



LEADERSHIP PRACTICES OF SCHOOL HEADS AND WORK TASK MOTIVATION AS PREDICTORS OF TEACHERS' BEHAVIOR

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Abstract:

This study determined the significant influence of school head leadership practices and work task motivation as predictors of teachers' behaviour. The quantitative approach using the correlational technique and analysis was utilized in this study with a sample of 325 teachers from the elementary schools of Caraga District, Schools Division of the City of Davao Oriental. Sets of adapted survey questionnaires were used to obtain data from the respondents subjected to content validity and reliability analysis. The data were analyzed using the Mean, Pearson-r, and Multiple Regression Analysis. The results reveal that the leadership practices were rated very high, and work task motivation was also rated as high. At the same time, teacher behaviour was rated high. Moreover, a significant relationship existed between these variables. A significant relationship between leadership practices and teacher behaviour was significant. A significant relationship between work task motivation and teacher behaviour was also significant. The extent of the influence of predictor variables on teacher behaviour was proven significant in the study.

Keywords: educational management, leadership practices, work task motivation, academic motivation, teacher behaviour, Philippines

1. Introduction

Teachers are victims of the challenge of being labelled with problem behaviour issues that interfere with teaching and learning, which have notably worsened, according to an

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astonishing 62 percent of teachers who have been teaching in the same school for five or more years. Change is everywhere. The changes of today threaten teachers and lead to the engagement of behaviours that may cause misconduct. It may conserve the teacher's ego, but there are resistances made by policies, laws, and even the norms of society. Some teachers give up easily when they face problems and difficulties in the teaching-learning process, leading to less teaching effectiveness. Due to the variety of more effective and positive teaching behaviours, efficacious teachers tend to have high student achievement, whereas teachers with low efficiency tend to have low student achievement (Mailizar *et al.*, 2021).

A teacher's behaviour reflects on his or her student's future and professional life, so good behaviour is important for both teacher and student. Attitude is essential as a teacher (Koiv *et al.*, 2019). It affects your students in many ways and can shape their learning experience; teaching behaviour goes beyond setting classroom rules, communicating consequences, and providing the usual tips for engaging students and building relationships (Huang *et al.*, 2021).

The behaviour of an effective teacher is engaging learners in more productive and fascinating activities. However, some teachers are less effective in that they make less effort to engage learners in differentiated activities (Nikolopoulou *et al.*, 2021). Due to the variety of more effective and positive teaching behaviors, effectual teachers tend to have high student accomplishment. In contrast, school heads with low school leadership practices tend to have low student achievement (Hong *et al.*, 2021).

Leaders show the way and help employees pursue it by empowering and engaging those employees through the ability to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization. In other words, motivating employees is a crucial leadership task, as motivation translates an employee's knowledge, skills, and abilities into actual work behaviour and job performance. While the former enables workers to carry out their jobs as required, the level of motivation determines the amount of effort workers actually put into their jobs (Zubaidah *et al.*, 2021).

Henceforth, the facts stated above are the reasons why the researcher is interested in determining the leadership practices of school heads and work task motivation on teachers' behaviour using the indicators explored since no study has been conducted yet. Further exploration may provide some insights into how students' perceptions of teachers' behaviour can help the academic community. Likewise, academic institutions will know why these phenomena are happening and how the leadership practices of school heads and work task motivation affect teacher behaviour.

This study examined the influence of school heads' leadership practices on the relationship between work task motivation and teacher behaviour. Specifically, the study will seek answers to the following questions: to describe the leadership practices of school heads in terms of modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart; the second objective determines the level of teacher behaviour in terms of clarity, enthusiasm, interaction, organization,

pacing, disclosure, speech and teaching aid. Furthermore, the third objective is to describe the extent of work task motivations in terms of intrinsic motivation, identified motivation, introjected regulation, external regulation, and motivation.

To determine the significant relationship between leadership practices, teacher behavior, and work task motivation and teacher behavior. To determine which domain of leadership practices and work task motivation significantly influence teacher behaviour. The following null hypotheses were treated at a 0.05 level of significance. There is no significant relationship between leadership practices, teacher behavior, and work task motivation and teacher behavior. None of the domains of leadership practices and work task motivation significantly influence teacher behaviour.

This section provides discussions on the principles, concepts, ideas and viewpoints of various authors who have provided valuable inputs on the leadership practices of school heads, which focuses on modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart (Kouzes & Posner, 2003) While work task motivation focuses on intrinsic motivation, identified motivation; introjected regulation, external regulation; and amotivation (Vallerand, & Reid, 1988). Teacher behaviour focuses on classroom behaviour with the following indicators: clarity, expression, interaction organization, pacing, disclosure, language, speech, and teaching aids (Murray, 2006).

