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PRINCIPALS' SCHOOL MANAGEMENT STYLES AND MOTIVATIONS OF TEACHERS TOWARD SCHOOL PERFORMANCE

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Abstract:
This study aimed to determine the relationship between principals' school management styles and teachers' motivation toward school performance in Alabel District, Alabel Sarangani Province, during the School Year 2022-2023. Quantitative research and descriptive-correlational survey design were utilized with 92 public school teachers as the respondents, selected through stratified proportional random sampling. Based on the study results, the following conclusions were formulated: The common management style used by the school heads in far-flung schools was democratic management. Additionally, the extent of influence of motivation of public school teachers manifested most of the time was existence, while relatedness and growth manifested occasionally. Following that, the level of school performance was good in terms of completion and graduate rate, satisfactory in terms of participation rate and promotional rate. There was a need to improve the enrollment rate, retention rate, transition rate, drop-out rate, repetition rate, and cohort survival rate. Moreover, there was a significant relationship between management styles commonly practiced by school principals and school performance. Furthermore, there was a significant relationship between the motivation of teachers and school performance.

Keywords: educational management, management styles, motivation, school performance, descriptive-correlation, principals, teachers, Philippines

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1. Introduction

In the Philippines, significant differences in educational attainment exist between various areas and socioeconomic classes, posing a major challenge to school performance. Rural areas, in particular, face a dire need for improved access to quality education, better infrastructure, and a solution to the teacher shortage. Economic disparities further compound these issues, as students from lower-income families often lack the resources for supplemental education and struggle to meet their basic needs, thereby hindering their academic focus. These disparities widen the educational gap and perpetuate social inequality, slowing the nation's progress. Addressing these systemic challenges requires immediate and extensive changes, specifically focusing on the urgent need for a fair distribution of educational resources. It may include implementing teacher training programs and policies to bridge the socioeconomic gap and foster a more inclusive and prosperous education system (Afrina *et al.*, 2022; Cielo & Reyes, 2019; Du Plessis & Mestry, 2019).

Additionally, assessing school performance is a comprehensive process that involves a thorough review of educational institutions and their students. It includes measuring achievements, learning outcomes, and overall effectiveness. It is not just through quantitative indicators like standardized testing, grades, and graduation rates but also through qualitative elements such as teacher quality, curriculum relevance, and the overall impact of the learning environment on student development. Moreover, students' socioeconomic background, resources, and assistance are crucial factors that influence overall achievement. A comprehensive view of school performance acknowledges the diverse nature of education, aiming to evaluate academic proficiency and to nurture well-rounded, engaged, and equipped individuals for future challenges (Anisah, 2023; Hallinger, 2018; Mamuladze *et al.*, 2024).

On the other hand, the principal's management style and the teachers' motivation are intrinsically linked to school performance. Effective school management strategies, such as transformational leadership that fosters collaboration, support, and shared vision, positively impact teachers' morale, commitment, and overall job satisfaction. A motivated and satisfied teaching staff also contributes significantly to enhancing student achievement. When principals provide a conducive working environment, recognize and appreciate teachers' efforts, and actively participate in professional development, they create a positive environment that translates into quality instruction and student achievement. Conversely, when principals adopt an authoritarian or unsupportive management style, it can frustrate teachers, leading to lower enthusiasm and lower morale, and ultimately negatively affect school performance. The relationship between the motivation of teachers and the management styles of the administrator are essential to the school's overall success (In *et al.*, 2019; Johnston *et al.*, 2019; Manning & Robertson, 2022).

Furthermore, there is insufficient research on interrelated factors affecting school performance in remote areas, particularly regarding school management style and

teacher motivation. Remote schools often face unique challenges, including a lack of resources, geographic isolation, and cultural diversity. Understanding how implementation strategies adapt to these challenges and impact teacher motivation and student outcomes is essential. The lack of tailored research in this context hinders targeted interventions that can effectively meet the specific needs of remote schools. Urgent research is needed to uncover microdynamics, provide insights into professional practices, and suggest incentive programs that address teachers' challenges in remote areas, ultimately contributing to school performance and education perfection.

2. Literature Review

This section presents related literature, studies, theories, concepts, ideas, principles, and readings from different authors relevant to the study variables. The researcher focuses on the common management styles of school heads and the motivation of teachers.

2.1 School Management Styles

Management style refers to a person's methods of managing an individual, meeting, project, group of people, or organization. A person's management style might inform others about how he/she organizes work, makes decisions, plans, and uses authority. Moreover, great leaders often incorporate different management styles at different times. Among the various types of management styles, the majority of reviewed and published research agrees with these four common management styles: autocratic, democratic, authoritative, and laissez-faire (Czarska-Bonanaty, 2020; Nasser *et al.*, 2022; Rivera, 2021).

In the educational setting, one particular study found that most college principals employ a democratic leadership style predominantly, use laissez-faire leadership moderately, and adopt an autocratic style minimally in their institutions. The results indicated that the leadership style of principals positively influenced teachers' performance. Furthermore, research revealed a significant statistically positive correlation between the leadership styles of college principals and teachers' performance. Therefore, the findings of this study recommend that college principals tailor their leadership style to align with their teachers' abilities (Hussain & Hussain, 2023; Imhangbe *et al.*, 2019; Sarwar & Yong, 2022).

