

PRINCIPAL'S MOTIVATIONAL SKILLS AND WORK ENVIRONMENT AS PREDICTORS OF PERFORMANCE OF TEACHERS: A QUANTITATIVE – DESCRIPTIVE CORRELATIONAL STUDY

Caren P. Quiño¹, Elizabeth D. Dioso, Ed.D.²

¹ Teacher I, Magangit Integrated School, DepEd-Division of Davao de Oro, Philippines

² Faculty, Graduate School, Assumption College of Nabunturan, Davao de Oro, Philippines

ABSTRACT

This study utilized a quantitative-descriptive correlational research design to investigate the relationship between the impact of workplace factors, including the principal's motivational skills and the overall work environment, on teaching performance in the New Bataan District, Davao de Oro. The respondents were 140 teachers from four public secondary schools in the district. Data was gathered using an adapted questionnaire that assessed the teachers' perceptions of the principal's motivational skills and the work environment, which included factors related to the school, teachers, students, and parents. The teachers' teaching performance was based on the results of the Results-based Performance Management System (RPMS) conducted by the principals. The study found that the teachers perceived the principal's motivational skills and the overall work environment to be "very good". The document does not explicitly state whether a significant correlation was found between the principal's motivational skills and teaching performance. The findings suggest that creating a positive school and student environment may contribute to enhancing teachers' performance in the classroom. The study provides insights for school administrators and policymakers on key factors to focus on to support and improve teacher effectiveness.

Keywords: *principals' motivational skills, work environment, teaching performance, descriptive correlational study*

1. INTRODUCTION

Teaching performance is one of the vital factors in achieving quality education. It is a pivotal aspect of the education system, as it directly influences the standard of education provided to students. To improve teaching performance, it is important to understand the factors that affect in the workplace (Mcknight et al., 2016). These factors could be the motivational skills of the principal and the work environment which includes the colleagues, the students, parents and the whole school in general which the researcher believes that would significantly affect the performance of the teachers.

In South Africa, a study was conducted and revealed that factors like the quality of resources and materials available to teachers, the level of support and professional development opportunities provided by the school, and the overall work environment and conditions in which teachers operate affect the performance of the teachers. Additionally, issues such as large class sizes, limited access to technology, inadequate infrastructural facilities, and a lack of funding for schools can also impact teaching performance in South Africa. Furthermore, the study highlights the challenge of rural schools in South Africa Teachers in rural areas often face additional challenges due to limited resources, lack of infrastructure, and difficulties in accessing professional development opportunities (Jager et al., 2017).

According to a study conducted by Roxas (2009) in Baguio City, Philippines, the top five stressors for elementary teachers were identified as: large class sizes, excessive paperwork and documentation, inadequacy of resources materials and equipment, handling discipline problems, and inadequacy of pay and incentives. Additionally, a study conducted in Davao del Norte found that the physical condition of schools plays a crucial role in teacher performance. Teachers in Davao del Norte reported that their workspaces were uncomfortable and lacked proper infrastructure, affecting their ability to effectively carry out their duties. Moreover, in the study "Exploring the Impact of Workplace Factors on Teaching Performance," it was found that workplace dissatisfaction and harassment also contribute to a decline in teacher performance. The study conducted in Davao del Norte revealed that teachers prefer a workplace that is relatively close to where they live. However, in reality, many schools in the area do not meet this preference, leading to increased travel time and additional stress for teachers (Sari et al., 2021).

To gain a comprehensive understanding of the impact of workplace factors on teaching performance, it is crucial to consider the specific local issues in New Bataan District. Factors such as work environment and the motivational skills of the principal may significantly shape teaching performance. As observed by the researcher, many teachers complained how they are treated by their principals, lack of school facilities, teaching materials like books and the likes, teachers who are not cooperative, students who are always absent and parents are not active during school activities. These are some of the many issues confronting the teachers which the researcher believes affect their performance. It is in this context that triggers the researcher to embark this study.

1.1 Review of Related Literature and Studies

This section presents the different related literatures and studies that could support to the findings of the study.