Motivation is a power that drives individuals to a specific aim, encourages them to work and increases their willingness to work with people (Wahab & Halim, N., 2020). Managers who want to motivate their employees should be aware of personal differences, give feedback on the targets achieved, encourage participation in the decision, associate the rewards with performance, and review the system's fairness. Economic rewards are essential, but money is not everything. Appreciating success is a way of motivating with the lowest cost. It should be noted that ingenuity is subject to compliments (Afsar, & Umrani, 2020).

Further, the school principal can show his/her formal effects by fulfilling one's written duties and responsibilities, performing the administrative tasks on time and adequately, providing the school's facilities to teachers, behaving in a fair and balanced way, rewarding the teachers who deserve it orally and in writing, i.e., by fulfilling his/her formal duties (Aliyyah *et al.*, 2021). By demonstrating the necessities of cooperation and team spirit, exhibiting democratic behaviours, creating an environment of mutual trust, and developing adoptive, supportive and informal relationships in a sense, they will be able to make teachers and other employees feel their effect on them. Such effects and incentives will primarily positively support teachers' performance (Kormos, & Wilby, 2019).

Besides, it alludes to doing an activity since one identifies with its worth or meaning and acknowledges it as one, such that this form of internalization is volitional. Identification contrasts with intrinsic motivation in that the activity is not done out of inherent fulfilment but rather for the instrumental worth it speaks to. In conjunction, this is a form of extrinsic motivation that depends on a specific task's self-supported value.

Teachers who have identified motivation are thought to be more self-ruling than teachers with external motivation, yet they are not as wholly self-sufficient as intrinsically motivated teachers (Basalamah & As'ad, 2021).

Furthermore, in many cases, leaders who are effective at inspiring and motivating others have high energy and enthusiasm. They energize their team to achieve challenging goals and increase the level of performance of everyone on the team. Many leaders focus on accomplishing tasks in their job description while forgetting to inspire (Kilag *et al.*, 2023).

Consequently, a leader's behaviour is a powerful display of mannerisms that convey the expectations and values of the organization and set the tone for the organizational climate. Researchers have spent more time and energy researching leadership behaviour than any other aspect of leadership. Research in leadership behaviour falls into one of two categories: The first line of research examines how leaders spend their time throughout the day, their particular pattern of activities, and their job responsibilities (Akram *et al.*, 2022).

Notably, relations-oriented leaders, on the other hand, are more concerned with developing close interpersonal relationships. They involve a two-way communication method to show social and emotional support while helping their employees feel comfortable about themselves, their co-workers, and their situations. Relations-oriented leaders demonstrate an understanding of their employees' problems. They help to develop their employees' careers. They provide their employees with enough information to do the job, allow individual autonomy in work, and show appreciation (Ozdemir *et al.*, 2023).

Consequently, principal instructional leadership illustrates the principal as the instructional artist in residence who establishes a climate for excellence, sets forth a vision for continuous improvement in student performance, promotes excellence in teaching, commits to sustained, comprehensive professional development for all staff members; and, ensures that curriculum, instructional strategies, and assessment of student progress are coherent components in the teaching and learning process. Gningue, Peach, Jarrah and Wardat (2022) justified this definition by declaring it to be the best remedy for understanding the future challenges educators will encounter and a way to encourage each student to become a masterpiece (Noor & Nawab, 2022).

Because most leadership models maintain some inconsistency of command-and-control, leaders and aspiring leaders need to learn a new set of skills because most leadership models continue to be some disparity of command-and-control, leaders and aspirant leaders necessitate to learn a new set of skills in order to meet the challenges of the digital period by capitalizing on collective wisdom. In addition, most leadership models persist in some disparity of command and control; leaders and would-be leaders need to learn a new set of skills to categorize the challenges of the learners by capitalizing on collective wisdom (Woo *et al.*, 2022).

Teacher's behaviour is the term used for the behavioural manifestation of the act of teaching, done to facilitate the learning by a student or a group of students. It,

therefore, encompasses all the verbal and nonverbal behaviours a teacher demonstrates to impart education within an academic setting. It is seen that the teaching approach and techniques applied by different teachers have different results for student performance. Therefore, the teacher has a key role in providing an encouraging learning environment for their students to excel academically. A major portion of the onus for quality learning, therefore, falls upon the personality and attitude of the teacher (Rott, 2020).

On the other hand, teaching behaviour is enacted upon its base material – its content, which comes from the instructions provided by the teachers in class. Their study (Hajovsky et al., 2020) described several features required for instrumental effective instruction in a classroom setting. The objectives of learning, or learning objectives, need to be clearly defined; the learning outcome of students needs to be assessed routinely from the day-to-day teaching; and such assessment needs to be used to alter and adapt the instructions in line with students' needs and level of achieved learning (Reeve & Shin, 2020).