In addition, another study aimed to explore preferences for decision-making, management styles, and personality traits. The study reveals that schools typically employ a directed decision-making style, blending democratic and participatory elements to engage the subordinates. It further indicates that school principals often characterized as introverted and emotionally stable, prefer a relationship-driven management approach. Consequently, these insights suggest that principals may benefit from specialized training to effectively utilize the most suitable management style for various situations, aligning their profile with organizational strategies and developmental goals (Mulawarman & Komariyah, 2021; Nazaruddin *et al.*, 2020; Nkambule, 2022).

2.1.1 Autocratic Management Style

The autocratic leadership (AL) style prioritizes performance over people. Power is centralised with the leader, and all group interactions focus on the leader. The leader independently makes all decisions concerning policies and procedures for reaching the objectives, tasks, and relationships and managing rewards and punishments. Furthermore, the fundamental belief underpinning the autocratic leadership style is that individuals are inherently lazy, irresponsible, and cannot be trusted; thus, delegating the roles of planning, organizing, and controlling to subordinates would lead to ineffective outcomes; therefore, these tasks should be handled solely by the leader without input from others (Bastari & Ali, 2020; Chikwanda, 2021; Zhao *et al.*, 2018).

2.1.2 Democratic Management Styles

Democratic leadership, often called participative or shared leadership is a style where the group members make decisions. This leadership approach can suit various organizations, including businesses, educational institutions, and government entities. In a democratic leadership framework, all members can contribute, share ideas openly, and encourage discussions. Additionally, while emphasizing group equality and open idea exchange, the democratic leader remains available to provide direction and oversight. Research indicates that democratic leadership is among the most effective styles, resulting in higher productivity, improved contributions from group members, and elevated group morale (Akpoviroro *et al.*, 2018; Hilton *et al.*, 2021; Jony *et al.*, 2019).

2.1.3 Authoritative Management Styles

The authoritarian principal style is a leadership approach characterized by clear directives, strict supervision, and high control over decision-making processes. While some researchers argue that this leadership style can effectively promote high levels of performance and productivity, others contend that it can result in adverse outcomes for the employees and the organization. Conversely, authoritative leadership is positively related to employees' satisfaction and performance in Korean companies. In contrast, it was found that authoritative leadership is negatively associated with employees' engagement in Taiwanese manufacturing firms (Chen *et al.*, 2021; Dlamini *et al.*, 2022; Liu *et al.*, 2022).

2.1.4 Laissez-faire Management Styles

Leaders play a crucial role in influencing their followers, and this study dives into the laissez-faire leadership approach, often deemed ineffective. It posits that this style can lead to perceptions of incompetence in leaders if they are not actively involved, causing the followers to lose confidence. By employing social learning theory, the authors examine the detrimental effects of laissez-faire leadership on team performance, emphasizing that its negative impacts are more pronounced among employees with a strong understanding of mutual relationships (Ahsan & Khalid, 2023; Klasmeier *et al.*, 2022; Sandoval, 2024).

2.2 Motivation of Teachers

Innovative teaching methods and professional development are crucial for high-quality education. This research explores the motivational factors behind teachers' creativity, focusing on intrinsic motivation and the satisfaction of psychological needs through Self-Determination Theory. It also considers occupational self-efficacy from an organizational psychology viewpoint. Findings indicate that addressing fundamental psychological needs enhances intrinsic motivation and occupational self-efficacy, significantly driving teachers' creative actions (Klaeijsen *et al.*, 2018; Purwanto, 2020; Putra *et al.*, 2020).

In addition, teachers' motivation to engage in professional learning primarily drives the success of programs for ongoing professional development. The present research examined the connections between the educators' motivation to participate in professional development activities and individual and school factors. Four hundred seventy-two educators from China filled out the survey. Several factors at the school level (work and emotional pressure, peer support, and principal leadership) and the teacher level (their prior experience with learning activities, teaching experience, self-efficacy, and conceptions of learning) were related to their motivation to engage in professional learning, according to multivariate analysis (Abakah *et al.*, 2022; Fütterer *et al.*, 2023; Zhang *et al.*, 2021).

2.2.1 Existence

Existence refers to the basic needs that individuals must fulfill to maintain their physical and psychological well-being. The research indicated that teachers' satisfaction with their roles strongly influences their enthusiasm for teaching. Additionally, the findings showed that educators who fulfilled their fundamental needs were more driven to teach and experienced greater job satisfaction. The authors propose that addressing the teachers' needs—such as providing resources, fair compensation, and secure working environments—are crucial for enhancing motivation and job satisfaction (Appova & Arbaugh, 2018; Baluyos *et al.*, 2019; Burić & Moe, 2020).

In addition, a different study examined the connection between the satisfaction of existence needs and the motivation of teachers, as well as the mediating effect of job satisfaction. The findings revealed that fulfilling the teachers' existing needs was strongly linked to their motivation to teach and their overall job satisfaction. The research also showed that job satisfaction mediated the connection between the satisfaction of existence needs and teachers' motivation. This study emphasizes the significance of fulfilling the teachers' needs to boost their motivation for teaching and overall job satisfaction (Iwu *et al.*, 2018; Skaalvik & Skaalvik, 2020; Yang *et al.*, 2023).

