

MANAGEMENT SKILLS OF SCHOOL HEADS AND MOTIVATION OF ELEMENTARY PUBLIC SCHOOL TEACHERS

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ABSTRACT

This study explores the relationship between the management skills of school heads and the motivation of elementary public-school teachers in the post-pandemic era. The management skills of school administrators are critical in shaping the organizational climate, influencing teacher motivation, and affecting educational outcomes. However, recent challenges, such as budget constraints and social divides, have impacted the effectiveness of school leadership, contributing to a decline in teacher motivation. This research examines how the management skills of school heads—particularly communication skills, self-leadership, task management, people management, interpersonal relations, and problem-solving—relate to both intrinsic and extrinsic motivation among elementary public-school teachers. Using a quantitative approach and regression analysis, this study focuses on 231 teachers from the Department of Education Davao de Oro Division – Nabunturan East District. Results indicate that communication skills and self-leadership are the most influential factors in fostering teacher motivation, with significant relationships between management skills and both intrinsic and extrinsic motivation. The findings suggest that enhancing management skills in school administrators through professional development programs can improve teacher motivation, job satisfaction, and performance, ultimately benefiting the educational system. Recommendations include prioritizing training in leadership, problem-solving, and interpersonal communication, as well as integrating both intrinsic and extrinsic motivators into school policies and professional development initiatives. This research contributes valuable insights for enhancing teacher motivation and improving educational outcomes in the post-pandemic educational landscape.

Keyword: - educational administration, management skills, teachers' motivation, elementary-public school teachers, regression analysis

1. INTRODUCTION

The management skills of school administrators have a significant impact on the quality of education, particularly with regard to the influence that they have on the motivation of teachers. Effective management shapes the organizational climate, supports policy implementation, and contributes to the overall satisfaction of staff and learners. However, Cahapay (2022) noted a decline in management skills among school administrators during the post-pandemic period, leading to decreased teacher motivation and negative consequences for both teachers and pupils. Kruse et al. (2020) also highlighted challenges faced by school heads, such as budget shortages and social divides, resulting in teacher demotivation, reduced instructional quality, higher absenteeism, and increased turnover rates.

Anunobi (2022) emphasized that strong management skill—such as strategic planning, decision-making, communication, conflict resolution, and support for professional development—are crucial for effective school leadership. A lack of these skills can lead to low motivation, increased resignations, reduced productivity, and poor performance. Similarly, Suyatno and Santosa (2020) asserted that schools led by principals with inadequate

administrative skills often experience greater incidents of staff and student indiscipline and other administrative challenges.

In the Philippine setting, Melo (2022) stressed the importance of professional development support. Francisco and Nuqui (2020) added that if school leaders fail to prioritize professional development, teachers may feel undervalued, which negatively affects their motivation. Cahapay (2021) further observed that in Davao Region, poor decision-making among school leaders—marked by inconsistency and lack of transparency—created environments of unpredictability and insecurity among teachers.

In Nabunturan, teachers have been observed facing demotivation due to societal changes, evolving expectations, salary concerns, heavy workloads, lack of recognition, and limited government support. These challenges have influenced both their job performance and professional motivation. Firsthand observations highlight that these factors, coupled with weak management support, further worsen teacher dissatisfaction.

The dynamic between management skills and teacher motivation is crucial in cultivating a school environment conducive to personal growth and effective learning. Effective leadership not only impacts operational efficiency but also directly shapes the motivation and performance of teachers. This study aims to analyze how the management skills of school heads contribute to teacher morale and job satisfaction. Understanding this relationship is vital for implementing targeted leadership interventions that can foster a supportive, inspiring atmosphere for teachers. Furthermore, the findings of the research would be disseminated through conferences with the intention of polishing them for publication in order to effectively communicate with a target audience.

1.1 Review of Related Literature

The role of management expertise among school administrators is crucial for the performance and efficiency of educational institutions, as highlighted by Naidoo (2019). Effective school leaders possess a variety of competencies that enable them to navigate the complexities of modern education, ultimately improving student academic achievement. Pascoe et al. (2020) emphasize that school leaders with a clear vision can foster a positive school culture and enhance teaching and learning. Peng and Kievit (2020) further note that successful school leaders combine instructional and transformational leadership to motivate staff and achieve educational goals.