Moreover, behavior is a response which an individual shows to his environment at different times. Behaviour can be positive or negative, effective or ineffective, conscious or unconscious, overt or covert, and voluntary or involuntary. The teachers must be collectively acceptable by keeping themselves ethically upright, abstaining from gambling, avoiding drunkenness and other excesses and less interaction with immoral relations (LaBrot *et al.*, 2020).

Notably, the way teachers bring a good atmosphere in the classroom impacts the learners because the way the teacher expresses herself is a factor in increasing the scholastic and academic achievement of the learner (Orhan & Beyhan, 2020). Moreover, as the learners engage themselves in the different tasks given by the teacher, they are motivated to learn because of the excellent expression they are experiencing inside the learning environment. However, learners begin to inactively participate if they experience a discouraging expression (Cheung, 2020).

2. Theoretical Framework

To have a clear understanding of the nature of teacher's behavior, this research was anchored on the following credible authorities:

Behavioral theory can be applied to teachers who reward or punish student behaviors. Skinner believed that positive reinforcement is more effective in changing behavior than punishment (Skinner, 1972).

This study is anchored on the proposition of Evers (2005), who stated that leaders cannot be successful and responsible leaders without the right skills, tools and resources; thus, teachers' encouraging behavior demonstrates better classroom management behavior towards students.

In like manner, the study is also anchored on the pronouncement of Crisp and Cruz (2009) that if leaders are not coping well and experiencing strong negative emotions such as anxiety or anger, then clearly that directly impacts their capacity to lead

effectively to their teachers. Through teaching their students, the social-emotional skills and understandings associated with behavior and resilience, teachers also develop a deeper understanding of how classroom interaction of teacher, in order to obtain information about the chain of events and especially their own acts, teachers lead to a school that is effective which the main ingredient of a teaching-learning process.

Leaders cannot be successful and responsible leaders without the right skills, tools and resources. Leadership behaviour encourages teacher behaviour in providing the objectives for which a specific task or lesson or series of lessons takes place and/or challenging students to identify the reason for which an activity takes place in the lesson. Thus, leadership behavior has been recognized as the leadership approach that best promotes teachers' classroom behaviour (Evers, 2005).

If leaders are not coping well and experiencing strong negative emotions such as anxiety or anger, then clearly, that directly impacts their capacity to lead effectively to their teachers. Through teaching their students, the social-emotional skills and understandings associated with behaviour and resilience, teachers also develop a deeper understanding of how classroom interaction of teacher, in order to obtain information about the chain of events and especially their own acts, teachers lead to an effective school which the main ingredient of a teaching-learning process is (Cruz, 2009).

The independent variable is the leadership practices with the following indicators: inspired a shared vision, which refers to inspiring others to believe in a common goal and work towards accomplishing great things; challenged the process, which refers to the fundamental quality of every leader; enabled others to act, which refers to the behaviour of a confident leader. Leaders who understand their employees' strengths and their potential for more responsibility feel confident in enabling others to take control and initiative.

The conceptual paradigm is presented in Figure 1, the independent variable, which is It is shown in Figure 1, the conceptual framework of the study. The dependent variable is the work task motivation of students, which has indicators, namely intrinsic motivation, recognized regulation, introjected regulation, external regulation, and motivation. Teachers' behaviour consists of nine indicators, namely: clarity, expression, interaction organization, pacing, disclosure, language, speech, and teaching aids. One of the most essential factors in a well-run classroom is the use of encouragement and positive reinforcement. This strategy links in with the teacher's behaviour and beliefs. Suppose a teacher has high expectations for all of their students. In that case, positive encouragement, feedback, and praise will come naturally, and the students will often respect you for your appreciation of learning and want to please you. When positive reinforcement is used, and the children are encouraged to learn, then the children will be motivated to do well (Crnobori, 2010). The teacher is a powerful model in providing examples of ways for students to support each other with encouragement, questions for clarification and entry for collaboration.

The study's results could benefit all educators at different levels. The administrators of the schools may use the findings, results and the best-fit model

generated from the study in making and revising school policies and planning teachers' professional development programs, which will promote a higher level of teacher behaviour in the selected public secondary schools' teachers. The results may further help the school heads to identify specific characteristics that could influence teachers' behavior. The researcher generally finds this study very significant because it will encourage teachers to conduct periodic self-assessments to improve their behaviour.

Additionally, the study's findings may greatly help HR Supervisors of public secondary school teachers design new programs for teachers by demonstrating the significant impact of motivational programs on the teachers' behaviour, promotion, recognition and income, hence increasing the performance of academic organizations. In addition, the study's outcome may be considered benchmark data for future researchers to replicate this study in some other regions in the Philippine setting.