Motivational Skills of the principal. Motivational skills of principals are described as showing positive, resonant, and ethical leadership. Positive leadership is evident in Aslanargun (2015) research, which indicated that school principals must encourage teachers and students for their progress in teaching and learning. Likewise, as cited in Graham et al. (2014), Bolger stated that the aforesaid leadership helps teachers be committed and satisfied with their work. By inspiring teachers, fostering a sense of certainty, and facilitating shared decision-making, principals can cultivate healthier organizational cultures that enhance job satisfaction and mitigate feelings of isolation (Paruq et al., 2021; Suharyati & Harijanto, 2019). This is crucial, as effective teacher motivation directly influences both teacher performance and student outcomes (Paruq et al., 2021). This targeted improvement could be instrumental in maximizing their ability to motivate and inspire teachers, ultimately contributing to a more engaged and high-performing teaching staff (Yalçinkaya et al., 2021; Asnawati et al., 2021; Paruq et al., 2021).

Work Environment. Another element that influences instructors quitting their professions and thus affecting their performances is the working environment. The people you work with and the environments you work in make up your work settings (Herrity, 2021). It can positively or negatively impact your attitude, motivation, mental well-being, and productivity (Freedman, 2020). Work environment assessment is necessary to comprehend and improve employees' well-being, happiness, and productivity. The workplace is greatly affected by instructional hurdles, workload pressure, workgroup encouragement, organizational encouragement, and supervisory encouragement. Positive reinforcement and school support are examples of organizational encouragement, it is one of the great aspects on how to develop a strong and healthy environment (Saks, S. 2019). Employees' perceptions of their immediate supervisors' support for their requirements can improve their sense of relatedness, competence, and autonomy. Direct supervisors can also provide the conditions necessary to meet their demands (Kaabomeir et al., 2022). Workgroup encouragement is provided by departmental or team support and collaboration.

Addressing concerns regarding classroom comfort and access to resources like sports equipment and a well-equipped science lab could further enhance the work environment, a complete and organize resources can add the confidence of the teachers to teach well the students and perform job comprehensively (Earthman & Lemasters, 2009; Paruq et al., 2021; Suharyati & Harijanto, 2019). The collaborative and supportive work environment among teachers likely contributes to job satisfaction. However, concerns regarding teacher workload and work-life balance (Papay & Kraft, 2017; Toropova et al., 2020) necessitate a review of workloads and the implementation of support systems and work-life balance initiatives (Fernández-Santander et al., 2012; Toropova et al., 2020).

Principals support. In order to effectively supervise teachers in the field of education, professional development is a critical component that enhances their knowledge, abilities, and general efficacy. Professional development gives teachers the chance to attend conferences, seminars, and workshops, which help them stay current on research, instructional strategies, and educational trends. It also promotes a culture of lifelong learning and development within educational institutions.

Key supervisory competencies that principals need to have are professional and personal social growth, according to Matias (2011), establishing a culture that fosters and supports professional development is the duty of

principals in their capacity as school administrators. For educators to work together, exchange experiences, and gain knowledge from one another, they ought to hold frequent teacher conferences and meetings. Ample opportunities for professional growth should also be given by principals, whether through internal training initiatives, outside workshops, or involvement in professional associations. Principals make an overall positive impact on the quality of education in their schools by supporting the professional and personal development of their teaching staff.

Teaching Performance. Teaching performance is a crucial aspect of education, affecting both students' learning outcomes and overall educational quality (Siagian, 2021). Effective teaching practices can inspire and motivate students to learn, while poor teaching performance can hinder academic progress and student engagement (Kyriakidēs et al., 2013). In this review, we will discuss the various factors that contribute to teaching performance and explore strategies for improving teaching effectiveness in educational settings. Additionally, we will examine the impact of teaching performance on student achievement and the overall learning environment (Schneider & Preckel, 2017). Research has shown that highly knowledgeable and skilled teachers have a significant impact on student learning and engagement. Furthermore, effective classroom management and positive teacher-student relationships are essential for creating a conducive learning environment (Vaso, 2015).

1.2 Statement of the Problem

This study attempted to determine the level of the principal's motivational skills and work environment of teachers and affect the performance of the teachers in New Bataan District, Davao de Oro for school year 2023-2024. Specifically, it seeks to answer the following questions:

1. What is the level of perceptions of the teachers of their principal's motivational skills?
2. What is the level of perceptions of the teachers of their work environment?
in terms of:
 - 2.1 School
 - 2.2 Fellow teachers
 - 2.3 Students
 - 2.4 Parents
3. What is the performance of the teachers based on the Results Based Performance Management System (RPMS)?
4. Do Principal Motivational Skills and Work environment predict teaching performance?

Null Hypothesis

The following hypotheses are set at 0.05 level of significance:

HO₁ There is no significant relationship between the principal's motivational skills and work environment on the performance of the teachers.