Giami and Obiechina (2019) assert that managerial skills are essential for school heads to plan, coordinate, and oversee educational operations effectively. Victor (2017) adds that these skills are necessary for effective communication and achieving organizational objectives. Ibay and Pa-alisbo (2020) stress the importance of management in fostering communication networks and enhancing human potential, while Chukwuka and Nwakoby (2018) highlight the role of human resources in achieving educational goals.

Janardhanan and Raghavan (2019) point out that employee performance is influenced by both aptitude and motivation, necessitating strategies to enhance staff performance. Strategic planning is another critical skill, as noted by Poposa and Kumar (2019) and Scherer et al. (2019), which involves setting goals and conducting SWOT analyses to inform decision-making.

Asiyai (2017) discusses the impact of managerial skills on addressing teacher absenteeism and misconduct, while Kempa et al. (2017) emphasize the importance of effective management in achieving school goals. Suyatno and Santosa (2020) argue that strong managerial abilities are essential for reducing administrative challenges.

Sebastian et al. (2019) highlight the importance of timely decision-making, while Shet et al. (2019) stress the need for informed decisions that consider various stakeholder interests. Effective communication is vital for building trust and collaboration, as noted by Tapala et al. (2021) and Tekin (2020).

Tiwari and Bhat (2020) emphasize the significance of human resource management, while Tizon (2019) discusses the role of school leaders in fostering a positive culture. Financial management is also crucial, as stated by Toivonen et al. (2020) and Trigueros et al. (2020), who highlight the need for effective resource allocation.

Velez et al. (2017) link curriculum development to school leadership, while Aung et al. (2021) illustrate the negative effects of poor communication on teacher morale. Wahono et al. (2020) emphasize the importance of community

relationships in supporting school goals. Yalcinkaya et al. (2019) discuss the necessity of change management skills, while Yildirim and Turk (2018) advocate for continuous evaluation and improvement in educational practices.

Yulianti (2019) underscores the importance of ongoing professional development for school leaders, while Leithwood and Seashore Louis (2019) highlight the role of effective people management in fostering collaboration. Muenks et al. (2019) link task management skills to improved job satisfaction and performance, while Friedman (2019) emphasizes the importance of interpersonal relationships in creating a supportive school culture. Finally, Neck and Houghton (2020) and Tschannen-Moran and Hoy (2020) stress the significance of self-leadership and communication skills for effective school administration.

Bardach et al. (2020) emphasize the importance of teacher motivation in creating a conducive learning environment and achieving educational success. Understanding the factors that motivate teachers can lead to improved job satisfaction and performance. Ryan and Deci (2000) define intrinsic motivation as engaging in activities for inherent satisfaction, which is crucial for teachers who often enter the profession out of passion. Intrinsically motivated teachers exhibit higher engagement and perseverance, positively impacting student achievement.

Extrinsic motivation, as noted by Daniels et al. (2020), involves external rewards such as compensation and job security, which significantly influence teacher motivation. Doyle et al. (2020) highlight the relationship between extrinsic factors and teacher motivation, suggesting that while intrinsic motivation fosters long-term commitment, extrinsic rewards are essential for job satisfaction. Job satisfaction is linked to motivation levels, with Daniels et al. (2021) identifying factors like autonomy and positive relationships as key contributors.

Support from school administration is vital for teacher motivation, as Hidi and Renninger (2019) found that supportive leadership enhances job satisfaction. Howard et al. (2021) further indicate that a positive school environment correlates with higher motivation levels. Koenka et al. (2019) assert that motivated teachers lead to better student performance, emphasizing the need to nurture teacher enthusiasm.

Recognition and awards are crucial for maintaining teacher motivation, as Ryan and Deci (2000) suggest that acknowledgment of efforts boosts motivation. Addressing stressors such as high-stakes testing and excessive workloads is also essential, as noted by Matthews and Lopez (2020). Nolen (2020) emphasizes the role of ongoing professional development in enhancing teacher motivation and confidence.