3. Method

3.1 Study Participants

A total of 315 out of the 411 total population became respondents to the study; a universal sampling technique was utilised to give everyone the chance to become respondents. Universal sampling is a design where you choose to examine the entire population that has a particular set of characteristics, such as specific experiences, knowledge, skills and exposure to an event (Laerd, 2012). However, the 315 sample size was the final number of respondents considered in the study, considering that despite repeated reminders and several follow-ups undertaken during the data-gathering period, only 315 teachers actively participated in the survey. This is attributed to the fact that other respondents were not interested in joining the survey due to some pressing assignments which were very urgent and important and that other respondents were not available during the second and last visits by the researcher.

The respondents were public elementary school teachers in Caraga, Davao Oriental. The respondents were chosen accordingly to answer the questionnaire with confidentiality. In this case, the public elementary school teachers in Caraga Davao Oriental were the groups to be included in the study. They were the teachers who are currently employed for SY 2020-2021, under a permanent status for a period of not less than 2 years and whose plantilla numbers are in the Department of Education, as they are the ones who were in the position to provide useful information upon testing the hypothesis of the study. Excluded from the study were those teachers in the junior and senior high schools in Caraga Davao Oriental, even if teaching in the identified areas of the study, for they were in different work environments and supervision. Also, those teachers in private schools and those teachers who hold managerial or supervisory positions were also excluded from the study. Also, the target respondents were free to decline to participate in the survey. They were not forced to answer the research questionnaire and were encouraged to return it to the researcher for automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they

felt uncomfortable about the study since they were given the free-will to participate without any form of consequence or penalty.

4. Materials and Instruments

Further, before the administration of the research instrument, pilot testing was done on selected teachers who were not the respondents of the study. The survey questionnaire for the pilot test was subjected to reliability testing to establish the use of the internal consistency method. This was the most appropriate method to use since the test contains dichotomously scored items in which the examinee either passes or fails in an item. The computed reliability of the instrument is revealed with a Cronbach Alpha result of .913. Part 3 of the questionnaire deals with teacher behavior with indicators: clarity, expression, interaction organization, pacing, disclosure, language, speech, and teaching aids, with a Cronbach Alpha result of .877.

The first set of questionnaires on leadership practices was adapted from Kouzes & Posner (2003). It focuses on modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. It was used with a Cronbach Alpha result of .871. Likewise, work task motivation focuses on intrinsic motivation, identified motivation, introjected regulation, external regulation, and motivation (Vallerand & Reid, 1988).

The scoring guide in analysing the responses was categorized into five levels. The 5-point Likert scale will be used with the following range of means and its descriptions: 4.20 – 5.00 or Very High, which means measures are always manifested; 3.40 – 4.19 or High, which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all.

4.1 Design and Procedure

This study utilized a quantitative, non-experimental research design using a correlational technique. According to Creswell and Poth (2016), this kind of design provides summary data, precise measures of central tendency, including the mean, standard deviation and correlation between variables or employing methods of analyzing correlations between multiple variables using tests such as Pearson r and regression analysis. Generally, correlational studies use independent and dependent variables, but the effect of the independent variable is observed on the dependent variable without manipulating the independent variable (Patidar & Bajaj, 2013). This method of research was appropriate for this study because its objective is to determine the significant relationship between the leadership practices of school heads and work task motivation as predictors of teacher's behavior

This research study will follow a systematic procedure. There will be a letter request for permission to conduct the study to be approved by the Dean, Professional

Schools, in which the letter, once approved, will be sent to the Schools Division Superintendent of the Department of Education Division of Davao Oriental. The School Heads will be furnished with said letter before the actual conduct of the data gathering. Also, before the actual data collection, the researcher will secure a Certificate of Compliance from UMERG (UMERG Protocol Number _____) to ensure compliance with some ethical considerations in research. The method to be used in the survey will be the face-to-face method, wherein the researcher will ensure that the teachers' classes are not disturbed or cancelled.

All retrieved questionnaires will be encoded in the Excel template after verification and checking as to the completeness of the answers. After all the tallying and validating results, the statistician will analyse and interpret the data in line with the study's objectives. Based on the study's findings, conclusions and recommendations will be formulated.

On the other hand, to guarantee that there would be 315 responses, the survey was kept open for at least one month. The study's collection of data started in the first week of January 2021 and was completed in February 2021. The participants are carefully selected based on the criteria provided in the research. The study does not involve high risks of situations that the respondents have experienced and was conducted following due process. All the teachers are the primary beneficiaries of the study. They can gain an understanding of the dynamic of their teacher's behaviour, school leadership practices of school heads and work task motivation in the workplace. This study will be used as a practical reference for future research in the field of Education. Further, in the conduct of this research, the respondents received tangible benefits such as a simple token (notebook or ballpen) from the researcher.