2.2.2 Relatedness

Satisfying the relatedness needs of public school teachers is vital for boosting their motivation and engagement. Research indicates that when teachers feel that their relatedness needs are met, there is a positive impact on their intrinsic motivation to teach. Job resources, especially social support, significantly contribute to fulfilling these needs

and enhancing work engagement. Furthermore, strong peer relationships and support correlate with higher job satisfaction and decreased turnover intentions, highlighting the importance of fostering a supportive environment to improve teacher retention (Scanlan *et al.*, 2020; Shibiti, 2020; Tack & Vanderlinde, 2020).

Moreover, motivated teachers are often overlooked in professional development despite their interest and confidence. This study, informed by self-determination theory, explores how social and environmental factors affecting relatedness impact teacher motivation during lesson study. Through qualitative research involving eight secondary mathematics teachers, it was found that positive relationships enhance learning and motivation, while negative dynamics can hinder them. Teachers with strong supportive relationships reported improved learning experiences, whereas those facing conflicts showed less favorable outcomes. The research highlights the importance of considering social contexts to effectively boost teacher motivation in professional development initiatives (Petty *et al.*, 2023; Rowe & Fitness, 2018; Ryan & Deci, 2020).

2.2.3 Growth

Several studies have explored the influence of growth on the motivation of public school teachers. A study found that growth needs, specifically the need for autonomy, mastery, and relatedness, significantly predicted Hong Kong public school teachers' job satisfaction and motivation. Another study found that growth needs, including self-actualization, autonomy, and professional development, were positively associated with Chinese public school teachers' job satisfaction and motivation. Similarly, a study found that growth needs, such as competence, autonomy, and relatedness, were positively associated with South Korean public school teachers' job satisfaction and motivation. These findings suggest that addressing the growth needs of public school teachers can enhance their motivation and job satisfaction (Haw, 2022; Steindórsdóttir *et al.*, 2020; Wong *et al.*, 2019).

In addition to these findings, in the Philippines, for instance, several studies have explored the relationship between growth needs and teacher motivation. One study found that teachers' growth needs significantly predicted their teaching motivation. Similarly, teachers' perceived opportunities for growth and development significantly predicted their motivation to teach. Another study found that teachers' growth needs were positively associated with their job satisfaction. These findings suggest that providing opportunities for growth and development can effectively enhance teachers' motivation and job satisfaction in the Philippines (Basalamah, 2021; Edinger & Edinger, 2018; Richardson & Watt, 2018).

2.3 School Performance

Researchers measure school performance by the percentage of students meeting or exceeding benchmarks on end-of-year exams. Research shows that teacher experience and student-teacher ratios significantly impact short- and long-term performance. Conversely, poverty rates negatively affect school performance, especially in STEM

subjects like Math and Science. While short-term improvements in performance did not show a connection to school funding, increased funding per pupil has shown a positive long-term effect. Ultimately, investing in hiring more experienced teachers may be a more effective strategy than just raising per-pupil spending in the short term (Ames *et al.*, 2020; Etomes & Lyonga, 2020; Oduwan & Francis, 2023).

Additionally, another study examined the effectiveness of the DepEd's guidelines for calculating KPIs for school supervisors in the Philippines. It surveyed 152 school supervisors and found that the supervisors regarded the guidelines as effective in enhancing the computation and application of KPIs. The study also identified policy implementation challenges, such as the lack of data collection and analysis standardization. The study recommended that the DepEd provide more guidance and support for school supervisors in using KPIs to monitor and evaluate school performance (Gulac, 2023; Loh *et al.*, 2021; Luthra & Mangla, 2018).

2.3.1 Enrollment Rate

School enrollment refers to the total number of children registered in schools across a nation. In contrast, the school enrollment rate is the ratio of enrolled children of official school age to the total population of that age, as defined by UNESCO. The Ministry of Education typically gathers these rates through annual censuses and are essential for calculating further educational indicators, such as mean and expected years of schooling, which assess how long the individuals remain enrolled in school (Adeleke & McSharry, 2022; Earle *et al.*, 2018; Torsen & Oaya, 2018).

In this context, Pakistan struggles with one of the lowest literacy rates in South Asia, which undermines its educational system. Further investigation is needed on the factors affecting primary school attendance. A recent study analyzed the data from the Punjab government education commission's 2018 school census, covering 24,305 public elementary schools. Findings indicate that the medium of instruction and the availability of qualified teachers significantly influence enrollment. Additionally, factors such as single-sex schooling, WASH facilities, and school security have substantial implications for student attendance, which should be considered by scholars, educators, and policymakers (Idrees *et al.*, 2021; Khalid & Tadesse, 2024; Portolés & Martí, 2020).