School leadership plays a significant role in motivating teachers, with Patall (2021) asserting that supportive administration fosters a healthy school culture. Pekrun and Marsh (2022) found that a collaborative school environment enhances teacher motivation. Wiegfield and Koenka (2020) highlight that teachers' perceptions of their impact on student performance can boost their motivation.

Research by Kubanyiova (2019) and Morris (2021) underscores the importance of autonomy and supportive leadership in teacher motivation. Munyengabe et al. (2017) emphasize intrinsic motivation's role in reducing burnout, while Poole and Bunnell (2023) link teacher motivation to student outcomes. Reyes-Guerra et al. (2021) explore goal-setting theory's relevance to teacher motivation, and Staples (2021) highlight self-determination theory's key components.

Vargas and Oros (2021) find a positive correlation between job satisfaction and teacher motivation, while Wilkins and Neri (2019) examine cultural influences on motivation. Yoshihara (2018) discusses job crafting's potential to enhance motivation. Matos et al. (2020) and Sahoo and Mishra (2021) emphasize intrinsic motivation's role in engagement, while Zhao et al. (2022) highlight extrinsic motivation's importance in preventing burnout.

Bakker and Demerouti (2018) suggest a synergistic effect between intrinsic and extrinsic motivators, enhancing overall engagement. Lavy (2020) concludes that high motivation levels are crucial for effective teaching, advocating for comprehensive professional development that addresses both intrinsic and extrinsic factors to sustain teacher engagement and effectiveness.

Imhangbe et al. (2019) highlight the critical link between the management abilities of school administrators and the motivation of elementary school teachers, noting that effective administration enhances both teacher motivation and job satisfaction. Core management skills, such as strong leadership and a clear vision, are essential for fostering

teacher motivation, as emphasized by Maqbool et al. (2019). Teachers are more motivated when they align with the school's vision, leading to a cohesive school climate.

Strategic planning is another vital management skill that influences teacher motivation. Phuc et al. (2021) argue that well-defined objectives and resource allocation reduce teacher stress and enhance motivation. Research by Basson and Mestry (2019), Bii et al. (2021), and Du Plessis and Mestry (2019) confirms a positive correlation between school heads' management skills and teacher motivation, particularly during the pandemic, although many studies focus on high school teachers (Jarvin and Subotnik, 2021; Kalkan et al., 2020; Mutunga, 2022).

Saleem et al. (2020) found that involving teachers in decision-making fosters a sense of ownership and empowerment, which boosts motivation and job satisfaction. Effective communication is also crucial; Wu et al. (2020) argue that transparent communication builds trust and reduces uncertainty, enhancing teacher motivation. Yasmin et al. (2019) emphasize the importance of human resource management in increasing teacher motivation through professional development opportunities.

Financial management skills are necessary for school leaders to provide adequate resources, as Yulianti (2019) notes that effective budget management correlates with a supportive environment for teachers. Yildirim and Turk (2018) highlight the role of school heads in curriculum development, which can create a motivating environment for teachers.

Community engagement is another important skill; Abbas et al. (2020) found that strong ties with the community provide additional resources and recognition, enhancing teacher motivation. Chin (2015) suggests that effective change management reduces anxiety among teachers during transitions, while Lee et al. (2019) advocate for continuous improvement to maintain high standards and motivate teachers.

Communication skills are repeatedly identified as essential for fostering a motivating environment, with Keller et al. (2020) and Goleman (2013) emphasizing their role in job satisfaction and engagement. Self-leadership and interpersonal dynamics are also crucial, as Manz (2015) and Ryan and Deci (2000) indicate that these skills enhance motivation through resilience and a sense of belonging.

Task management and interpersonal relations moderately correlate with teacher motivation, as Huang et al. (2020) note that effective organization reduces stress. Sonnentag et al. (2017) found that problem-solving contributes to teacher confidence and job satisfaction, while Tschannen-Moran and Hoy (2001) link intrinsic motivation to job satisfaction and engagement. Frey (2018) and Bandura (1997) further emphasize the importance of self-efficacy in enhancing motivation.

Tadesse et al. (2021) found that strong organizational skills in school heads lead to higher teacher motivation, while Deci and Ryan (2012) discuss how extrinsic motivation is influenced by competence and autonomy. Harms and Taris (2019) argue that effective management increases teachers' confidence in meeting demands, thereby enhancing motivation. Woolfolk Hoy (2010) concludes that strong management skills create a supportive environment that reduces stress and fosters teacher motivation, ultimately improving educational outcomes.

