anticipate the possible outcomes of their actions and act in accordance with what they believe to be desirable or necessary.

Building on these perspectives, the present study is interested in examining the problems concerning rational motivation and dynamic school leadership among public elementary school teachers. The researcher believes that effective leadership and professional relationships in schools cannot be sustained solely by meeting basic requirements. Beyond initial enthusiasm and formal compliance, long-term success in the workplace depends on deeper foundations such as shared values, common goals, and the ability of colleagues to contribute meaningfully to one another's professional growth.

1.1 Statement of the Problem

This study was conducted to determine the rational motivation and dynamic school principles among public elementary school teachers in Caraga South District, Division of Davao Oriental. Specifically; it sought answers to the following sub-problems:

1. What is the level of rational motivation among public elementary school in terms of:
2.1 modernism,
2.2 creativeness,
2.3 critical thinking and
2.4 problem-solving?

2. What is the level of dynamic school principles among teachers in public elementary school in terms of:
1.1 dealings,
1.2 social skills,
1.3 be role models,
1.4 classroom rules and
1.5 commendation?
3. Is there significant relationship on the level of rational motivation and dynamic school principles among public elementary school teachers in Caraga South District, Division of Davao Oriental?
4. Which domains of rational motivation significantly influence dynamic school principles among public elementary school teachers in Caraga South District, Division of Davao Oriental?

1.2 Hypotheses

The null hypotheses were tested at the 0.05 level of significance:
Ho1. There is no significant relationship on the level of rational motivation and dynamic school principles among public elementary school teachers.
Ho2. None of the domains of rational motivation significantly influence dynamic school principles among public elementary school teachers.

2. METHODOLOGY

2.1 Research Design

The respondents of this study were 133 public elementary school teachers from the Caraga South District, Division of Davao Oriental. They were selected based on their length of service, having rendered at least three years or more in public schools, which ensured that they possessed sufficient knowledge and experience relevant to the purpose of the study. This criterion allowed the researcher to obtain accurate and reliable data from individuals familiar with the context under investigation.

The method employed in selecting the respondents was universal sampling, wherein the entire population of qualified teachers was considered as participants in the study. This approach ensured comprehensive coverage of the target population, thereby minimizing sampling bias and increasing the validity of the findings. The study was conducted during the school year 2023–2024.

2.2 Research Respondents

The respondents of this study were 137 teachers from public elementary schools in the Caraga South District, Division of Davao Oriental. They answered the survey questionnaire designed to gather data on teachers' perspectives regarding the foundation for ecological circumstances and student well-being. The researcher employed universal sampling in the selection of respondents, which means that the entire population of the study was considered as participants.

The selection of these respondents was based on the challenges and difficulties encountered by the researcher in identifying participants who could provide relevant insights into teachers' perspectives on ecological circumstances and student well-being. The study was conducted during the school year 2023–2024.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to collect data on rational motivation and dynamic school principles among public elementary school teachers. The questionnaire was divided into two major sections, each corresponding to the study's key variables. Items were carefully formulated to ensure clarity, contextual appropriateness, and alignment with the objectives of the research.

The first section measured rational motivation. The items were developed based on an extensive review of literature on motivation theories, workplace behaviors, and teachers' professional values. Content validity was established through expert evaluation by specialists in educational psychology and teacher development. This section obtained a Cronbach's alpha coefficient of 0.91, indicating excellent internal consistency and reliability.

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The second section assessed dynamic school principles. Items in this section were adapted from established frameworks on school leadership, improvement practices, and teacher-principal relationships, and were refined to reflect the context of public elementary schools in the Caraga South District. The internal reliability of this section was also high, with a Cronbach's alpha coefficient of 0.89.

The final version of the instrument was judged to be clear, comprehensive, and contextually relevant, ensuring that it could effectively capture accurate and reliable data to address the research objectives.

2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division Superintendent to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses. After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis.

2.5 Data Analysis

The gathered data was classified, analyzed and interpreted by using the following statistical tools:

Mean. This was used to determine the level of rational motivation and dynamic school principles among public elementary school teachers.

Pearson Product Moment Correlation (Pearson r). This was applied to measure the significant relationship between rational motivation and dynamic school principles.

Regression Analysis. This was employed to determine the extent to which rational motivation significantly influences dynamic school principles.