2.3.2 Retention Rate

The student retention rate is a key metric in assessing educational quality, representing the proportion of students who enroll and graduate from a school. A high retention rate indicates adequate student support, while a low rate raises concerns about dropouts. This measure is important for various stakeholders, but it has its pros and cons in evaluating institutional success. It is important to distinguish student retention from grade retention, which involves students being held back to repeat a grade. Student retention focuses on strategies to help at-risk students succeed to graduate (Armstead & Gragg, 2023; Barbera *et al.*, 2020; Villano *et al.*, 2018).

Additionally, a study at a mid-sized southeastern university investigated factors influencing student retention and graduation rates. Researchers determined that academically prepared students who received financial aid and attended smaller classes had higher retention and graduation rates. Conversely, demographic factors like sex, race, absenteeism, and living arrangements showed little effect. The results indicate that universities should focus on enhancing graduation rates by investing in scholarships, offering smaller class sizes, and improving financial aid systems (Herbaut & Geven, 2020; Jacob & Gokbel, 2018; Millea *et al.*, 2018).

2.3.4 Participation Rate

School participation indicators provide insights into who is part of the formal school system, including the details about the student body and pupil counts compared to the overall population of the corresponding age group. Key measures include attendance and enrollment ratios, which both reflect the number of students in the total population. Household surveys report children's school participation over time, which derive attendance ratios, while school census lists the demographics of the school-age population for enrollment ratios (Goodnight & Bobde, 2018; Gorard *et al.*, 2019; Unterhalter, 2019).

In England, secondary education is primarily comprehensive, but some grammar schools still select students based on academic performance. Supporters of grammar schools claim they lead to better academic success. A study examined whether attending grammar schools is linked to improved long-term academic outcomes for students over 18 by comparing higher education participation in grammar versus comprehensive schools in non-selective areas. The results showed variable higher education benefits in selective schools, highlighting the complexities in measuring outcomes and the difficulties in choosing baseline variables while recognizing the limitations of regression models in addressing existing inequalities (Capsada-Munsech & Boliver, 2024; Csóka, 2023; Lu, 2021).

2.3.5 Transition Rate

A smooth transition from primary to secondary school is crucial for maintaining student motivation and confidence, particularly in Mathematics. This study focused on the impact of transitioning from primary to secondary education on Mathematics performance in Ireland. The findings revealed significant declines in student performance across various skills and areas. These results highlight a broader issue not limited to Ireland, making the study relevant to the international mathematics education community and contributing to understanding school transitions (Garbe *et al.*, 2020; Ryan *et al.*, 2021; Singh *et al.*, 2019).

In a similar vein, a study conducted in the Machakos subcounty examined how education costs affect the transition rates from primary to secondary school in Kenya. It utilized a descriptive survey design, targeting 135 head teachers from public elementary schools and 145 class 8 teachers, from which 40 head teachers and 40 class teachers were

selected through random and purposive sampling. Data were collected via questionnaires, ensuring the validity and reliability of the instruments. The findings revealed that education costs significantly impact the transition rates, with expenses being a primary factor influencing the shift from primary to secondary education in Machakos Sub-County (Abdellahi & Stonier, 2021; Mwikya *et al.*, 2019; Ong'injo *et al.*, 2023).

2.3.6 Completion Rate

According to UNESCO, the completion rate reflects the percentage of individuals in a specific age group who have finished the relevant education level. By focusing on an age group that is slightly older than the typical age for completing each educational stage, this measure assesses how effectively children and adolescents start school on time. It includes advancement through the education system without significant delays (Geven *et al.*, 2018; Hughes *et al.*, 2018; Zarifa *et al.*, 2018).

In addition, reduced completion rates result in shortages of skilled engineers and financial losses for universities and students. To determine the factors influencing completion rates, this study (N = 485) looked into the engineering master's completion rates for students enrolling in a sizable midwestern research university between Autumn 2009 and Spring 2014. This study used logistic regression to determine the effects of summer enrollment, full-time enrollment, financing, and graduate GPA on completion rates. Additionally, this study discovered that completion rates were unaffected by past undergraduate experience at the institution (Ajiboye *et al.*, 2022; Barbera *et al.*, 2020; Grover, 2020).

2.3.7 Graduation Rate

Based on the Integrated Postsecondary Education Data System (IPEDS), graduation rate data help measure institutional productivity and ensure compliance with the reporting requirements of the Student Right-to-Know Act (1990) and the Higher Education Act (2008). Researchers collect the data from full-time, first-time degree- and certificate-seeking undergraduate students. The information gathered includes the number of students entering the institution by race/ethnicity and gender, the number completing their programs within the standard timeframe by the same demographics and Pell status, and the number who transferred to other institutions (Cohen & Kelly, 2019; Kang, 2024; Sam, 2021).

In a similar vein, the researchers analyzed the graduation rates of undergraduate students, with a specific focus on those from underrepresented racial and ethnic minority groups, as well as the diversity among the staff. They calculated a diversity score for each institution using IPEDS data. Results imply that teacher's diversity in the United States is less than that of the country's population. Disadvantaged minority students from all racial and cultural backgrounds graduate at higher rates when the faculty is more diverse (Cross & Carman, 2021; Goodwin, 2020; Haynes & Patton, 2019).