1.2 Statement of the Problem

The study determined the predictive relationship between the management skills of school heads and the motivation of elementary public-school teachers. Specifically, it sought to answer to the following questions:

1. What is the level of management skills of the school heads in terms of:
 - 1.1. communication skills;
 - 1.2. self-leadership;
 - 1.3. managing the task;
 - 1.4. managing the people;
 - 1.5. managing interpersonal relations; and
 - 1.6. solving problems effectively?
2. What is the level of motivation of the elementary public-school teachers in terms of:
 - 2.1. intrinsic motivation; and
 - 2.2. extrinsic motivation?

3. Is there significant relationship between the management skills of the school heads and the motivation of elementary public-school teachers?
4. Can management skills of the public-school heads predict the intrinsic motivation of public-school teachers?
5. Could management skills of the public-school heads predict their extrinsic motivation of public-school teachers?

Null Hypothesis

The following hypothesis was tested 0.5 level of significance:

Ho1. There was no significant relationship between the management skills of the school heads and the motivation of elementary public-school teachers.

Ho2. Management skills of the public-school heads do not predict the intrinsic motivation of public-school teachers.

Ho3. Management skills of the public-school heads do not predict their extrinsic motivation of public-school teachers.

2. METHODS

Presented in this chapter are the research design, research locale, research respondents, research instrument, research procedures and the statistical treatment of data.

2.1 Research Design

This study utilized quantitative descriptive-correlational design, specifically the regression analysis. This design helped to answer the questions regarding the predictive relationship of the management skills of the school heads and the motivation of the elementary public-school teachers. As explained by Creswell (2012), quantitative research was a systematic and empirical investigation that emphasized the quantification of data and phenomena. It was a cornerstone of the scientific method, providing a structured way to collect and analyze numerical data to identify patterns, relationships, and trends. This research approach is widely used in various fields, including social sciences, natural sciences, business, and education, to develop and test theories and hypotheses with a high degree of objectivity and reliability.

This study employed a regression analysis technique to assess the extent of the association between different variables in the target population. In this study, the researcher determined the relationship of the management skills of the school heads and the motivation of the elementary public-school teachers and significantly assessed if the management skills of the school heads predicted the intrinsic and extrinsic motivation. Creswell (2012) stated that correlational research was a methodological approach that sought to describe and identify relationships between variables without manipulating them. This type of research was essential for understanding how different variables interacted and related to each other within a given population or context. Unlike experimental research, which involves the manipulation of variables to establish cause-and-effect relationships, descriptive correlational research focused on naturally occurring associations, offering significant insights into patterns and trends within data.

2.2 Research Respondents

The research respondents of this study were the 231 elementary public-school teachers from DepEd Davao de Oro Division – Nabunturan East District Office. In this study, universal sampling was used. According to Creswell (2012), universal sampling entailed the thorough examination of every single individual or unit within a population, ensuring that no member was left unaccounted for. Universal sampling is a sampling strategy that involves studying the entire population in a full manner, as opposed to picking a subset of the population. This method is especially advantageous when the population is limited in size, easily controllable, or when there are enough resources to examine every individual within the population. The respondents were selected due to the fact that they were elementary public-school teachers who assisted in the study to determine their level of management skills of school heads and the motivation of the elementary public-school teachers.

Because of this, elementary school teachers who were not from the Nabunturan East District were not allowed to take part in this study. This was because of the criteria that had been established. This study was carried out by the researcher with the purpose of determining the level of management skills of school heads and the motivation of the elementary public-school teachers.

2.3 Research Instruments

In this study, the researcher adapted a questionnaire. The adapted questionnaires were subjected to validation by the panel of experts.

To determine the level of management skills of school heads, an adapted questionnaire from the study of Kaplan (2008) entitled SKILLSCOPE evaluation tool which consisted of 60 items was used. Below was the scale utilized in determining the level of managerial skills among the school heads in the elementary public-schools.