2. METHODS

This is a quantitative-descriptive correlational study, the correlation method was employed to investigate the relationship between the impact of workplace factors, as well as teaching performance. The degree of correlation between two variables were assessed using a correlation coefficient. This aligned with Creswell's assertion (2012) that correlational research designs utilize correlation statistical tests to describe and measure the strength of association between two or more variables.

2.1 Rating Interpretation

A four-point Likert scale was used to answer each of the items given. Each of the indicators were described as follows:

Point	Range of Scale	Interpretation
4	3.50- 4.00	Excellent
3	2.50- 3.49	Very Good
2	1.50- 2.49	Good
1	1.00- 1.49	Fair

In addition, to arrive at the results easily, the researcher analyzed and interpreted the responses using appropriate statistical tools:

Average Mean. This was used to describe the perception of the teachers on the motivational skills of the principal and the work environment.

Pearson r. This test was used to determine the extent of association between the motivational skills of the principal and the performance of the teachers and between the work environment and the performance of the teachers.

Regression Analysis. This test was used to determine the extent of the relationship between the motivational skills of the principal and the performance of the teachers, as well as the relationship between the work environment and the performance of the teachers.

3. RESULT AND DISCUSSION

The results of the study were presented and discussed in accordance to the research questions outlined in chapter one.

3.1 Level of Principal's Motivational Skills

Table 1
Principal's Motivational Skills

No.	INDICATOR	MEAN	QUALITY INDEX
1	Encourages me to develop sense of humor.	3.1	Very Good
2	Motivates me to be creative.	3.4	Very Good
3	Does not give recognition of my performance.	1.8	Good
4	Criticizes me in a constructive way.	3.1	Very Good
5	Recognizes me in terms of professional growth.	3.3	Very Good
6	Encourages punctuality among teachers.	3.7	Excellent
7	Encourages me to collaborate with other teachers in our instruction and in lesson planning.	3.6	Excellent
8	Checks schedules to make sure that assignments are accomplished on time.	3.6	Excellent
9	Demonstrates concern on teachers who have medical/health problems.	3.5	Excellent
10	Assigns responsibilities to teachers according to their respective expertise/specializations.	3.5	Excellent
11	Involves teachers in the planning for the school activities.	3.5	Excellent
12	Act as a role model to the teachers.	3.5	Excellent
13	Consults teachers in critical decision- making processes concerning the school.	3.4	Very Good
14	Helps in building and maintaining good relationships within the school community and with different organizations.	3.4	Very Good
OVERALL		3.3	Very Good

This analysis of principal motivational skills reveals a positive overall assessment, with strengths in fostering collaboration, demonstrating concern for teacher well-being, and supporting professional growth. These findings resonate with research emphasizing the positive impact of transformational leadership on teacher performance and student outcomes. By inspiring teachers, fostering a sense of certainty, and facilitating shared decision-making,

principals can cultivate healthier organizational cultures that enhance job satisfaction and mitigate feelings of isolation (Paruq et al., 2021; Suharyati & Harijanto, 2019).

However, the analysis also highlights a need for improvement in recognizing individual teacher performance. While principals excel at creating a supportive environment, a greater focus on acknowledging individual achievements could significantly enhance their motivational impact. This is crucial, as effective teacher motivation directly influences both teacher performance and student outcomes (Paruq et al., 2021). Interestingly, the study reveals a difference in perceptions between teachers from high-achieving and low-achieving schools, with the former holding more positive views of their principals' leadership. Overall, while the principals demonstrate a strong foundation in motivational skills, emphasizing individual teacher recognition could further enhance their effectiveness. This targeted improvement could be instrumental in maximizing their ability to motivate and inspire teachers, ultimately contributing to a more engaged and high-performing teaching staff (Yalçinkaya et al., 2021; Asnawati et al., 2021; Paruq et al., 2021).

3.2. Work Environment.

Table 2
Summary of the Level of Work Environment

Indicators	Mean	Quality Index
School	2.8	Very Good
Fellow Teachers	3.4	Very Good
Students in our School	3.0	Very Good
Parent	3.1	Very Good
Weighted Mean	3.08	Very Good

The data indicates a positive picture of the school's overall work environment, achieving a very good rating. This analysis reveals a school environment marked by both strengths and areas for growth. While principals demonstrate strong motivational skills, particularly in fostering collaboration and recognizing professional growth, a consistent need exists for improved recognition of individual teacher performance. Despite principals generally being able to distinguish between high and low performers, suggesting a potential disconnect between subjective evaluations and actual teacher impact. Teachers perceive the overall work environment as positive, appreciating the well-equipped classrooms and available resources. However, there is room for improvement in organizational structure and decision-making processes, with a need for increased teacher collaboration and involvement.