2.3.8 Promotional Rate

The Philippine Business for Education (PBEd) conducted a report that linked the "*unofficial*" policy of mass promotion to poor learning outcomes, asserting that basic education students are "*not truly learning but merely progressing*" through the educational system. Discussions with over 300 stakeholders nationwide, including teachers and school administrators (45%), government representatives (24%), parents (14%), students (12%), and business specialists (4%), shaped the study's conclusions. Everyone who participated, regardless of the type of schooling, agreed that the tacit but widespread practice of mass or automatic promotion was one of the root causes of low student learning results (Hale, 2023; Hills & Peacock, 2022; Posselt, 2020).

Moreover, the automatic promotion policy assumes that retaining the students discourages them from continuing in school, while lenient promotions do not hinder future performance. However, advancing unprepared students can lead to increased dropout rates. A study breaking down the promotion decisions based on merit (like attendance and test scores) versus non-merit factors indicates that actual learning outcomes primarily drive parents' choices to keep their children in school. The impact of non-merit promotions on students' persistence in school is much smaller, with only 20 to 33 percent of the effect seen with merit-based promotions (Sullers, 2021; Vijay & Nair, 2022; Zhao, 2020).

2.3.9 Cohort Survival Rate

The World Health Organization (WHO) evaluates the effectiveness of education systems through the cohort survival rate, which measures student retention and dropout rates. A rate nearing 100 percent indicates strong retention. This rate is calculated by dividing the number of students advancing through grades by the total number enrolled in the first grade, then multiplying by 100. Recent trends are analyzed using the reconstructed cohort method, which utilizes the enrollment data from the past two years and repeaters from the most current year (Bergman, 2019; Hughes *et al.*, 2018; Shang *et al.*, 2024).

Moreover, the research investigates cohort survival and retention rates among the students in the College of International Tourism and Hospitality Management. The study aims to understand how individuals with shared characteristics progress over time. Using a mixed-methods approach, researchers analyzed the enrollment records and found that BSHM Batch 2020-2024 and BSTM Batch 2019-2023 exhibited high survival rates. The success of the BSHM batch was linked to effective online teaching strategies, while the BSTM batch showed notable resilience. Both programs achieved excellent retention rates in their later years, reflecting students' strong commitment to their academic goals and acknowledgment of the value of their educational investment (Caruth, 2018; Ficcas *et al.*, 2024; Roberts, 2018).

2.3.10 Dropout Rate

School dropout varies among researchers, with no universal agreement on its meaning. Some define it as a student's inability to complete their current education level for various

reasons. In contrast, others consider it as missing classes for an extended period or failing to enroll despite being of school age. Factors such as transferring schools, prolonged absences, or not achieving a minimum educational certification also contribute to this issue. School dropouts have significant implications for individuals, academic institutions, and society (Aina *et al.*, 2022; Parreño, 2023; Sarker *et al.*, 2019).

Additionally, youth in the Philippines represent a crucial source of hope for the nation, yet high dropout rates among adolescents often stem from a lack of enthusiasm for education. Researchers investigated the factors contributing to dropout rates among the out-of-school youth in Iligan City and Lanao del Norte using purposive sampling with 200 participants. Data were gathered via a survey with a Likert scale and analyzed descriptively. Findings revealed that academic experience, mainly classroom boredom, and family financial assistance significantly affect dropout rates among these young individuals (Dumadag *et al.*, 2023; Parreño, 2023; Ussif *et al.*, 2020).

2.3.11 Repetition Rate

The repetition rate indicates the proportion of pupils from a cohort who remain in the same grade the following school year, reflecting the internal efficiency of educational systems. Ideally, this rate should be close to zero percent, as a high repetition rate suggests issues such as inadequate instruction. Analyzing repetition patterns can highlight specific grades where problems may arise, requiring further investigation. Sometimes, low repetition rates may be due to automatic promotion policies. Educational authorities may limit grade repetitions to manage capacity and improve pupil flow within the system (Demszky *et al.*, 2024; Kontadakis *et al.*, 2020; Valbuena *et al.*, 2021).

Turning to another perspective, the K-12 Basic Education Program was established by the Department of Education to improve basic education standards and align with global benchmarks. This study aims to assess the program's implementation across various domains, including governance, operations, learning environments, curriculum, standards, human resources, and finance, through evaluations by school administrators and teachers. Results indicate effective program execution, with rising enrollment rates, while achievement, retention, and dropout rates have shown variability over the last three years (Abragan *et al.*, 2022; Kono *et al.*, 2018; Pa-alisbo, 2018).