Range	Description	Interpretation
3.50-4.00	Very High	The managerial skills were always evident.
2.50-3.49	High	The management skills were oftentimes evident.
1.50-2.49	Low	The management skills were rarely evident.
1.00-1.49	Very Low	The management skills were never evident.

On the other hand, to determine the level of motivation of the elementary public-school teachers, an adapted questionnaire from the study of Khan and Iqbal (2013) which consisted of 16 items was used. Below was the scale utilized in determining the level of managerial skills among the school heads in the elementary public-schools.

Range	Description	Interpretation
3.50-4.00	Very High	The motivation was always evident.
2.50-3.49	High	The motivation was oftentimes evident.
1.50-2.49	Low	The motivation was rarely evident.
1.00-1.49	Very Low	The motivation was never evident.

2.4 Data Collection Procedure

To ensure a coherent gathering of data before, during, and after the study, the following procedures were employed for data collecting in this project. Before starting the study, it underwent a scrutinization under the Assumption College of Nabunturan Ethics Review Committee to ensure its ethicality. Then, acquired a letter of consent from the principals for the study to take place. After receiving consent, the study participants were provided with a detailed explanation of the research procedure, which will cover its importance, purpose, and any additional goals. Before responding to the survey questions, the participants signed a document confirming that they had been informed. By adhering to this, their participation in the study was deemed to have been permitted.

Furthermore, after obtaining approval and acknowledgment of the permission letter and informed consent form, the researcher personally distributed the surveys to the respondents. This event took place once the researcher had acquired the requisite authorization and received a response. The researchers determined that the questions could be categorized into two separate groups: responses pertaining to the management skills of the school heads and the motivation of elementary public-school teachers. The variables and indicators were encoded and analyzed according to the stated rules.

3. RESULTS

In this section of the study, the researcher discusses the results and analysis using tables. Written explanations are embedded to present the information and focus on examining the results at a significance level of 0.05.

Table 1
Management Skills of School Heads

Indicators	Mean	SD	Descriptive
1. Communication Skills	3.34	0.402	High
2. Self-leadership	3.41	0.442	High
3. Managing Task	3.44	0.272	High
4. Managing People	3.47	0.400	High

5. Managing Interpersonal Relations	3.42	0.363	High
6. Solving Problems Effectively	3.48	0.479	High
Overall	3.43	0.393	High

The table above reveals that elementary public-school heads demonstrate a high level of management skills across all evaluated dimensions. Among the specific skill areas, Solving Problems Effectively scored the highest mean ($M = 3.48$, $SD = 0.479$), indicating that teachers are particularly adept at addressing and resolving challenges efficiently. Similarly, Managing People ($M = 3.47$, $SD = 0.400$) and Managing Tasks ($M = 3.44$, $SD = 0.272$) were rated highly, reflecting strong organizational and leadership capacities in handling responsibilities and guiding others.

Other skill areas, including Managing Interpersonal Relations ($M = 3.42$, $SD = 0.363$), Self-leadership ($M = 3.41$, $SD = 0.442$), and Communication Skills ($M = 3.34$, $SD = 0.402$), also received high ratings, showcasing the teachers' ability to navigate relationships, lead themselves effectively, and communicate efficiently. The overall mean score of 3.43 ($SD = 0.393$) confirms that the management skills of these school heads are consistently high. These results highlight their preparedness to manage various responsibilities, interact with stakeholders, and address challenges in their professional roles.

Table 2
Motivation of Elementary Public-School Teachers

Indicators	Mean	SD	Descriptive
1. Intrinsic Motivation	3.25	0.307	High
2. Extrinsic Motivation	3.32	0.349	High
Overall	3.29	0.328	High

The table above illustrates the levels of motivation among elementary public-school teachers, categorized into intrinsic and extrinsic motivation. Intrinsic motivation, with a mean score of 3.25 ($SD = 0.307$), falls within the descriptive rating of "High," indicating that teachers are strongly driven by internal factors such as personal satisfaction, enjoyment, and a sense of accomplishment in their work. Similarly, extrinsic motivation has a slightly higher mean score of 3.32 ($SD = 0.349$), also rated as "High," reflecting those external rewards, such as recognition, incentives, or job stability, significantly influencing the teachers' motivation levels.