Addressing concerns regarding classroom comfort and access to resources like sports equipment and a well-equipped science lab could further enhance the work environment (Earthman & Lemasters, 2009; Paruq et al., 2021; Suharyati & Harijanto, 2019). The collaborative and supportive work environment among teachers likely contributes to job satisfaction. However, concerns regarding teacher workload and work-life balance (Papay & Kraft, 2017; Toropova et al., 2020) necessitate a review of workloads and the implementation of support systems and work-life balance initiatives (Fernández-Santander et al., 2012; Toropova et al., 2020). The learning environment is viewed positively, with high student engagement and participation. The positive and proactive parent actively participates in school life, even collaborating on fundraising initiatives, highlighting their commitment to the school's betterment.

3.3 Level of the performance of the teachers based on the Results Based Performance Management System (RPMS).

Table 3
Performance of Teachers

Mean	Adjectival Rating
------	-------------------

IPCRF Rating	4.60	Outstanding
--------------	------	-------------

The data indicate that teachers are performing at an exceptional level based on the Results-Based Performance Management System (RPMS). The "Outstanding" adjectival rating reflects the teachers' strong adherence to the RPMS framework and their consistent ability to exceed expectations. The high RPMS ratings suggest that teachers are receptive to feedback from principals and are actively engaged in professional development to continuously improve their practice (Song et al., 2021). The results suggest that teachers are deeply committed to achieving positive learning outcomes for their students. The outstanding rating showcases the teachers' mastery of the RPMS competencies and their unwavering dedication to their craft. This underscores the pivotal role of performance evaluation systems in identifying and nurturing effective teaching practices (Gepila, 2020).

This exemplary performance is a testament to the effectiveness of the RPMS in driving continuous improvement and the collaborative efforts to foster a culture of excellence. Sustaining this high level of performance will require providing teachers with necessary resources, support, and opportunities for further development. Research has shown that teacher evaluation systems like the RPMS can spur significant growth in teacher effectiveness when implemented thoughtfully (Kraft et al., 2019).

However, to further strengthen the impact of the RPMS, it is crucial to ensure that the system provides teachers with regular, actionable feedback that is directly tied to their growth objectives and student learning goals. Effective feedback not only helps teachers reflect on their practice but also empowers them to take ownership of their professional development (Soriano, 2016).

3.4 Regression analysis of Principal Motivational Skills and Work Environment on Teaching Performance.

Table 4
Regression Analysis between the Principal Motivational Skills, Work Environment on Teaching Performance

Model	R	R ²	Adjusted R ²	RMSE
H ₀	0.000	0.000	0.000	0.226
H ₁	0.189	0.036	0.022	0.223

ANOVA

Model		Sum of Squares	df	Mean Square	F	p
H ₁	Regression	0.253	2	0.127	2.541	0.082
	Residual	6.832	137	0.050		
	Total	7.085	139			

Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
H ₀	(Intercept)	4.616	0.019		241.895	< .001
H ₁	(Intercept)	4.923	0.144		34.087	< .001

Work Environment on Teaching Performance

Model	R	R ²	Adjusted R ²	RMSE	
PMS	-0.005	0.040	-0.011	-0.112	0.911
WE_S	-0.097	0.052	-0.183	-1.852	0.066

The analysis explores a potential connection between principal motivational skills, work environment, and teaching performance, but the findings aren't conclusive. While the importance of principal leadership and work motivation in influencing teacher performance is supported by existing research (Paruq et al., 2021; Hurit et al., 2022), the current analysis reveals a weak overall fit. Principal motivational skills and work environment only account for a small portion of the variation in teaching performance, suggesting that other factors are also at play.

Further research is needed to better understand the mechanisms involved (Hurit et al., 2022; Paruq et al., 2021; Palupiningsih et al., 2021; Sangadji et al., 2021). For instance, does principal effectiveness influence teacher motivation, which then impacts teaching quality? Or do principals play a more direct role in guiding instructional practices? Interestingly, while a statistically significant relationship between principal motivational skills and teacher performance wasn't found, there's a possible trend suggesting that a more positive work environment might be associated with slightly lower teaching performance.