The study used the Grammarly or Turnitin software and/or Plagiarism Detector to ensure that there was no plagiarism during the whole study duration and that it underwent the standard research procedure established by the Professional Schools of the University of Mindanao. There was no evidence that the study was intentionally misrepresented to match a model or theoretical assumption. The study has no conflict of interest since the researcher has no relationship with the study's respondents. In this study, there is no deceit. The researcher secured proper permission from the targeted agencies where the respondents are teaching/working. And a face-to-face mode of data gathering. No person is authorized to publish nor present this paper except the researcher or the adviser without the researcher's consent. For the purposes of publication of this study, the adviser becomes the co-author.

5. Results and Discussion

This chapter presents the data on leadership practices, work task motivation, and teacher behaviour. The order of presentation is based on the objectives as follows: level of leadership practices, level of work task motivation, level of teacher behaviour; the significance of the relationship between leadership practices and teacher behaviour and

significance of the relationship between work task motivation and teacher behaviour, and; the extent of influence of predictor variables on teacher behaviour.

5.1 Level of Leadership Practices

Shown in Table 1 are the average scores for the indicators of leadership practices with an overall mean of 4.14, which is described as high with a standard deviation of 0.34. The high level could be attributed to the equally high rating given by the respondents. The cited overall mean score was the result gathered from the computed mean scores of its indicators. It could be gleaned from the data that the indicator with the highest mean rating of 4.29 or very high is- inspire a shared vision. In contrast, the indicator with the lowest mean rating of 3.88, still high, encourages the heart. The two highest indicators inspire a shared vision and model the way, with a mean rating of 4.25 and a standard deviation of 0.35.

School heads' very high level of leadership practice is due to the very high rating given by the respondents on domains that model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. This further implies that the public-school elementary heads display a favourable response, which is the ability to work well with other people both individually and in a group. This implies that school heads spend time and energy making sure that the people adhere to the principles and standards that have been agreed on and challenge the teachers to try out new and innovative ways to do work. Also, leaders have high expectations for themselves and their employees.

Their credibility is based on their record of achievements, dedication, and daily demonstrations of what and how things need to be done. By influencing employee motivation, leaders attach rewards and recognition to job performance. Exemplary leaders set high standards and have high expectations of their organizations. Leaders also expect the best of people and create self-fulfilling prophecies about how ordinary people can produce extraordinary results (Kilag *et al.*, 2021).

This result is in line with the findings of studies conducted by various authors (Akram *et al.*, 2022; Ozdemir *et al.*, 2023), which stated that by either creating new ideas or recognizing and supporting new ideas, leaders show a willingness to challenge the system to turn these ideas into actions and to adopt new products, processes, and services. They seek out challenging opportunities that test their skills and abilities and look for innovative ways to improve their organizations.

Table 1: Leadership Practices

| Indicators | SD | Mean | Descriptive Level |
|-------------------------|-------------|-------------|-------------------|
| Model the Way | 0.35 | 4.25 | Very High |
| Inspire a Shared Vision | 0.28 | 4.29 | Very High |
| Challenge the Process | 0.43 | 4.17 | High |
| Enable Others to Act | 0.56 | 4.13 | High |
| Encourage the Heart | 0.39 | 3.88 | High |
| Overall | 0.34 | 4.14 | High |

5.2 Level of Work Task Motivation

The second objective was to determine the level of work task motivation which was measured through a survey questionnaire with the following indicators: intrinsic motivation, identified motivation, introjected regulation, external regulation, and amotivation. Table 2 shows the data on the level of work task motivation. Computations yield a grand mean of 4.19 or higher with a standard deviation of 0.40, indicating that the work task motivation is always manifested. It could be gleaned from the data that introjected regulation is the indicator with the highest mean rating of 4.31 or very high. In contrast, the indicator with the lowest mean rating of 4.19 with a standard deviation of 0.40 or still high is amotivation. The two highest items were introjected regulation and identified motivation, with a mean rating of 4.31 or very high and 4.07 or high. Moreover, the two highest items for introjected regulation are feeling happy to do the task and feeling unashamed for not doing the task. For identified motivation, the highest items are essential for me to carry out this task, and I find this task important for students' academic success.