3. Material and Methods

The population for this study consisted of teachers assigned to remote schools within the Alabel 1 and Alabel 4 Districts in Sarangani Province. Four schools were identified in the Alabel 1 District, while seven schools were selected from the Alabel 4 District, resulting in a total teacher population of 120. The sample for this study comprises 92 teachers working in distant schools. To ensure that every public school teacher from the chosen schools had an equal chance of being included in the sample, a stratified random sampling technique was employed. Furthermore, the groupings were structured to guarantee that the population units within each category were similar. The sample size

was calculated using Slovin's formula ($n = N / (1 + Ne^2)$), given a total population of 120 teachers across both districts. The researchers first categorized the teachers in the remote schools of the Alabel District into distinct strata based on the number of teachers in each school. Afterward, a proportional number of teachers were randomly chosen from each stratum, ensuring the sample accurately reflected the diversity within the entire population. This study focuses on public school teachers in remote areas of the Alabel District, specifically those situated more than 30 km away. A total of 120 teachers were selected to shed light on the educational challenges and resource scarcity associated with geographical isolation. Additionally, the research seeks to evaluate the influence of various school principals' management styles on teachers' performance in these demanding environments. To uphold the integrity and validity of this research, specific exclusion criteria were established. Participants may be excluded for reasons such as voluntary withdrawal, failure to meet inclusion criteria, incomplete participation, non-compliance with study protocols, or instances of misrepresentation.

This research utilized a non-experimental approach, specifically a descriptive correlation survey method, to assess the relationship between principals' management styles in schools, teacher motivation, and school performance. In this investigation, the correlation method serves as the most effective approach to meet the study's objectives and to evaluate the acceptance of the hypothesis. A significance value greater than .05 indicates that the null hypothesis (H0) is accepted, while the alternative hypothesis (Ha) is rejected. Hypothesis testing will reveal whether the identified correlations are strong or weak (Creswell, 2012).

Additionally, a typical situation when working with descriptive data is the identification of specific patterns that assist researchers in comprehending and interpreting the data. The statistical information can be utilized for additional research investigations or stand alone as an independent entity to draw conclusions. In certain research scenarios, only descriptive statistics are employed due to large sample sizes and the intricacy of the data. A study that calculates the mean, median, and mode would necessitate the use of descriptive statistics (Fowler, 2013; Yin, 2009).

Moreover, a methodical approach was employed to gather all relevant information. The first step involved obtaining approval from the Evaluation Review Committee (ERC), an important phase that included defining the committee's responsibilities in overseeing and validating assessment tools. After securing the ERC's consent, the subsequent step required composing a formal letter addressed to the Dean of the Graduate School. This letter sought the dean's support and direction, enabling institutional backing for the research. Once the dean's approval was obtained, a letter was dispatched to the school's division superintendent. This correspondence was vital for gaining permission to carry out the research within the Division of Sarangani. After receiving the superintendent's consent, a letter was sent to the District Head to request authorization to conduct the study at the chosen school. Upon receiving the letter, it was forwarded to the School Head of each participating school. This communication briefed the School Head about the research and clarified their responsibilities in aiding the data

collection process. Following this approval, survey questionnaires were disseminated to public elementary school teachers in the Alabel Districts 1 and 4.

The researcher then personally collected the completed questionnaires after the respondents had filled out the survey. Once all the survey responses were collected, the researcher promptly checked and performed tallies on the final results. Ultimately, after tallying all the results, these were evaluated and interpreted according to the objectives of the study.

The statistical methods employed to analyze and interpret the data more thoroughly included the Mean, which was used to identify the prevalent management styles and motivations of teachers in response to research objectives 1 and 2. Percentages were utilized to address objective 3, which pertains to the level of school performance. Pearson r was applied to determine if there is a relationship between management styles and school performance, as well as between teachers' motivation and school performance, addressing research objective 4.

In executing this study, particularly prior to data collection, various ethical considerations were addressed. The researcher adhered to the study protocol assessments and the standardized criteria established by the Ethics Research Committee of Ramon Magsaysay Memorial School in General Santos City, ensuring the ethical conduct of the research. Participation of respondents was entirely voluntary and anonymous to protect their privacy, and necessary information was provided before they opted to partake or not. As a researcher, responsibility was taken to guarantee that all obtained information was kept confidential and used solely for research purposes. Each participant in the study provided informed consent.

To summarize, maintaining ethical standards was crucial for preserving the rights, dignity, and well-being of individuals involved in the research. An ethics committee reviewed all research initiatives involving human participants to confirm that applicable ethical guidelines were adhered to.

4. Results and Discussion

This part deals with the results, presentation, analysis, and interpretation of the data gathered on the management style that school administrators commonly practice in far-flung schools, the extent of influence of motivation of teachers, the level of school performance, the relationship between the principal's schools management styles and the level of school performance and the relationships between the motivation of teachers and the level of school performance in the far-flung schools of Alabel District.

Table 1: Management Style Commonly Practiced by School Administrators in the Far-Flung School

Indicators	Mean (n=92)	Description
Autocratic	3.6	Often
Democratic	4.5	Always
Authoritative	3.8	Often
Laissez-faire	2.1	Rarely
Total	**3.5**	**Often**

Table 1 presents the data on the management style commonly practiced by the school administrators in the far-flung schools in the Alabel district. Mean and description were utilized to treat the data gathered.

Data revealed that the overall mean of the management style of the school administrators is commonly practiced in far-flung schools. It got a mean of 3.5. It indicates that the school heads often use management styles (Espia, 2023; Gaspar, 2022; Homer, 2018).

