

Ruby P. Garcia

Maquina Elementary School, Dumagas, Iloilo, Philippines

ABSTRACT

This study aimed at ascertaining the school administrators' work motivation, values orientation, and managerial effectiveness as related to job performance and as inputs to the development of a Strategic Leadership Development Plan. The survey-correlational method of research was employed in this study with 114 public elementary school administrators from the Fourth Congressional District of the Province of Iloilo as participants. The data-gathering instruments used in the study were the Work Motivation Questionnaire, the Managerial Effectiveness Questionnaire, and the School Administrators' Office Performance Commitment and Review Form (OPCRF). The data gathered were analyzed using the mean, standard deviation, *t*-test for independent samples, and the Pearson's *r*. Significance level for inferential tests was set at .05 alpha. Study results revealed that, generally, the school administrators in the 4th congressional district were *highly motivated*, they were socially and morally *competent* in values orientation, had *highly effective* managerial effectiveness and *very satisfactory* job performance. Significant relationships existed between the administrators' work motivation and values orientations and between work motivation and managerial effectiveness. However, no significant relationship existed between values orientation and managerial effectiveness.

Keywords: *Work motivation, values orientation, managerial effectiveness, job performance*

INTRODUCTION

The School Head is the key player in improving the level of performance of every learning institution. (Cruz, 2016). The school heads are responsible of carrying out the school's vision and mission and aside from the teachers, they are the key agents of raising the levels of expectation for achieving the learners' fundamental academic mission. They are involved in all aspects of the school's operation, and most importantly, they play a vital role in achieving the government's aim to provide quality basic education. The quest for quality education has resulted in a number of initiatives which have made significant demands on school heads in public schools to transform leadership towards improved school performance. Consistent with the national educational policies, plans and standards, the school heads shall have the authority, responsibility and accountability in managing all affairs of the school (Republic Act No. 9155, Chapter 1 Section No. 7). Thus, the success and failure of the school depends on the kind of school head it has.

School head's work motivation is very vital as well. Motivated school heads apply effort and commit mental resources towards the achievement of the school's goals (Menziez, 2016).

In the school culture, values are one fundamental characteristic that both school heads and the teaching staff must share. In the same manner, knowledge of the teachers' work values and job satisfaction may provide a clear direction for the school heads and policy makers in identifying school programs and activities.

School heads' motivation contributes to teachers' effectiveness and builds a trusting and creative atmosphere that is conducive to the attainment of the goals of the organization. This will also help the school heads bring to light some of the problems and needs of the teachers which are important in minimizing teachers' burn-out. Teachers will perform better, exhibit positive attitudes and would be more enthusiastic in helping students and will inculcate desirable values among the learners. They will also help in the attainment of educational goal to develop the students into worthy and responsible citizens of the Philippines (Rodriguez, 2013).

Likewise, performance is an important criterion for organizational outcomes and success. For school heads, job performance is the work related activities expected from them and how well those activities will be executed.

This study is indeed timely for school heads to be aware of their work motivation, values orientation, their managerial skills, and their performance. Such data will help them develop possible strategic development plan that can serve as guide in their field of work. It is also hoped that this study will be beneficial to the teachers, the academic community, the DepEd officials, and of course, the learners.

School heads are the key leaders in the educational system. They are responsible for carrying out the school's vision and mission and they are involved in all aspects of the school's operations. They are the leaders responsible in providing leadership in the development and implementation of all

educational programs and projects in the school. They play a vital role in achieving the government's aim to provide quality basic education (Muring, 2014).

The responsibility to improve schools is given to the school heads. It is widely accepted that good school heads are the cornerstones of good schools. The school head is the key agent of raising the expectations of both teachers and learners. Hence, a school head who is desiring to keep his job and anticipating to move up the organizational ladder, must learn and continue to sharpen his leadership skills, as well as to apply them appropriately (Menziez, 2016).