The overall motivation level, computed as an average of both intrinsic and extrinsic dimensions, yields a mean score of 3.29 ($SD = 0.328$), maintaining the "High" descriptive level. This suggests that both internal and external motivators are pivotal in sustaining the enthusiasm and dedication of elementary public-school teachers in their professional roles. The relatively low standard deviations across all dimensions indicate consistent responses among the teachers, signifying a uniform perception of high motivation across the sample. This overall high level of motivation underscores the essential role of both intrinsic and extrinsic factors in fostering productive and engaged educators.

Table 3
Relationship between Management Skills of School Heads and Motivation of Elementary Public-School Teachers

IV	DV	r	r ²	p-value	Decision
Communication Skills	Motivation	0.533	0.2841	0.001	Reject H_0
Self-leadership		0.465	0.2162	0.001	Reject H_0
Managing Task		0.416	0.1731	0.001	Reject H_0
Managing People		0.465	0.2162	0.001	Reject H_0
Managing Interpersonal Relations		0.323	0.1043	0.001	Reject H_0
Solving Problems Effectively		0.215	0.0462	0.003	Reject H_0
Overall		0.383	0.1467	0.001	Reject H_0

The results above show statistically significant positive correlations across all management skill dimensions, as indicated by p-values below 0.05. The strength of these relationships varies, with correlation coefficients (r) ranging from moderate to weak. Among the individual management skill dimensions, communication skills exhibit the strongest correlation with motivation ($r = 0.533$, $r^2 = 0.2841$), explaining 28.41% of the variance in motivation. This finding highlights that effective communication is critical in fostering teachers' motivation. Following this, both self-leadership ($r = 0.465$, $r^2 = 0.2162$) and managing people ($r = 0.465$, $r^2 = 0.2162$) demonstrate moderately strong relationships, each accounting for 21.62% of the variance. These results suggest that the ability to lead oneself and manage interpersonal dynamics significantly contributes to teacher motivation.

The dimensions of managing tasks ($r = 0.416$, $r^2 = 0.1731$) and managing interpersonal relations ($r = 0.323$, $r^2 = 0.1043$) show moderate to weak correlations, explaining 17.31% and 10.43% of the variance in motivation, respectively. Lastly, solving problems effectively exhibits the weakest correlation with motivation ($r = 0.215$, $r^2 = 0.0462$), accounting for only 4.62% of the variance. Despite its weaker association, it remains statistically significant, suggesting that problem-solving is still a relevant factor.

The overall relationship between management skills of school heads and the motivation of teachers yields a correlation coefficient of 0.383 ($r^2 = 0.1467$), indicating a moderate association, with 14.67% of the variance in motivation being attributable to the combined management skills. These findings underscore the importance of management skills of school heads as a collective contributor to motivation among elementary public-school teachers, with communication skills emerging as the most influential dimension.

Table 4
Management Skills of School Heads as Predictor of Intrinsic Motivation of Elementary Public-School Teachers

	Unstandardized SE	Standardized SE	p-value	Decision
(Intercept)	1.955	0.276	0.001	Reject H_0
Management Skills	0.377	0.080	0.001	Reject H_0

The table presents the results of a regression analysis examining the predictive relationship between the level of management skills of school heads and intrinsic motivation among elementary public-school teachers. The unstandardized coefficient for management skills of school heads is 0.377, with a standard error (SE) of 0.080, and a p-value of 0.001. Indicated below is the regression model based on the results presented in the table.

$$\text{Intrinsic Motivation} = 1.955 + 0.377(\text{Management Skills}) + \epsilon$$

This indicates that for each unit increase in management skills, the intrinsic motivation of teachers increases by 0.377 units, and the result is statistically significant ($p < 0.01$).