Moreover, school heads always practice democratic management styles, with a mean of 4.5. It indicates that the school heads foster an inclusive approach to decision-making and leadership. However, they often practice autocratic and authoritative management styles, with a mean of 3.6, 3.5, and 3.8, respectively. School heads frequently exhibit indications of autocratic and authoritative management styles, suggesting a more centralized and directive approach to decision-making and leadership. On the other hand, they rarely practice a laissez-faire management style, with a mean of 2.1, which indicates that the school heads point to a more involved and directive approach in decision-making and leadership (Aguilar, 2023; Villafranca, 2022; Žukauskienė & Macijauskienė, 2021).

Table 2: The Extent of Influence of Motivation of Public-School Teachers in the Far-Flung School

Indicators	Mean (n=92)	Description
Existence	4.5	Always
Relatedness	3.5	Often
Growth	3.8	Often
Total	**3.9**	**Often**

Table 2 displays information regarding the impact of motivation on public school educators in the remote areas of the Alabel District. The data collected were analyzed using means and descriptions.

Data revealed that the overall mean of the extent of influence of motivation on public-school teachers occurred most of the time, as shown in the mean of 3.9, indicating that it occurred often. The extent of influence of motivation in terms of existence was manifested at all times, as indicated by a mean of 4.5, which suggests that these factors consistently impact and contribute to the teachers' well-being and sense of fulfillment in their professional roles. This ongoing manifestation underscores the importance of

addressing and understanding the motivation of teachers, particularly those related to necessities, to enhance the overall morale and performance of public school teachers (Jabbarov, 2023; Karshiboyeva, 2023; Na'im & Firdausy, 2022).

On the other hand, in terms of relatedness and growth, the extent of influence of motivation of teachers was manifested most of the time, with a mean of 3.5 and 3.8 as described as often. Teachers often seek meaningful connections, professional development, and advancement opportunities with colleagues and students. The recurrent manifestation of these needs highlights their significance in shaping the teachers' motivation, job satisfaction, and overall well-being. Grasping and tackling the aspects of relatedness and growth can be essential in cultivating a positive and supportive atmosphere within the field of education (Burger *et al.*, 2021; Kupers *et al.*, 2022; Moè & Katz, 2021).

Table 3: The Level of School Performance in the Far-Flung Area of Alabel District

Indicators	Schools											Average	Description
	1	2	3	4	5	6	7	8	9	10	11		
Enrollment Rate	85	54	80	87	85	85	89	84	83	80	81	81	Low
Retention Rate	80	80	81	80	80	82	80	81	81	80	80	80	Low
Participation Rate	90	89	87	88	83	80	91	80	85	92	88	87	High
Transition Rate	89	84	83	80	81	89	84	83	80	81	80	83	Low
Completion Rate	95	90	95	94	90	91	96	94	92	91	94	93	High
Graduation Rate	95	94	90	91	96	94	92	91	95	94	90	93	High
Dropout Rate	.80	.81	.82	.80	.80	.82	.80	.81	.81	.80	.80	.81	High
Repetition Rate	.80	.80	.81	.80	.80	.82	.80	.81	.81	.80	.80	.80	High
Cohort Survival Rate	85	85	89	84	83	80	81	80	87	85	85	84	High
Promotional Rate	84	80	81	85	88	84	81	84	85	87	84	84	High

Table 3 presents the level of school performance in the far-flung area of Alabel District. The collected data were analyzed using the mean and description methods. Data revealed that the level of school performance in terms of completion rate and graduation rate obtained an average score of 93 and 93, respectively, which indicates high performance. The school has successfully facilitated and supported the students through their academic journey, leading to a high rate of students completing their courses. The consistent high scores in these areas reflect an effective educational environment fostering student success and attaining academic milestones (Akanpaadgi *et al.*, 2023; Asamoah *et al.*, 2020; Monier *et al.*, 2020).

Moreover, regarding the participation and promotional rates, they obtained an average of 87 and 84, indicating a high performance. It indicates that a reasonable proportion of learners are actively engaged in the educational activities and programs offered by the school. While it may not reach the level of excellence, the satisfactory rating suggests that the school effectively encourages and involves the students in various aspects of their educational experience. Continued attention to maintaining or improving this participation rate can contribute to a more vibrant and engaged learning community

within the school (Al-Rasheed, 2022; Choi & Hwang, 2023; Sanfo, 2020).

However, in connection with the enrollment, retention, transition, and cohort survival rates, it yields average scores of 81, 80, 83, and 84, respectively, indicating areas for improvement. Targeted efforts are necessary to enhance the performance in these areas, suggesting strategic intervention and initiatives are needed. Addressing enrollment and retention rates is vital for maintaining a healthy student body and ensuring continuity in education. However, the relatively high dropout and repetition rates, with average scores of .81 and .80, respectively, signal a significant waste of educational resources. It is imperative to foster a more conducive learning environment to support academic success and progression for all students. The urgency of implementing tailored solutions to elevate the overall effectiveness of the school's educational process is underscored (Babaniyazova, 2022; Imran *et al.*, 2023; Mahoney *et al.*, 2021).