METHODOLOGY

Research Design. The survey-correlational method of research was employed in the study. Survey research gathers data from relatively large samples at a time. It is concerned with characteristics of individuals as individuals—with the statistics that results when the data are abstracted from a number of individual cases. Correlational research, on the other hand, investigates the probability of relationships between or among two or more variables without an attempt to influence them. It describes the degree to which two or more quantifiable variables are related (Frankel & Wallen, 2010).

Respondents. The respondents of this study were the 114 public elementary school administrators from the 4th Congressional District of the Province of Iloilo: 16 from the schools district of Anilao; 12 from the schools district of Banate; 26 from the schools district of Barotac Nuevo; 23 from the schools district of Dingle; 10 from the schools district of Dueñas; 12 from the schools district of Dumangas I; and 15 from the schools district of Dumangas II.

Data Collection Procedure. Permission to conduct the study was first secured from the schools division superintendent, schools division of Iloilo. After the permit was granted, the researcher then asked permission from the public schools district supervisors of the seven schools districts involved in the study. In addition, permission to secure the results of the school administrators' OPCR ratings was also requested.

Because there was a pandemic, there were minimal meetings or conferences were conducted, but with the help of the public schools district supervisors, principals, and teacher clerks of the schools districts involved in the study, the data-gathering instruments were distributed to school administrators every time they visited the district offices. However, some of the data-gathering instruments were personally distributed by the researcher to the participants with utmost protocol compliance. Since, some school administrators were working from home, the data-gathering instruments were gathered through their face book accounts, messengers, and text messaging. The data gathering was done in two months. It started on March 2021 and ended on April 2021. After retrieval of the questionnaires, the data were secured and coded numerically in order to ensure data privacy and compliance of ethical norms of research. Then, with the aid a statistical software, data were encoded, tallied, and interpreted.

RESULTS AND DISCUSSION

School administrators' work motivation. The data in Table 1 revealed that the school administrators in the 4th Congressional District of the Province of Iloilo were "highly motivated" ($M = 3.99$, $SD = .34$), which meant that school administrators' find security or pleasure or satisfaction in his or her job. Being the school managers and lead movers, school administrators mirror encouragement and inspiration for the organization to propel and become a vibrant body.

This finding supports the study of Lukman (2020) which found out the influence of principals' leadership and work motivation toward teachers' performance which also had significant influence on the principals' leadership and work motivation on the performance of teachers. Thus, it can be inferred that teacher performance is improved, then there is also an increase in the influence of principal leadership and teacher work motivation.

Also, the study of Cebeci and Caganaga (2019) showed that school administrators' increasing motivation has positive effects on themes as relationship on teachers, peace in the work place, and willingness to work of the staff attributed much towards reaching goals and success of the education system.

School administrators' values orientation. The data in Table 1 revealed that the school administrators in the 4th Congressional District of the Province of Iloilo were "social-moral" ($M = 4.45$ and 4.42 ; $SD = .47$ and $.46$) terminal and instrumental values. This meant that school administrators possess a relatively small number of values which they hold to varying degrees just like in the category

of terminal values, which is the social values, school administrators value world peace, equality, and national security. Likewise, in the category of instrumental values which is the moral values, school administrators are cheerful, courageous, helpful, and honest.

This finding also upholds the results of the study of Ibrahim Kocaba (2010) that school heads' ethical leadership is of great importance in the educational organizations. Schools are educational organizations and school heads have the vital role in managing schools. The most important responsibility of school heads is to have an ethical perception of school administration. An ethical leader not only endeavors to do the right things but also to do things right. The school head whose behavior is consistent, acts morally, and, therefore, he/she values social justice. It is important for the reputation of schools that they have an ethical culture.

According to Stravakou (2018), school administrators see themselves as "value carriers in the educational organization," and they consciously try to shape school culture by the missions they pose for their schools, by their serving as a role model acting as "symbols" or by their guidelines and advice, acting as "poets."

This study also supports the study of Regala (2020), which found out that school heads are frequently showing a humble behavior and good moral character, good reputation with credible integrity, faith in God, honest and sincere.

Finally, Ozkan (2018) also believes that administrator's behavior has a significant impact on management.