Table 5
Management Skills of School Heads as Predictor of Extrinsic Motivation of Elementary Public-School Teachers

	Unstandardized SE	Standardized SE	p-value	Decision
(Intercept)	0.718	0.269	0.008	Reject H_0
Management Skills	0.758	0.078	0.001	Reject H_0

Table 5 presents the results of an analysis examining the level of management skills of school heads as a predictor of extrinsic motivation among elementary public-school teachers. The intercept coefficient is 0.718 with a standard error (SE) of 0.269, and a p-value of 0.008, which is less than the typical significance level of 0.05. This result suggests that the intercept is statistically significant, meaning that when management skills of school heads are zero, there is still a positive baseline value for extrinsic motivation. Indicated below is the regression model based on the results in the table above.

$$\text{Extrinsic Motivation} = 0.718 + 0.758(\text{Management Skills}) + \epsilon$$

The coefficient for management skills is 0.758 with a standard error of 0.078, and a p-value of 0.001, which also indicates statistical significance ($p < 0.05$). This implies that management skills of school heads are a significant positive predictor of extrinsic motivation among the teachers. Specifically, for every one-unit increase in management skills of school heads, extrinsic motivation is expected to increase by 0.758 units. Given that both coefficients are statistically significant, the null hypothesis (H_0) is rejected for both the intercept and the management skills variable, indicating that the level of management skills of the school heads is indeed a significant predictor of extrinsic motivation in this sample of elementary public-school teachers.

4. CONCLUSIONS

Upon reviewing the research results and exploring them in detail, the researcher proceeded to outline the conclusions drawn from the analysis. Additionally, these findings were structured based on the order of the research goals.

First, the findings of this study highlight the exceptional management skills demonstrated by elementary public-school heads, which are fundamental to their effectiveness in leadership, organization, and interpersonal relations. The school heads excel in problem-solving, managing people, and tasks, all of which are crucial for navigating the dynamic and challenging educational environment. Additionally, their strong interpersonal and communication skills, along with self-leadership, further enhance their ability to foster a collaborative and productive learning atmosphere. These competencies not only support their individual professional growth but also contribute to the overall success of the educational system. The results align with existing literature, reinforcing the critical role of these management skills in improving teacher performance and student outcomes.

Second, the findings underscore the critical role of both intrinsic and extrinsic motivation in driving the engagement and commitment of elementary public-school teachers. While intrinsic motivation, rooted in personal satisfaction and a sense of accomplishment, fosters long-term engagement and resilience, extrinsic motivation, such as recognition and job security, helps maintain teacher well-being and reduces burnout. The interaction between these motivators creates a synergistic effect, reinforcing the teachers' overall motivation levels. This comprehensive understanding of motivation is essential for developing effective professional development programs and policies that can enhance teacher performance, satisfaction, and retention, ultimately contributing to improved educational outcomes.

Third, this study highlights the significant role of various management skills of school heads in influencing teacher motivation. Communication skills emerge as the most influential factor, reinforcing the importance of effective communication in fostering a motivating environment. Self-leadership and managing people also show notable correlations, emphasizing the value of personal and interpersonal management in sustaining motivation. While managing tasks and interpersonal relations contribute moderately, their impact is less pronounced, indicating that a more holistic approach to management skills is essential for teacher motivation. Problem-solving, though weaker, remains a relevant skill for enhancing teachers' confidence and job satisfaction. Overall, these findings underscore the importance of cultivating a range of management skills to enhance teacher motivation and, by extension, improve teaching outcomes.

Fourth, the significant relationship between school heads' management skills and intrinsic motivation among elementary public-school teachers underscores the critical role that effective classroom management plays in fostering teacher motivation and engagement. As school heads develop stronger management abilities, teachers' internal drive to excel in their work increases, leading to greater job satisfaction, commitment, and overall performance. This study highlights the importance of incorporating management skill development into school heads' training programs to enhance both teachers' professional effectiveness and their intrinsic motivation. By investing in the growth of these skills, schools can cultivate a more motivated and engaged teaching workforce, ultimately benefiting both educators and students.

Lastly, this study highlights the significant role of school heads' management skills in enhancing extrinsic motivation among elementary public-school teachers. The positive relationship between management skills of

school heads and extrinsic motivation of teachers underscores the importance of teachers' ability to effectively manage their classrooms and resources, which in turn boosts their motivation to achieve external rewards. While extrinsic motivation remains positive even without management skills, the presence of strong management abilities of school heads provides a more substantial and measurable impact. These findings align with self-determination theory, emphasizing the role of competence in motivating teachers toward external goals. The results suggest that professional development focused on improving school heads' management skills can be a key factor in enhancing teacher motivation, benefiting both educators and educational institutions.

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