The high level of work task motivation of teachers is also high is due to the high rating given by the respondents on domains intrinsic motivation, identified motivation; introjected regulation, external regulation; and amotivation. This indicates that a work task teacher's motivation is a power that drives individuals to a certain aim, encourages them to work, and increases their willingness to work with people. Teachers who want to motivate their students should be aware of personal differences, give feedback on the targets achieved, encourage participation in the decision, associate the rewards with performance, and review the system's fairness. This further implies that public school elementary teachers have very high work-task motivation, and teachers can nurture this need by using autonomy-supportive behaviours (Afsar, 2020).

This is in connection with the studies of various authors (Wahab *et al.*, 2020; Kormos & Wilby, 2019) who said that most teachers joined the teaching profession due to the personal interest that they had in teaching and learning process in the teaching profession because of their own interest that motivated them in teaching hence better performance. In addition, teachers strongly agreed that teaching is one of their goals in life, enabling them to interact and develop relationships with people from many areas; this reflects that many teachers like to join the teaching profession because it enables them to interact with other people in the community.

Table 2: Work Task Motivation

| Indicators | Mean | SD | Descriptive Level |
|------------------------|-------------|-------------|-------------------|
| Intrinsic Motivation | 0.54 | 4.08 | High |
| Identified Motivation | 0.50 | 4.27 | Very High |
| Introjected Regulation | 0.48 | 4.31 | Very High |
| External Regulation | 0.50 | 4.23 | Very High |
| Amotivation | 0.37 | 4.07 | High |
| Overall | 0.40 | 4.19 | High |

5.3 Level of Teacher Behavior

The third objective was to determine the level of teacher behaviour, which was measured through a survey questionnaire with the following indicators: clarity, expression, interaction organization, pacing, disclosure, language, speech, and teaching aids. Table 3 shows the data on the level of teacher behaviour. Computations yield a grand mean of 3.96 or higher with a standard deviation of 0.22, indicating that the teacher's behaviour frequently manifested. It could be gleaned from the data that the indicator with the highest mean rating of 4.09 or higher is rapport. In contrast, organisation is the indicator with the lowest mean rating of 3.77 with a standard deviation of 0.41 or still high. The two highest items are rapport and organization, with a mean rating of 4.09 or higher and a 4.07 still high. Moreover, for rapport, the two highest items are talking with students before or after class and announcing availability for consultation outside of class. For organization, the highest items clearly indicate a transition from one topic to the next and give a preliminary overview of a lecture at the beginning of class.

The very high level of teacher behaviour, as rated by the respondents, indicates that a teacher's objectivity plays an important role in the teaching-learning process because a mentor with good disclosure gives samples of questions for the exams, reminds learners of the deadlines for their projects and assignments, and reviews a set of objectives and subject matter to improve the lesson.

The result coincides with the concept of Young (2020), who cited that teacher expectations and evaluations are directly linked to achievement. No matter the student's skill level or natural ability, all students have the ability and desire to succeed. The result is connected to the views of various authors. Nelson *et al.* (2012) emphasized that speech acts are an essential marker of our students' communicative competence because they represent ways in which moments will be communicated, especially in their own language. Nowadays, learners of various languages are incredibly diverse. A teacher must blend into the way the learners learn, or else the purpose of imparting ideas to learners will be defeated, and that is what we call the language barrier. Therefore, speech is essential in communication.

Table 2: Teacher Behavior

| Indicators | SD | Mean | Descriptive Level |
|----------------|-------------|-------------|-------------------|
| Clarity | 0.36 | 3.99 | High |
| Enthusiasm | 0.36 | 3.98 | High |
| Interaction | 0.36 | 3.79 | High |
| Organization | 0.27 | 4.07 | High |
| Pacing | 0.42 | 3.96 | High |
| Disclosure | 0.41 | 3.77 | High |
| Speech | 0.30 | 4.05 | High |
| Rapport | 0.29 | 4.09 | High |
| Overall | 0.22 | 3.96 | High |

5.4 Significance on the Relationship between Leadership Practices and Teacher Behavior

Depicted in Table 4 is the result of the test of the relationship between leadership practices significantly related to their level of and teacher behaviour. This relationship was tested at 0.05 level of significance. In particular, it revealed a positive and significant relationship between all indicators of leadership practices and teacher behaviour, as revealed in a p-value of less than 0.05 and with an r-value of .554. When all indicators of leadership practices are correlated with the indicators of teacher behaviour with all of the R values where greater than $p < 0.05$ significant level hence, learning experiences that best promote the classroom behaviour of teachers (Evers, 2005).

To sum it up, leadership practices and teacher behavior show a positive relationship; this implies that leadership practices have something to do with teacher behavior. So, school leaders must support teachers while supervising their behaviour and actions to ensure they comply with the code of conduct. Research highlights that providing feedback to teachers through supportive supervision and coaching in schools is critical to improving teacher behaviour and enabling classroom practices that are conducive to student learning.