School administrators' managerial effectiveness. Table 1 likewise reflects that the school administrators in the 4th Congressional District of the Province of Iloilo were "highly effective" ($M = 4.37$, $SD = 0.34$) in their managerial functions. This means that the school administrators' qualities or skills almost always bring winning results to get people to achieve goals.

This finding supports the study of Hulya Kasapoglu and Temel Calik (2017) which found out that as the self-development levels of the administrators increased, a positive and moderately significant increase was seen in their managerial effectiveness functions (according to the school administrators), and as the self-development levels of the school administrators increased, a positive and highly significant increase was seen in their managerial effectiveness functions (according to the teachers). It was also found out that the school administrators' self-development functions were a significant predictor of their managerial effectiveness. According to the administrators' and teachers' opinions, the first predictor in the predictor variables' relative order of importance was the cognitive dimension and the second was the spiritual dimension.

Furthermore, Delinah et al. (2020) found that school administrator's managerial skills are important in producing an effective school as seen from the planning, organization, direction and control carried out by the school administrator.

Likewise, Ozkan (2018) also found that the academic education administrators that work at the administration level are responsible for reaching the certain objectives of educational institutions, ensuring the required human and material resources and effectively using such resources and implementing the decisions taken within the scope of policies. Within this process, they should have social, technical, cultural and charismatic powers in addition to the legal powers. Effective leaders include the planning, organizing, supervision, leadership, personnel management, communication, and decision-making, in the traditional management functions. They are expected to have the characteristics such as convincing, leaving positive impact, correct communication skills, creating positive role model and having a balance of responsibility. With this, for Ozkan (2018), administrator's behavior has a significant impact on management.

School administrators' job performance. Furthermore, Table 1 reveals that the school administrators had "very satisfactory" ($M = 4.25$, $SD = 0.19$) job performance (based on their OPCRf ratings). This means that school administrators' performance exceeded expectations. All goals, objectives, and targets were achieved above the established standards; performance exceeded targets by 15% to 29% of the planned targets, from the previous range of performance exceeding targets by at least 25% but fall short of what is considered an outstanding performance.

However, as revealed by the results of the other aspects of school administrators' performance, it is more expected that the school administrators' OPCRf ratings would also be correlated. In as much as the results did not favor the expectation, it is proven enough that school administrators, as carriers of motivations and inspirations on their respective organizations, exhibit right management behavior towards their supervisory and administrative functions which means that they perform their duties well (Goden et al., 2016).

Likewise, managing school organizations efficiently according to educational policies and the educational administration and management system is the key responsibility of these school administrators. Being friendly to the teachers increase confidence but decrease anxiety of the followers,

eliminate the undesirable work situation, pay attention to the followers' welfare and needs be given importance particularly creating positive climate by treating followers fairly, respectfully, and democratically (Saowanee , 2015).

This is also supported by the study of Regala, L.B. (2020), that School Heads were frequently fitted to tackle works, have appropriate qualification for managerial work, possess knowledge and skills in directing and guiding the teachers, and confidence in performing the duties and functions.

Furthermore, the Department of Education (DepEd) is committed to provide the members of its organization with opportunities to look their individual achievements and make a meaningful contribution to the attainment of the institution's Vision and Mission, promote individual and team growth, participation and commitment and grow professionally and personally (DepEd Order 2, series of 2015).

In connection with this, the National Educators' Academy of the Philippines (NEAP), an attached agency within the Department of Education with a direct line of management to the Secretary has the responsibility for the design, development, and delivery of professional development for teachers, school leaders, and other teaching-related personnel. NEAP maintains the training standards and the quality of training delivery (DepEd Order No. 001, s. 2020). Such NEAP-recognized Professional Development Programs are the following: GURO21 Course 1, GURO21 Course 2, TEACHEXCELS, HEALTHeXCELS, LEADeXCELS, PEACeXCELS, SUPEReXCELS, Teach On: Keeping the Passion Alive, and Becoming A Better Teacher Every Day.