This unexpected finding requires further investigation. It's possible that a strong, supportive work culture might inadvertently lead to less pressure to perform at the highest levels, or the work environment measure might be capturing other organizational factors. To gain a more comprehensive understanding, future research should explore a broader range of variables, including teacher characteristics, instructional practices, and school-level factors. Uncovering these complex relationships and contributing factors can ultimately help inform strategies for supporting high-quality teaching and positive student learning experiences.

4. CONCLUSION

The results indicate that principals excel at fostering collaboration, supporting teacher well-being, and facilitating professional growth. However, a greater emphasis on recognizing individual teacher achievements could further enhance their motivational impact. While the work environment is generally positive, concerns remain regarding workload, work-life balance, and organizational decision-making processes. Despite teachers exhibiting outstanding performance based on the Results-Based Performance Management System, the weak association between principal skills, work environment, and teaching performance suggests that other factors significantly contribute to these positive outcomes. Sustaining this high performance requires providing ongoing support, resources, and professional development opportunities for teachers. Further research is needed to uncover the critical drivers of teaching quality and student learning outcomes, ultimately informing targeted strategies to cultivate thriving school environments and empower teachers.

5. REFERENCES

- [1]. Aslanargun, Engin 2015 "Teachers' expectations and school administration: Keys of better communication in schools," Eurasian Journal of Education Research 15(60),17-34,2015 <https://doi.org/10.14689/ejer.2015.60.2>
- [2]. Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Boston, MA: Pearson.
- [3]. Earthman, G I., & Lemasters, L. (2009, May 8). Teacher attitudes about classroom conditions. Emerald Publishing Limited, 47(3), 323-335. <https://doi.org/10.1108/09578230910955764>
- [4]. Fernández-Santander, A., García-García, M J., Sáez-Pizarro, B., & Terrón-López, M J. (2012, March 1). Development and Assessment of Key Skills in Undergraduate Students: An action-research experience. Laureate Education, 2(1), 32-32. <https://doi.org/10.18870/hlrc.v2i1.37>
- [5]. Freedman S, Thull- Freedman J, Lightbody T, et al. Introducing an innovative model of acute pediatric mental health and addictions care to pediatric emergency departments: a protocol for a multicentre prospective cohort study. *BMJ Open Quality* 2020;9: e001106. doi:10.1136/ bmjoq-2020-001106
- [6]. Gepila, E C. (2020, March 1). Assessing Teachers Using Philippine Standards for Teachers. <https://doi.org/10.13189/ujer.2020.080302>