The relationship test between variables revealed no significant relationship between leadership practices and teacher behaviour. However, individuals with a high level of leadership practice are more confident in their own abilities and can successfully adjust their actions when interacting with people from different cultures. Thus, leadership practices can help students develop the ability to connect with people and be more prepared to be open to new ideas.

Table 4: Significance of the Relationship between the Leadership Practices and Teacher Behavior

| Leadership Practices | Teacher Behavior | | | | | | | | Overall |
|--------------------------------|------------------|------------------|------------------|-------------------|------------------|------------------|------------------|------------------|------------------|
| | Clarity | Enthusiasm | Interaction | Organization | Pacing | Disclosure | Speech | Rapport | |
| Model the Way | .576* (0.000) | .535* (0.000) | .162* (0.005) | -.046 (0.428) | .047 (0.420) | .018 (0.762) | .029 (0.616) | .322* (0.000) | .322* (0.000) |
| Inspire a Shared Vision | .631* (0.000) | .613* (0.000) | .354* (0.000) | .141* (0.014) | .323* (0.000) | .282* (0.000) | .144* (0.013) | .287* (0.000) | .570* (0.000) |
| Challenge the Process | .687* (0.000) | .707* (0.000) | .267* (0.000) | .161* (0.005) | .279* (0.000) | .335* (0.000) | .121* (0.037) | .309* (0.000) | .586* (0.000) |
| Enable Others to Act | .677* (0.000) | .645* (0.000) | .179* (0.002) | -.122* (0.034) | -.009 (0.876) | .047 (0.422) | .055 (0.341) | .281 (0.000) | .359* (0.000) |
| Encourage the Heart | .736* (0.000) | .737* (0.000) | .412* (0.000) | .046 (0.427) | .235* (0.000) | .181* (0.002) | .134* (0.021) | .351* (0.000) | .579* (0.000) |
| Overall | .779* (0.000) | .763* (0.000) | .309* (0.000) | .024 (0.684) | .181* (0.002) | .189* (0.001) | .108 (0.063) | .360* (0.000) | .554* (0.000) |

*Significant at 0.05 significance level.

5.5 Significance on the Relationship between Work Task Motivation and Teacher Behavior

Illustrated in Table 5 is the result of the relationship test between work task motivation and teacher behaviour. The result shows that the overall values reveal a positive and significant relationship between work task motivation and teacher behaviour. The overall

result reflects that work task motivation positively correlates with teacher behaviour since the overall r-value is .639 with a p-value $p < 0.01$, hence rejecting the null hypothesis. Hence, there is a positive association between the two variables.

Table 5: Significance on the Relationship between Work Task Motivation and Teacher Behavior

| Work Task Motivation | Teacher Behavior | | | | | | | | Overall |
|------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | Clarity | Enthusiasm | Interaction | Organization | Pacing | Disclosure | Speech | Rapport | |
| Intrinsic Motivation | .652* (0.000) | .679* (0.000) | .310* (0.000) | .130* (0.025) | .282* (0.000) | .473* (0.000) | .259* (0.000) | .131* (0.000) | .606* (0.000) |
| Identified Motivation | .705* (0.000) | .650* (0.000) | .337* (0.000) | .065 (0.265) | .278* (0.000) | .284* (0.000) | .225* (0.000) | .286* (0.000) | .579* (0.000) |
| Introjected Regulation | .694* (0.000) | .653* (0.000) | .208* (0.000) | .029 (0.616) | .137* (0.017) | .149* (0.010) | .148* (0.011) | .371* (0.000) | .482* (0.000) |
| External Regulation | .752* (0.000) | .742* (0.000) | .332* (0.000) | -.020 (0.734) | .166* (0.004) | .167* (0.007) | .163* (0.005) | .256* (0.000) | .526* (0.000) |
| A motivation | .528* (0.000) | .400* (0.000) | .026 (0.657) | .156* (0.007) | .381* (0.000) | .317* (0.000) | .114* (0.050) | .023 (0.689) | .411* (0.000) |
| Overall | .814* (0.000) | .772* (0.000) | .312* (0.000) | .080 (0.167) | .292* (0.000) | .337* (0.000) | .228* (0.000) | .267* (0.000) | .639* (0.000) |

*Significant at 0.05 significance level

In particular, it revealed a positive and significant relationship between all indicators of work task motivation and teacher behaviour, as revealed in the P-value of less than 0.05, and with a r-value of .606 on intrinsic motivation, .579 on identified motivation, .482 on introjected regulation, .526 on external regulation, and .411 on motivation and .805 on community attachments/linkage, with an overall value of 874.