Table 1. School Administrators' Work Motivation, Values Orientation, Managerial Effectiveness, and Job Performance

Category	SD	M	Description
Work motivation	0.34	3.99	Highly motivated
Terminal values	0.47	4.45	Social-Moral
Instrumental values	0.46	4.42	Social-Moral
Managerial effectiveness	0.34	4.37	Highly effective
Job performance	0.19	4.25	Very satisfactory

Work motivation, values orientation, managerial effectiveness and job performance. The data in Table 2 revealed that a positive and significant relationship existed between work motivation, and values orientations specifically on terminal values ($r = .47, p = .000$). Employing the coefficient of determination, an r^2 value of .22 was obtained, explaining that approximately 22% of the variation in terminal values could be attributed to work motivation.

The study of Abd El Majid and Aaron Cohen (2015) found out that school administrators' desired values, through the reinforcement of reward and recognition, play significant roles on work motivation in an organization. Likewise, school leaders who hold strong self-enhancement values, like achievement, might motivate the staff to be more committed to the school. Additionally, school leaders who promote achievement adopt behaviors and attitudes that demonstrate achievement.

Moreover, the study of Berson and Oreg (2016) showed that school administrators likewise shape values of learners. School leaders' personal outlook in life is reflected in the overall school climate which, over time, becomes reflected in schoolchildren's personal outlook and eventual behaviour.

Work motivation and instrumental values. The data in Table 2 likewise revealed that a positive and significant relationship existed between work motivation and instrumental values ($r = .42, p = .000$). Employing the coefficient of determination, an r^2 value of .18 was obtained, explaining that approximately 18% of the variation in instrumental values could be attributed to work motivation .

The study of Cebesi and Canaga (2019) found out that increased motivation of school administrators have positive effect on management, particularly on personnel's values such as relationship, peace in working environment, productivity of personnel and willingness to work, gracious approach to employees and teamwork. The consequence is that decreasing of motivation would have a negative effect on these aspects. From this point, it's clear that for effective human resources management, it is necessary to motivate administrators as well as employees.

Work motivation and managerial effectiveness. The data in Table 2 revealed that a positive and significant relationship existed between work motivation and managerial effectiveness ($r = .40, p = .000$). Employing the coefficient of determination, an r^2 value of .16 was obtained, explaining that approximately 16% of the variation in managerial effectiveness could be attributed to work motivation.

This finding concurs with the study of Cebesi and Canaga (2019) which found out that increased motivation of school administrators can greatly affect human resources such in management, personnel, working environment, and team work. Therefore, in the planning stage for success of education system, both long and short term, measures to increase motivation of administrators as well as employees in the context of human resources for effective and productive leading of staffs are important.

Work motivation and Job performance. Table 2 shows that a positive and significant relationship existed between work motivation and job performance ($r = .17, p = .000$). Employing the coefficient of determination, an r^2 value of .03 was obtained, explaining that approximately 3% of the variation in job performance could be attributed to work motivation.

In the study of Osman Emiroglu and Hakan Atamturk (2018), intensity is the vigor and amount of energy school heads put into this goal-directed work performance. The level of intensity is based on the importance and difficulty of the goal. These psychological processes result in four outcomes. First, motivation serves to direct attention, focusing on particular issues, people, tasks, etc. It also serves to stimulate a school head to put forth effort. Next, motivation results in persistence, preventing one from deviating from the goal-seeking behavior. Thus, motivation results in task strategies are "patterns of behavior produced to reach a particular goal.

Terminal values and instrumental values. Table 2 also shows that a positive and significant relationship existed between terminal values and instrumental values ($r = .79, p = .000$). Employing the Coefficient of Determination, an r^2 value of .63 was obtained; explaining that approximately 63% of the variation in instrumental values could be attributed to terminal values.

Berson and Oreg (2016) believe that values can help to live with direction and purpose, like a guiding compass. Whatever is going on, values can show a path forward and can help make better choices. Values are also intimately linked to the sense of self, and they're essential for mental health. In as much as terminal values are most desirable to humans and Instrumental values are views of how human desires should be achieved, they are both important in the workplace for school leaders and staff to gain self-respect, as guide in decision-making, and be motivated, focused and engaged.