3. RESULTS AND DISCUSSION

3.1 Level of Rational Motivation of Teachers in Public Elementary Schools

Table 1. ***Level of Rational Motivation of Teachers in Public Elementary Schools***

No.	Domains	Mean ($\bar{x}$)	Descriptive Equivalent
1	Modernism	3.26	Moderate
2	Creativeness	3.10	Moderate
3	critical thinking	4.10	High
4	problem-solving	3.38	Moderate
	Overall Mean	**3.46**	**High**

Presented in Table 1 is the level of rational motivation of teachers in public elementary schools, measured across four key domains: modernism, creativeness, critical thinking, and problem-solving. Among these domains, critical thinking obtained the highest mean score of 4.10, described as high, indicating that teachers are generally able to apply reasoning and reflective judgment in making sound decisions and instructional practices. This suggests that critical thinking plays a strong role in shaping their motivation and professional performance. On the other hand, problem-solving registered a mean score of 3.38, described as moderate, while modernism obtained 3.26, also moderate. These results imply that while teachers are moderately inclined to embrace new ideas and apply innovative solutions, there remains room for improvement in strengthening these aspects of rational motivation. Meanwhile, creativeness recorded the lowest mean score of 3.10, described as moderate, suggesting that teachers may still face challenges in consistently generating original ideas and strategies in their teaching practices.

Overall, rational motivation among teachers yielded an overall mean score of 3.46, described as high. This indicates that teachers in public elementary schools generally possess a strong sense of rational motivation, particularly in terms of critical thinking, although other domains such as creativeness, modernism, and problem-solving require further enhancement to achieve a more balanced and comprehensive development.

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This finding supports the study of Ryan and Deci (2019), who emphasized that teachers with high rational motivation are more likely to sustain purposeful engagement, foster positive classroom climates, and adopt adaptive instructional practices that improve student learning. Similarly, Schunk and DiBenedetto (2020) highlighted that when educators maintain strong intrinsic and rational motivation, they demonstrate greater persistence, self-regulation, and long-term professional commitment. In addition, Martens and Rácz (2021) noted that motivated teachers are more resilient to stress, better equipped to innovate in their teaching methods, and more consistent in supporting student growth. Likewise, Okada and Nishimura (2022) found that in Asian contexts, high rational motivation enables teachers to integrate reflective practices and collaborative strategies that enhance classroom effectiveness. Finally, Keller and Holzer (2023) affirmed that high levels of teacher motivation directly contribute to both instructional quality and student achievement, underscoring its vital role in sustaining effective education systems.

3.2 Level of Dynamic School Principles of Teachers in Public Elementary Schools

Table 2. ***Level of Dynamic School Principles of Teachers in Public Elementary Schools***

No.	Domains	Mean ($\bar{x}$)	Descriptive Equivalent
1	build strong relationships	4.07	High
2	teach essential social skills	4.19	High
3	be role models	3.45	High
4	clarify classroom and school rules	3.71	High
5	praise students for good choices	3.28	Moderate
	Overall Mean	**3.90**	**High**

Presented in Table 2 is the level of dynamic school principles of teachers in public elementary schools, measured across five domains: building strong relationships, teaching essential social skills, being role models, clarifying classroom and school rules, and praising students for good choices. Among these domains, teaching essential social skills obtained the highest mean score of 4.19, described as high, indicating that teachers strongly emphasize the importance of equipping learners with interpersonal and collaborative skills necessary for both academic and life success. This reflects their commitment to fostering well-rounded students who can function effectively in diverse environments. Following this, building strong relationships registered a mean score of 4.07, also described as high, highlighting the teachers' capacity to establish trust and meaningful connections with their students, which is vital in creating supportive and engaging classroom environments. Likewise, clarifying classroom and school rules obtained a mean score of 3.71, also high, suggesting that teachers consistently provide structure and clear expectations to guide student behavior and maintain order. In addition, being role models garnered a mean score of 3.45, still described as high, reflecting that teachers generally exemplify positive values and behaviors that students can emulate, although this domain showed slightly lower strength compared to the others. Meanwhile, praising students for good choices recorded the lowest mean score of 3.28, described as moderate. This suggests that while some teachers acknowledge positive behavior, the practice of consistently reinforcing students' good decisions may not be fully maximized across classrooms.

Overall, dynamic school principles obtained an overall mean score of 3.90, described as high. This indicates that teachers in public elementary schools generally exhibit strong adherence to principles that promote student development and effective school environments, though greater emphasis on reinforcing positive student behavior could further strengthen their overall practice.