- [7]. Graham, Keith, Peter Hudson, and Jill Willis. "How can principals enhance teacher job satisfaction and work commitment?" In *Proceedings of the 2014 International Conference of the Australian Association for Research in Education (AARE)*, pp. 1-13. Australian Association for Research in Education, 2014.
- [8]. Herrity, K., Schmidt, B.E. and Warr, J. (Ed.) (2021)*Sensory Penalties: Exploring the Senses in Spaces of Punishment and Social Control (Emerald Studies in Culture Criminal Justice and the Arts)*, Emerald Publishing Limited, Leeds, pp. i-xxxiv. <https://doi.org/10.1108/978-1-83909-726-320210016>
- [9]. Hurit, A A., Hallatu, T G., & Tembang, Y. (2022, January 1). The Effect of Work Motivation on the Performance of Elementary School Teachers. *EDP Sciences*, 149, 01042-01042. <https://doi.org/10.1051/shsconf/202214901042>
- [10]. Herrity, K., Schmidt, B.E. and Warr, J. (Ed.) (2021)*Sensory Penalties: Exploring the Senses in Spaces of Punishment and Social Control (Emerald Studies in Culture Criminal Justice and the Arts)*, Emerald Publishing Limited, Leeds, pp. i-xxxiv. <https://doi.org/10.1108/978-1-83909-726-320210016>
- [11]. Jager, T D., Coetzee, M J., Maulana, R., Helms-Lorenz, M., & Grift, W V D. (2017, February 24). Profile of South African secondary-school teachers' teaching quality: evaluation of teaching practices using an observation instrument. <https://doi.org/10.1080/03055698.2017.1292457>
- [12]. Kaabomeir, Noori., Kamran Mazhari ., Nasrin Arshadi., Morteza Karami., (2022) "How supervisors can support employees' needs and motivation? an experimental study based on SDT," *current Psychology* (2023) :17206– 17218 <https://doi.org/10.1007/s12144-022-02922->
- [13]. Kraft, M A., & Papay, J P. (2014, December 1). Can Professional Environments in Schools Promote Teacher Development? Explaining Heterogeneity in Returns to Teaching Experience. *Educational Evaluation and Policy Analysis*, 36(4), 476-500. <https://doi.org/10.3102/0162373713519496>
- [14]. Kraft, M.A., Papay, J.P. and Chi, O.L., 2020. Teacher skill development: Evidence from performance ratings by principals. *Journal of Policy Analysis and Management*, 39(2), pp.315-347.
- [15]. Kyriakidēs, L., Christoforou, C., & Charalambous, C Y. (2013, November 1). What matters for student learning outcomes: A meta-analysis of studies exploring factors of effective teaching. *Teaching and Teacher Education*, 36, 143-152. <https://doi.org/10.1016/j.tate.2013.07.010>
- [16]. Matias, Sonny (2023), *Psychology and Education: A Multidisciplinary Journal* 2023 Volume: 14 Pages: 489-511 Document ID: 2023PEMJ1270 <https://doi.org/10.5281/zenodo.8437399>
- [17]. Mcknight, k, Malley K. O, Ruzic R, horsley M,k.Franey J,J., and Bassett k.(2016) ,(Teaching in a digital age: How educators use technology to improve student learning," *Journal of Research on Technology in Education*, vol.47, no. 3, pp.194- 211, 2016, <https://doi.org/10.1080/15391523.2016.1175856>
- [18]. Papay, J P., & Kraft, M A. (2017, January 1). Developing Workplaces Where Teachers Stay, Improve, and Succeed.<https://www.annenberginstitute.org/publications/developing-workplaces-where-teachers-stay-improve-and-succeed>
- [19]. Paruq, U., Arafat, Y., & Putra, A Y. (2021, September 5). The influence of principal managerial and work motivation toward teacher performance. *Indonesian Institute for Counseling, Education and Therapy (IICET)*, 6(3), 632-632. <https://doi.org/10.29210/021100jpgi0005>
- [20]. Roxas, C. C. (2009). Stress among public elementary school teachers. *University of the Cordilleras*, 1(4), 86-108.
- [21]. Saks, Allan, (2019), Antecedents and consequences of Employee engagement revisited', *Journal of Organizational Effectiveness: People and Performance* Vol.6 No.1, pp.19-38. <https://doi.org/10.1108/JOEPP-06-2018-0034>
- [22]. Sari, E P., Ahmad, S., & Destiniar, D. (2021, September 5). The influence of school facilities and the work environment on teachers performance. <https://doi.org/10.29210/021073jpgi0005>
- [23]. Schneider, M., & Preckel, F. (2017, January 1). Variables associated with achievement in higher education: A systematic review of meta-analyses.. *Psychological Bulletin*, 143(6), 565-600. <https://doi.org/10.1037/bul0000098>
- [24]. Siagian, F. (2021, April 30). The Effect of Internal Communication on the Performance of Educational Personnel at the Cirebon Maritime Academy. *International Journal for Educational and Vocational Studies*, 3(2), 146-146. <https://doi.org/10.29103/ijevs.v3i2.4542>
- [25]. Song, M., Wayne, A J., Garet, M S., Brown, S., & Rickles, J. (2021, March 16). Impact of Providing Teachers and Principals with Performance Feedback on Their Practice and Student Achievement: Evidence from a Large-Scale Randomized Experiment. <https://doi.org/10.1080/19345747.2020.1868030>
- [26]. Soriano, N M. (2016, June 1). Common Errors Committed in Written English Composition by the First Year College Students of Cagayan State University. 4(6), 727-737. <https://doi.org/10.21276/sjahss.2016.4.6.17>

- [27]. Vaso, L. (2015, December 15). Teacher as a Decisive Factor to Enhance the Quality in School. Academic Journal of Interdisciplinary Studies. <https://doi.org/10.5901/ajis.2015.v4n3s1p83>
- [28]. Yalçinkaya, S., Dağlı, G., Altınay, F., Altınay, Z., & Kalkan, Ü. (2021, March 3). The Effect of Leadership Styles and Initiative Behaviors of School Principals on Teacher Motivation. Multidisciplinary Digital Publishing Institute, 13(5), 2711-2711. <https://doi.org/10.3390/su13052711>