Terminal values and managerial effectiveness. Table 2 reveals that a positive and significant relationship existed between terminal values and managerial effectiveness ($r = .32, p = .001$). Employing the coefficient of determination, an r^2 value of .10 was obtained; explaining that approximately 10% of the variation in managerial effectiveness could be attributed to terminal values.

The study of Effiom and Udey (2010) found out that the school administrators' values orientation is considered as a variable that has potential impact on educational outcomes. It is towards coordinating the actions of their staff and learners in a manner that will facilitate goal attainment, towards providing a cognitive frame of reference for staff and learners to interpret and judge their actions.

Terminal values and job performance. The data in Table 2 showed that a positive and significant relationship existed between terminal values and job performance ($r = .22, p = .018$). Employing the coefficient of determination, an r^2 value of .05 was obtained; explaining that approximately 5% of the variation in job performance could be attributed to terminal values.

The study of Strvakou, Lozgka and Melissopoulos (2018) found out that value perspective in educational administration is essential for people holding administrative positions in education to understand themselves as leaders and to effectively handle the conflicts on values in schools. Values can impact directly on how school administrators perform their duties and influence their perceptions of events causing them to attend closely to some and ignore other actions they will take.

Instrumental values and managerial effectiveness. Table 2 reveals that a positive and significant relationship existed between instrumental values and managerial effectiveness ($r = .48, p = .000$). Employing the coefficient of determination, an r^2 value of .23 was obtained, explaining that approximately 23% of the variation in managerial effectiveness could be attributed to instrumental values.

In the study of Abd El Majid and Cohen (2015), it was found out that school administrators are influential sources of information for employees regarding behaviours that are important and worth modeling to the extent that inferiors respect their superiors' status and performance within the organization and they emulate their behaviour to attain similarly positive behavioural outcomes.

Instrumental values and job performance. The data in Table 2 showed that relationship that existed between instrumental values and job performance was positive and not significant ($r = .16,$

$p = .09$). Employing the coefficient of determination, an r^2 value of .02 was obtained, explaining that approximately 2 % of the variation in job performance could be attributed to instrumental values .

The study of Erkturk (2021) found that school administrators’ supportive behaviors such as providing materials, meeting the needs in classrooms, repairing broken furniture and systems, allowing teachers to use their skills and abilities, encouraging them to take the initiative by increasing their motivation, and empowering them ensure that educational activities are more efficient and effective and positively affect job satisfaction and organizational commitment . Therefore, school administrators’ supportive behaviors, especially in emotional and informational dimensions, will positively affect teachers in various ways.

Managerial effectiveness and job performance. The data in Table 2 revealed that the relationship existed between managerial effectiveness and job performance was positive and not significant ($r = .16, p = .09$). Employing the coefficient of determination, an r^2 value of .03 was obtained; explaining that approximately 3 % of the variation in job performance could be attributed to managerial effectiveness.

On the contrary, the study of Muraina (2010) which investigated the relationship between school heads’ managerial skills and their administrative effectiveness in secondary schools in Oyo State, Nigeria showed significant relationship between supervising skill and administrative effectiveness of school heads in the schools covered.

This implies that effective supervision of the school heads will lead to their administrative effectiveness. Their study also established that there was significant relationship between organization skill and administrative effectiveness of school heads. This implied that good organization will improve the administrative effectiveness of the school heads. Furthermore significant relationship between communicating skill and administrative effectiveness of the school heads was similarly found. This also implied that when school heads maintain cordial communication with the teachers and the students, this will enhance their administrative effectiveness in schools.