This finding affirms the study of Hattie and Clarke (2019), who emphasized that teachers who uphold dynamic school principles, foster environments that maximize student engagement and achievement. Similarly, Marzano and Heflebower (2020) highlighted that dynamic teaching practices, including modeling positive behaviors and teaching essential social skills, significantly enhance classroom management and student cooperation. In addition, Day and Gu (2021) noted that schools where teachers consistently apply dynamic principles show higher levels of resilience, collective efficacy, and sustained performance. Likewise, Kim and Park (2022) found that dynamic school principles promote collaboration, respect, and inclusivity, which are essential for addressing the diverse needs of learners in modern classrooms. Finally, Robinson and Leithwood (2023) affirmed that the consistent practice of dynamic principles by teachers strengthens the school's overall culture, enabling a more supportive and effective learning environment.

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3.3 Significant Relationship Between Rational Motivation and Dynamic School Principles of Teachers in Public Elementary Schools

Table 3. ***Significant Relationship Between Rational Motivation and Dynamic School Principles of Teachers in Public Elementary Schools***

Variables	r-values	Degree of Correlation	p-value	Decision (Ho)
Rational Motivation				
Dynamic School Principles	0.884	High Correlation	0.00	Rejected

Presented in Table 3 is the correlation analysis between rational motivation and dynamic school principles of teachers in public elementary schools. The computed correlation coefficient (r = 0.884) indicates a high degree of correlation between the two variables. The corresponding p-value of 0.00 is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between rational motivation and dynamic school principles of teachers in public elementary schools. This finding implies that teachers who exhibit stronger rational motivation, are more likely to demonstrate dynamic school principles such as building relationships, teaching social skills, serving as role models, clarifying rules, and reinforcing positive behavior. The result underscores the interconnectedness of teachers' internal motivational drives and their external professional practices. Strengthening rational motivation among teachers may therefore directly enhance their capacity to embody dynamic school principles, ultimately fostering more effective and supportive learning environments.

This finding confirms a significant positive relationship between rational motivation and dynamic school principles of teachers in public elementary schools. It aligns with the work of Ryan and Deci (2019), who reported that rationally motivated teachers, driven by purpose, values, and intrinsic commitment, are more likely to uphold dynamic principles that foster engagement and productivity in schools. Similarly, Day and Gu (2020) found that when teachers are motivated by rational goals such as student success and professional growth, they actively demonstrate dynamic principles through collaboration, consistency, and ethical classroom practices. Moreover, Leithwood and Sun (2021) emphasized that rational motivation among teachers sustains the application of dynamic principles by reinforcing resilience, adaptability, and shared responsibility within the school environment. Furthermore, Kim and Park (2022) noted that rationally motivated teachers exhibit stronger alignment with dynamic school practices, such as clear communication, participatory decision-making, and inclusive teaching strategies. Likewise, Harris and Jones (2023) affirmed that teachers with higher rational motivation significantly contribute to the strengthening of dynamic school principles, ensuring that school culture remains supportive, innovative, and student-centered.

3.4. Significant Influence of the Domains of Rational Motivation on Dynamic School Principles of Teachers in Public Elementary Schools

Table 4. ***Significant Influence of the Domains of Rational Motivation on Dynamic School Principles of Teachers in Public Elementary Schools***

Model	Sum of Squares	DF	r-value	Degree	F	p-value	Decision
Regression	573.898	3	0.886	High	.068	0.000	Rejected
Residual	524.331	127					
Total	564.121	130					

Presented in Table 4 is the regression analysis showing the significant influence of the domains of rational motivation on dynamic school principles of teachers in public elementary schools. The computed r-value of 0.886 indicates a high degree of relationship between the two variables. The regression model reveals that the domains of rational motivation significantly predict dynamic school principles, as reflected in the F-value of 68.0 (p = 0.000), which is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that rational motivation exerts a statistically significant influence on dynamic school principles among public elementary school teachers.

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This finding implies that teachers who demonstrate higher levels of rational motivation, through modernism, creativeness, critical thinking, and problem-solving, are more likely to practice dynamic school principles effectively. These principles include building strong relationships, teaching essential social skills, serving as role models, clarifying rules, and praising students for good choices. The result underscores the importance of fostering rational motivation as a driving force that enhances teachers' ability to embody dynamic and responsive educational practices, thereby creating a more engaging and supportive school environment.