Table 4: Significant Relationship between the Management Styles Commonly Practiced by School Principals and the Level of School Performance

Variables	Df	rxy value n=92		Decision	Analysis
		Computed	Tabular		
Management Styles vs. School Performance	90	0.79	0.175	Reject null hypothesis	There was a significant relationship

Table 4 illustrates the noteworthy correlation between the management styles typically employed by school principals and the performance levels of remote schools in the Alabel District. The gathered data underwent analysis through the Pearson Product Moment Correlation Coefficient. The analysis of the relationship between the variables reveals a noteworthy correlation between the management styles typically employed by the school principals and the performance levels of schools in remote areas of the Alabel District. The management approaches utilized by the school principals influence the performance outcomes of these far-flung schools. When examining the management styles commonly employed by the school principals alongside the performance levels of the schools in Alabel District, the researchers assessed the data at an alpha level of .05 with 90 degrees of freedom. The results showed that the computed Pearson's Product Moment Coefficient of Correlation was 0.79, which exceeded the tabulated value of 0.175. Consequently, the researchers rejected the null hypothesis. The school principals' common management styles significantly affect the performance levels of far-flung schools in the Alabel District (Labajo & Quicho, 2020; Mangonon, 2022; Rodulfa, 2022).

Table 5: Significant Relationship Between Motivation of Teachers and the Level of School Performance

Variables	Df	rxy value n=92		Decision	Analysis
		Computed	Tabular		
Motivation of Teachers vs. School Performance	90	0.81	0.175	Reject null hypothesis	There was a significant relationship.

Table 5 presents the extent of influence of the motivation of teachers and the level of school performance in far-flung schools in the Alabel District. In analyzing the relationship between the variables, the researcher used Pearson's Product Moment Coefficient of Correlation to treat the data gathered. This statistical technique is suitable for assessing the strength and direction of the linear association between two continuous variables.

The relationship analysis between the variables indicates a notable correlation between the teachers' motivation levels and schools' academic performance in remote Alabel District areas. The extent to which the teachers feel motivated directly affects the performance outcomes of these schools. When examining the teachers' motivation alongside the performance levels of far-flung schools in the Alabel District, the researcher analyzed the data at an alpha level of .05 with 90 degrees of freedom. The results revealed a computed Pearson's Product Moment Coefficient of Correlation value of 0.81, which exceeds the tabular value of 0.175. Consequently, the researcher rejected the null hypothesis. It was found that teachers' motivation levels significantly impact schools' academic performance in remote areas of the Alabel District (Belardo & Candelaria, 2023; Lariosa *et al.*, 2022; Rafiola *et al.*, 2020).

5. Recommendations

Based on the findings of the study, the researcher recommends the following:

Primarily, participating in seminars and workshops designed for school principals, which aim to refine their management approaches, bolster their leadership abilities, and support the overall achievement of the School Heads Development Program (SHDP): Foundation Course outlined in DepEd Memorandum No. 192, s. 2016. School leaders can continue to evolve and adapt, benefiting their staff and students while promoting the Sustainable Development Goals, particularly SDG 4 (Quality of Education).

Additionally, engaging in Learning Action Cell (LAC) sessions as outlined in DepEd Order No. 35, s. 2016 serves as a valuable school-based continuing professional development strategy for improving teaching and learning. Participating in LAC sessions that are responsive to their development needs also allows the teachers to engage in a collaborative and motivating work environment. It emphasizes teachers' existence, relatedness, and growth needs.

Moreover, the Department of Education (DepEd) Program on Awards and Incentives for Service Excellence (PRAISE) is an initiative aligned with the Revised Policies on Employees Suggestions and Incentive Awards System provided under the Civil Service Commission (CSC) Resolution No. 010112 and Civil Service Commission (CSC) Memorandum Circular No. 01, s. 2001 fosters a culture of excellence, innovation, and continuous improvement within the Department of Education. It recognizes and rewards exemplary performance and contributions of the employees. The program motivates the employees to actively engage in initiatives that enhance organizational effectiveness and benefit the public interest. Additionally, the school can implement focused initiatives that include mentoring, academic help, and parental involvement. These initiatives should primarily focus on identifying at-risk students and providing individualized intervention solutions, such as tutoring, counseling, and regular communication with families to address academic and personal difficulties. By building support networks and incorporating families in the educational process, the school can increase student retention and advancement rates, resulting in a more supportive environment that encourages students to complete their education.

Furthermore, future researchers can provide valuable insights into the interplay between management practices, teacher motivation, and school performance, ultimately informing policy decisions and improving educational outcomes. Additionally, future researchers should engage actively with policymakers, education practitioners, and other stakeholders. This is to ensure that they translate their research findings into actionable policy recommendations.

6. Conclusion

Based on the study's results, the researcher formulated the following conclusions:

The common management styles used by the school heads in far-flung schools were democratic. Moreover, the extent of influence of motivation of public school teachers was manifested at all times in terms of existence, while it was manifested occasionally in terms of relatedness and growth. Further, the level of school performance was good in terms of completion and graduation rate and satisfactory in terms of participation and promotional rates, while needing to improve in terms of enrollment rate, retention rate, transition rate, dropout rate, repetition rate, and cohort survival rate.

Furthermore, there was a significant relationship between the management styles commonly practiced by the school principals and school performance and the relationship between teachers' motivation and school performance.

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Conflict of Interest Statement
The authors declare no conflicts of interest.

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