Table 2. Relationships Among Work Motivation, Values Orientation, Managerial Effectiveness and Job Performance of School Administrators

Variables N = 114	Work motivation			Terminal values			Instrumental values			Managerial effectiveness			Job performance		
	r	r ²	r prob	r	r ²	r prob	r	r ²	r prob	r	r ²	r prob	r	r ²	r prob
Work motivation	-	-	-	.466*	.217	.000	.421*	.177	.000	.404*	.163	.000	-.171**	.029	.000
Terminal values	-	-	-	-	-	-	.794*	.630	.000	.315*	.101	.000	.222**	.049	.018
Instrumental values	-	-	-	-	-	-	-	-	-	.479*	.229	.000	.158	.024	.094
Managerial effectiveness	-	-	-	-	-	-	-	-	-	-	-	-	.160	.026	.089
Job performance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

* $p < .05$

CONCLUSION

In view of the foregoing findings, the following conclusions were drawn: Increased motivation of school administrators have positive effect on management-harmonious personnel relationship, peaceful working environment, productive and willing to work personnel, and gracious approach to employees and teamwork. For effective human resources management, it's necessary to motivate administrators as well as employees. The administrator is low work motivation will have negative effect to human resources.

Further, the school administrators in the 4th Congressional District of Iloilo have proven their important roles in the development of the schools' human resources and the improvement of the quality of education. Their competencies equipped them in actualized routine activities as shown by their highly effective managerial performance. As mentioned by Satyawati (2011), the school administrators are responsible for creating an atmosphere of work environment with open communication that encourages each person to have high performance and high organizational commitment.

Therefore, the help of policy makers in crafting school administrators' welfare-centered policies, and the help of DepEd officials in creating a motivationally incentive atmosphere with lesser stress administrative work and a value-laden work place are factors that socially and morally affect the school administrators' job performance.

REFERENCES

- Abu-Hussain, J., & Essawi, M. (2014). Value orientation and leadership style among school principals in Israel's Arab education system. *International Journal of Business Administration*, 5 (3). Retrieved from <https://doi.org/10.5430/ijba.v5n3p49>
- Akpan, C. (2001). Motivating teachers for effective job performance: A note to school administrators. *West African Journal of Research and Development in Education (WAJRAD)*, 8 (1).
- Argarwal, A.S. (2010). Motivation and executive compensation. Retrieved from : *IUP Journal of Corporate Governance* . 9 (1/2) , 27-46.
- Aslanargun, E. (2012). Principals' values in school administration. *Educational Sciences: Theory and practice*. 12 (2),1339-1344.
- Bandura, A. (2012). Social cognitive theory. *Handbook of Theories of Social Psychology*, 1, 349–374. Retrieved from <https://doi.org/10.4135/9781446249215.n18>
- Bay, A. (2014). Organizational satisfaction and work engagement of Filipino teachers in an Asian University. *International Journal of Multidisciplinary Academic Research*, 2 (4), 32-41.
- Belecina, R., Cruz, C. D., Villena, D., & Garvida, M. (2016). *Towards enhancing the managerial performance of school heads*. Retrieved from researchgate.net, 5(2), 705-714.
- Benninga, S. & Tirri, K. (2011). Values education and holistic learning. *International Journal of Educational Research*, 50 (3), 147. Retrieved from <https://doi.org/10.1016/j.ijer.2011.07.011>
- Berson, Y., & Oreg, S. (2016). The role of school principals in shaping children's values. *SAGE Perspectives*. 27 (12), 1539-1549.
- Botalovaa, O., Seraphima, D., & Nazymgul, A (2016). Value orientations of future teachers researchers. *International Journal of Environmental and Science Education*, 11(17).10279-10287.
- Callo, E. (2015). Work motivation: Essential factor in understanding teachers' performance conference paper. *1st International Research Education Conference for the Academe Today*, ILS Development and Training Inc., Ibay Zion Hotel, Baguio City, Philippines.
- Caulton, JR (2012). The development and use of the ERG theory. *Report.edu*. 5 (1).
- Cohen, A.,& Majid, A.E. (2020). The role of principals' values and leadership styles in developing organisational commitment among Arab teachers in Israel. *International Journal of Human Resources Development and Management*, 20(3/4), 212. Retrieved from <https://doi.org/10.1504/ijhrdm.2020.10028135>
- Darmiati, D., Kristiawan, M., & Rohana, R. (2020). The influence of school leadership and work motivation toward teacher's discipline. *Journal of Social Work and Science Education*, 1(1), 32–44. Retrieved <https://doi.org/10.52690/jswse.v1i1.8>