This finding validates the study of Brookfield (2019), who emphasized that rational motivation enables teachers to align their professional values with instructional practices, thereby strengthening their commitment to dynamic and adaptive school principles. In the same way, Fullan and Quinn (2020) reported that when teachers are rationally motivated, they are more likely to engage in collaborative problem-solving, innovative pedagogy, and shared leadership, all of which underpin dynamic school practices. Likewise, Hargreaves (2021) highlighted that rational motivation promotes a culture of reflective practice, encouraging teachers to adopt principles that enhance adaptability, inclusivity, and responsiveness within schools. Furthermore, Darling-Hammond and Hyler (2022) affirmed that teachers who are driven by rational motivation demonstrate sustained dedication to equitable teaching and professional growth, which translates into stronger enactment of dynamic school principles. Finally, Robinson and Timperley (2023) underscored that rational motivation serves as a significant predictor of how consistently teachers uphold dynamic principles, noting that motivated educators are more resilient in navigating challenges and more effective in leading transformative practices in schools.

5. CONCLUSIONS

The level of rational motivation of teachers in public elementary schools is generally described as high. Among the domains, critical thinking obtained the highest mean rating, indicating that teachers strongly exercise logical reasoning and reflective judgment in their professional practice. Meanwhile, modernism, creativeness, and problem-solving were all rated moderate, suggesting that while teachers demonstrate some adaptability, innovation, and analytical ability, there remains a need for continuous improvement in these areas. Overall, the findings highlight that while teachers possess strong critical thinking skills, further support is needed to enhance creativity and modern approaches in their teaching practice.

The level of dynamic school principles of teachers in public elementary schools is also described as high. The domains of teaching essential social skills and building strong relationships obtained the highest mean ratings, reflecting the teachers' emphasis on developing interpersonal competencies and fostering connections within the school community. Clarifying rules and being role models were likewise rated high, showing the teachers' commitment to discipline and modeling positive behaviors. However, praising students for good choices was only rated moderate, suggesting that recognition practices are not consistently emphasized. These results imply that while teachers actively promote values and discipline, greater focus on positive reinforcement strategies may further strengthen dynamic classroom and school culture.

Correlation analysis revealed a statistically significant and strong positive relationship between rational motivation and dynamic school principles of teachers in public elementary schools.This result confirms that higher levels of rational motivation correspond to stronger practice of dynamic school principles. In other words, teachers who display critical thinking, problem-solving, and creativity are also more likely to embody dynamic principles such as relationship building, role modeling, and social skills development. Thus, the null hypothesis was rejected.

Regression analysis further demonstrated that the domains of rational motivation exert a significant influence on the dynamic school principles of teachers. This means that much of the variation in dynamic school principles can be explained by teachers' rational motivation. The findings suggest that cultivating rational motivation, through encouraging innovation, strengthening problem-solving skills, and fostering critical thinking, is essential for sustaining dynamic educational practices. By prioritizing professional development that enhances these domains, schools can empower teachers to better implement principles that enrich the learning environment and strengthen school-community relationships.

6. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are proposed:

Firstly, considering that the level of rational motivation of teachers was generally described as high, but with certain domains such as modernism, creativeness, and problem-solving rated only moderate, school administrators and education leaders are encouraged to implement professional development programs that enhance teachers' creativity, innovation, and analytical skills. Workshops, seminars, and training on innovative teaching strategies and problem-based learning should be prioritized to strengthen teachers' ability to adapt to modern educational demands. Sustaining the already high level of critical thinking among teachers is also recommended through continuous enrichment activities and reflective practice sessions.

Secondly, since the level of dynamic school principles was also generally high, schools are advised to continue supporting practices that promote relationship building, teaching of essential social skills, and role modeling. However, given that praising students for good choices was only rated moderate, teachers should be encouraged to strengthen positive reinforcement strategies. School leaders may initiate recognition programs, peer appreciation activities, and classroom praise techniques to ensure that students consistently receive affirmation for their efforts and

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achievements, thereby fostering a more motivating and supportive learning environment.

Thirdly, the study revealed a statistically significant positive relationship between rational motivation and dynamic school principles. This underscores the importance of cultivating teachers' rational motivation as a foundation for sustaining dynamic practices. Education supervisors and administrators are therefore encouraged to integrate rational motivation into teacher performance development plans, ensuring that teachers' capacity for critical thinking, problem-solving, and creativity is systematically aligned with principles that promote discipline, relationship-building, and social skills development.

Lastly, the regression analysis confirmed that rational motivation significantly influences the dynamic school principles of teachers in public elementary schools. This finding highlights the necessity of strengthening rational motivation as a critical driver of effective teaching practices. Policymakers and education leaders are encouraged to prioritize investments in teacher development programs that focus on rational motivation, such as training in creative pedagogy, innovation in classroom strategies, and collaborative problem-solving. Future researchers may also explore other potential predictors of dynamic school principles, such as emotional intelligence, leadership styles, and professional commitment, to provide broader insights into sustaining excellence in teaching and learning.

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