The present study reveals that the leadership practices of school heads are generally significantly related to teachers' job effectiveness. This study's findings corroborate with those of Dembo and Gibson (2015), who assert that motivation may become the driving force of any individual, physically or psychologically, to achieve one or more goals in fulfilling their needs or expectations. Likewise, a motivated person can intrinsically enjoy his work, which can be seen in his behaviour. Therefore, the leadership spirit of a school principal and its motivation must.

5.6 The Extent of Influence of Predictor Variables on Teacher Behavior

Data shown in Table 6 are the regression coefficients to test the significant influence of the overall leadership practices and work task motivation on teacher behaviour. Using the regression analysis, the data revealed that the overall leadership practices and work task motivation significantly influence teacher behaviour since the influence of leadership practices and work task motivation on their teacher behaviour has the F value 101.976 and $p < 0.01$. This means that leadership practices and work task motivation significantly influence teacher behaviour since the probability value is $p < 0.01$. The R2 value of 0.402 implies that 40.2 per cent of the variance of leadership practices and work task motivation can be attributed to the variance of teacher behaviour. In comparison, the remaining 59.892.7 per cent were attributed to other factors not covered by the study.

The table shows that two out of four indicators of school heads' managerial skills significantly influence teacher behaviour. However, work task motivation emerged as a significant predictor of teacher behaviour, with the highest beta coefficient of .662.

A regression analysis was employed to determine the influence of leadership practices and work task motivations of teachers on teachers' behaviour. The overall result revealed that only enabling others to act on leadership practices and work task motivations of teachers best influences the teachers' behaviour. This is confirmed in the study of Leithwood (2006), which iterated that leadership practices are an essential factor for teachers' effectiveness. Educational leader's involvement in teaching affects the educational process. It was discussed, however, that leadership practices really contribute to work task motivation that can bring satisfaction and fulfilment to the teachers, which then can boost their behaviour in teaching.

The results are in line with the proposition of Leithwood & Jantzi (2006), which is that leadership practices produce supportive working conditions to motivate and influence the teaching staff. The ability and skills of school principals are highly dependent on several areas of management work. The principal's work and duties are as a leader in the fields of curriculum, personnel, school and community relations, teacher and student relations, non-teaching personnel, relationships with other agencies, articulation with other schools, service management, homes, schools and equipment.

Table 6: The Extent of Influence of Predictor Variables on Teacher Behavior

| Teacher Behavior (Dependent Variables) | | | | |
|--|--|------------------------------------|--------|------|
| Independent Variables | β (Standardized Coefficients) | B (Unstandardized Coefficients) | t | Sig. |
| Constant | 2.506 | .118 | 21.323 | .000 |
| Leadership Practices (LP) | -.026 | -.017 | -.282 | .778 |
| Work Task Motivation (WTM) | .662 | .364 | 7.099 | .000 |
| R | .639 | | | |
| R ² | .402 | | | |
| F | 101.976 | | | |
| p | .000 | | | |

6. Conclusion and Recommendation

Conclusions are drawn from the study's findings in this section.

School heads' leadership practices are high in modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart of school heads. Likewise, teachers' motivation for work tasks is also high in terms of intrinsic motivation, identified motivation, introjected regulation, external regulation, and motivation. Teacher behaviour was also rated high with the following indicators: clarity, expression, interaction organization, pacing, disclosure, language, speech, and teaching aids.

There is a significant relationship between the school head's leadership practices and teacher behavior. Thus, enabling others to act significantly influences teacher

behaviour. The study's results support the proposition of Leithwood (2006), which is the study's framework.

This showed that the educational leaders from various levels of the Department of Education offices may conduct continuous training and seminars to sustain the high to very high level of leadership practice of school heads and teachers' behaviour. School heads should demonstrate strong values and vision for academic excellence and strong belief in their ability to bring about positive change in their schools and provide necessary conditions, including fundamental needs of their schools for teaching and learning. They demonstrate a strong commitment to the academic success of their schools and students by developing plans of action to pursue goals focused on improving student achievement.

Therefore, the researcher recommends that teachers continually exhibit strong dedication and commitment to providing quality education by embracing the ideals and principles of constructivism and increasing their sense of efficacy to work best to create a classroom climate that offers students positive insights and values towards learning. Furthermore, future researchers may embark on studies on other possible factors of leadership practice of school heads that impact the quality of effective teaching and classroom behaviour among teachers.

On the other hand, enabling others to act on work task motivations suggests that leaders may foster collaboration and build spirited teams that actively involve others and understand that mutual respect is what sustains extraordinary efforts; they strive to create an atmosphere of trust and human dignity. This strengthens others, making each person feel capable and powerful, and impacts the quality of effective teaching and classroom effectiveness among teachers.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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