- Department of Education (2015). *Guidelines on the Establishment & Implementation of the Results-based Performance Management System (RPMS)*. Department Order No.2, s.2015.
- Department of Education (2020). *Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders*. Department Order No.001, s. 2020.
- Delinah, D., Kritianah, M., & Destiniar, D. (2020). Principal's managerial skill in producing effective schools. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 22(1),386-392.
- Dugan, J. (2017). *Leadership theory: Cultivating critical perspectives*. Chichester: John Wiley & Sons.
- Effiom, D. O., & Udey, F. V. (2010). *Administrative values orientation and adjustment to occupational stress among post primary schools head teachers in cross river state, Nigeria, 37-42*. Retrieved from <http://globalacademicgroup.com/journals/knowledge%20review/David.pdf>
- Emiroglu, O., & Atamturk, H. (2018). Administrative methods of ensuring teachers' motivation: The case of North Cyprus. *Qual Quant*, 52, 451–461.
- Erturk, R. (2021). Analysis of the relationship between school administrators' supportive behaviors and teachers' job satisfaction and subjective well-being. *International Journal of Contemporary Educational Research*, 8(4), 184-195. Retrieved from <https://doi.org/10.33200/ijcer.956667>
- Fedai, M. (2016). The effect of management skills of school administrators in organizational citizenship behavior of teachers. *Journal of Studies in Education*, 6(3), 124-137.
- Frankel, J. R., & Wallen, N. E. (1993). *How to design and evaluate research in education* (2nd ed.). Boston, MA: McGraw Hill.
- Goden, L.T., Lumbab, N.T., Niez, R.A., & Coton, V.G. (2016). Influence of school heads' Instructional Competencies on Teachers' Management in Leyte Division. *Philippines International Journal of Engineering Sciences & Research Technology*. 5 (7). Retrieved from <http://www.ijesrt.com/>
- Hulya, K. & Temel, C. (2017). Self-development as a predictor of the school administrators' managerial effectiveness. *Elementary Education Online*, 16(3), 1079-1091.
- Kasapoglu, H., & Çalık, T. (1970, January 1). *Self-development as a predictor of the school administrators' managerial effectiveness: Semantic scholar*. Retrieved from <https://www.semanticscholar.org/paper/Self-Development-As-a-Predictor-Of-The-School-Kasapoglu-%C3%87a%C4%B1k/b7d53d91284d1b606f11718a8f5efe6feb560214>
- Khemani, A. (1970, January 1). *Value orientation of employees and its impact on performance: Semantic scholar*. Retrieved from <https://www.semanticscholar.org/paper/Value-Orientation-of-Employees-and-Its-Impact-on-Khemani/e201d5a72bb55e96630579c32319a297a4ece5b4>
- Kocaba, I., & Karaköse, T. (2009). Ethics in school administration, Dumlupinar University, Katakya, Turkey. *African Journal of Business Management*, 3, 504-510.
- Lukman, L. (2020). The influence of principal's leadership and work motivation toward teacher's performance. *International Journal of Progressive Sciences and Technologies (IJPSAT)*.
- Lunenburg, F. C. (2010). Framing the role of school leaders. *National Forum of Educational Administration and Supervision Journal*, 27(4).
- Madrigal, D., Oracion, E., & Temporosa, M. (2018). Workplace core values and organizational commitment of basic education teachers in a Philippine Catholic University. University of Negros Occidental–Recoletos, Bacolod City. *JIRJIRSEA*, 16(1), 26-41.
- Magulod, G. (2016). Factors of global effectiveness and performance of selected public and private elementary schools: Implications on educational planning in the philippines of school administrator. *Asia Pacific Journal of Multidisciplinary Research*, 5(1), 73-83.
- Mausner, B., & Snyderman, B.B. (1993). *The motivation to work*. Retrieved from books.google.com

- Mishra, S., & Gupta, B. (2009) Work place motivators and employees' satisfaction with organization: A study of retail sector in India. *Indian Journal of Industrial Relations*, 44(3), 509-519.
- Muring, J. (2014). The challenging roles of school principals. Managok Elementary School, Malaybalay City East District. April 21, 2014.
- Mullins, L.J. (1996). Management and organizational behavior. London: Pitman.
- Muriana, M.B. (2010). Principals' managerial skills and administrative effectiveness in secondary schools in Oyo State, Nigeria. *Global Journal of Management and Business Research: Administration and Management*. 14(3), 2014.
- Musa, J., & Alugchaab, R.A. (2014). *Role of school leaders in motivating teachers: A case of Ilaya Municipality, Dar Es Salaam. A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education in Administration, Planning and Policy Studies (MED APPS) Open University of Tanzania.*
- Nelliwati, N. (2018). Motivation and innovation role of school's principal in improving teacher professionalism. *COUNS-EDU: The International Journal of Counseling and Education*, 3(2). retrieved from <https://doi.org/10.23916/0020180313520>
- Ozkan, T., & Tokel, A. (2017). Evaluation of the managerial effectiveness of school administrators by the views of teachers. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(5). <https://doi.org/10.29333/ejmste/85869>
- Perry, R. & Kearney, M. (2010). Alternative spaces for engagement: Performance and conversation in the connected classroom. Proceedings of International Conference of the Learning Sciences (ICLS) (pp. 453- 454). Sydney, Australia: University of Sydney.
- Pricellas, V., Niez, R., Nierra, R., & Tubis, J.P (2016). Effectiveness of school administrators' leadership skills and behaviors and their school performance in Area III Leyte Division, Philippines. *IOSR Journal of Business and Management*, 18(08), 106–126. <https://doi.org/10.9790/487x-180804106126>
- RA 9155. (2021, August 7). *Governance of basic education act*. DepEd Tambayan. Retrieved from <https://depedtambayan.net/republic-act-no-9155/>
- Regala, L. B.. (2020). Correlates of Job Performance of School Heads in Selected Schools. *SMCC Higher Education Research Journal*, 7(1). Retrieved from <http://dx.doi.org/10.18868/sherj7j.07.010120.09>
- Rodriguez, E. (2013). *Work values of teachers*. Retrieved from <http://udyong.gov.ph>
- Rokeach, M. (1973). *The nature of human values*. New York: The Free Press.
- Sarah, L. (2018). Leadership and development. *Journal Research on Leadership Education*, 13(3), 207-209.
- Satyawati, S., Siswoyo, R. (2011). Improvement strategy of principal's managerial performance through adaptability and organizational commitment. *KnE Social Sciences* . DOI: 10.18502/kss.v3i10.3134
- Sirisookslip, S, Wallapha, A, & Ngang T. (2015). The impact of leadership styles of school administrators on affecting teacher effectiveness. *Procedia-Social and Behavioral Sciences*, 186, 1031–1037. retrieved from <https://doi.org/10.1016/j.sbspro.2015.04.022>
- Siswoyo, H., Nurul, I., & Suhaimi, S. (2020). The effect of principal leadership and teacher competence on teacher performance: The role of work motivation. *International Journal of Business Marketing and Management (IJBMM)*, 5(4), 256- 4559.
- Stravakou, P. , Lozcka, E., & Melissopoulos, S. (2018). The influence of values on educational administration: The school principals' perspective. *International Journal of Education and Research*, 6 (4),147-160. *degree Doctor of Philosophy. The University of Canberra.*
- Webster's Comprehensive Dictionary of the English Language (2003), 654.

Declaration of Conflicting Interest. There are no conflicts concerning this research paper, authorship, and publication.

Funding. No funding from external sources, such as donations or grants, was received for conducting research, authorship, and publication of this paper.