

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2024, Vol. 5, No. 6, 1970 – 1980

<http://dx.doi.org/10.11594/ijmaber.05.06.02>

Research Article

Communication Skills of School Heads and Work Motivation of Elementary Teachers Leading Up to Effective Job Performance

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Article history:

Submission June 2024

Revised June 2024

Accepted June 2024

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ABSTRACT

Teacher's quality and caliber greatly affect the success of any educational system. Effective communication from the school head and the teacher's motivation can lead to effective job performance, especially at the school level. This study investigated school heads' communication skills and elementary teachers' work motivation leading to effective job performance. Specifically, it aims to determine the demographic profile of elementary teachers. This study desired to ascertain the perceived level of motivation and identify which factors of school heads' communication skills and work motivation significantly affect the teachers' job performance. Lastly, it indicates the significant difference in the perception of elementary teachers according to their demographic profile. The study was conducted at Tayabas City Division, comprising thirty-two elementary schools within two districts, particularly in East and West. This research incorporated descriptive-quantitative research. The study found that most of the teacher respondents have a positive level of verbal, non-verbal, written, listening, and visual communication skills. Elementary teachers were disclosed to have an uplifting motivation for work in terms of job commitment, relationship, quality of work, workplace environment, policies and decision-making process, motivation, and contact between their school heads. The findings indicate that teacher-respondents have sufficient motivation from different aspects of the school they are teaching. Further, the findings indicate that teacher-respondents have sufficient motivation from different aspects of the school they are teaching. Hence, the findings indicate no statistically significant difference between their communication skills and work motivation in influencing their job performance when grouped according to their demographics.

Keywords: *Communication skills, Job performance, School head, Teacher, Work motivation*

How to cite:

Hugo, R. O. (2024). Communication Skills of School Heads and Work Motivation of Elementary Teachers Leading Up to Effective Job Performance. *International Journal of Multidisciplinary: Applied Business and Education Research*. 5(6), 1970 – 1980. doi: 10.11594/ijmaber.05.06.02

Introduction

A teacher is the best person to teach information to students because they have received formal training in knowledge, skills, attitude, and values (Amaele, 2010). According to Asiabaka and Emenalo (2011), a teacher is a human catalyst who consciously shapes interactions between teachers, students, and their environment. This allows students to gain the desired knowledge, skills, and attitudes while meaningfully contributing to humanity's advancement at the appropriate time. But what happens when the teacher's motivation is low, and the school principal's communication skills are lacking? Will it impact the quality of teachers' job performance, and how will they influence it?

Mbiti (2010) stated that communication is the lifeblood of any organization, emphasizing the communication skills of school leaders. Without proper communication, no institution can meet the needs of its people. The information must flow from school administration to faculty and students. Teachers' motivation is an internal factor that can influence their job performance. Teachers' responses to organizational rules, responsibilities, and opportunities will be determined by their level of motivation. Furthermore, motivation is the driving force that initiates, guides, and sustains goal-oriented behavior (Callo, 2014).

Effective communication from the principal and teacher motivation can lead to effective job performance, particularly at the school level. According to a study conducted by Marzano et.al (2015), the quality and performance of school leaders accounted for nearly 60% of the school's total impact on school teachers' performance. Remarkably effective leaders recognize the importance of communication and see it as a never-ending cycle of planning, self-reflection, and problem-solving (Li et al., 2016). Thus, if management and support systems are not functioning properly, teachers may lose their sense of commitment and professional responsibility (Mark, 2015), resulting in poor performance.

It cannot be denied that a teacher spends one-third of their day at school. As a result, he must be motivated and satisfied with his job. According to Robbins (2018), when people are

motivated, they work hard, leading to better job performance.

In this ever-changing world, there is a need for highly advanced teachers who can both survive and contribute to the development of the educational system. As a result, the researcher, a teacher was challenged to delve deeper into the factors affecting teachers' job performance aside from salaries; this study may improve teachers' performance in providing quality education. The researcher also believes that not everyone in his school is fully aware that a school principal's communication skills and a teacher's work motivation directly influence a teacher's job performance. Teachers who understand how these factors affect their performance, in general, may be able to improve their Results-Based Performance Management System (RPMS) competence.

The Results-Based Performance Management System (RPMS) is a set of standards for teachers that is administered at the beginning of each school year. It is in accordance with the government's standard number of measures to promote employee quality performance (DepEd, 2018). This is DepEd Memorandum No.2, s. 2018, Guidelines for establishing and implementing a Results-Based Performance Management System. This includes a systemic mechanism for managing, monitoring, and measuring performance and identifying human resource and organizational development needs to allow for continuous work improvement and individual growth (Rctq, 2017). As a result, the researcher believes it is critical to take a fresh look at identifying another factor that may influence a teacher's job performance. This research could lead to an improvement in teachers' RPMS. For future research, this can be used to create manuals, plans, and other programs to improve the communication skills of the school principal and teachers' work motivation and performance.

Objectives of the Study

This study investigated the communication skills of school heads and work motivation of elementary teachers leading up to effective job performance. Specifically, it gauged the level of communication skills among school heads in terms of verbal communication, non-verbal

communication, written communication, listening, visual communication. The study calculated the level of motivation among elementary among elementary teachers in terms of Job Commitment, Relationship, Quality of Work, Workplace Environment, Policies and Decision-Making Process, Motivation Contact between School Heads. Also, it determined which factors of school head's communication skills and teacher's work motivation significantly affect job performance. Finally, the study gauged the significant relationship in the perception among the respondents of elementary teachers when grouped according to their demographic profile?

Methods

Research Design

The study utilized a descriptive-quantitative research design to assess the primary teachers' job performance and work motivation based on school heads' communication skills. Quantitative research seeks to understand an issue by obtaining numerical data and analyzing it using statistical approaches (Aliaga and Gunderson, 2022).

Respondents of the Study

The researcher used a descriptive-quantitative research method to provide data conclusions supporting the study's objectives. The study was conducted at Tayabas City Division, composed of thirty-two (32) elementary schools in 2 districts, particularly Tayabas East and Tayabas West Districts. The researcher chose the elementary teachers from this locale as the respondents to assess and investigate the determinants of the teacher's job performance and work motivation relative to the communication skills of their school heads.

Research Instrument

A questionnaire developed by the researcher was utilized to collect data from the respondents. The researcher conducted an extensive reading about the variables for developing the questionnaires. In addition, the researcher scoured the internet to collect relevant ideas, concepts, and information from

related theories and literature related to the study that served as the basis of the questionnaire.

Research Procedure

Prior to the distribution of the questionnaire various elementary school, a letter request was forwarded to the Schools Division Superintendent of the City Schools Division of Tayabas. It was followed by writing and sending letter to the school heads of 29 elementary schools in Tayabas West and East Districts asking permission to conduct the study and discussing the researchers' intention to have the teachers as the respondents. After approval, the researcher sent a letter of intent to the respondents, particularly the primary teachers. Questionnaires were scheduled for distribution through online platforms, particularly Google Forms, to avoid data tampering and complete retrieval of responses.

Statistical Treatment of Data

The researcher utilized statistical analysis of data using statistical treatment. This method is essential in analyzing and interpreting the participants' responses.

The data gathered through the questionnaire will be incorporated into a tally sheet so that the total number of respondents' responses in each item can be easily interpreted and analyzed. The collected demographic profile of elementary teachers is statistically analyzed using frequency analysis. As to the level of communication skills among school heads and the level of motivation among elementary teachers, mean distribution analysis was employed.

Further, Pearson (r) analysis was used to statistically validate that the school head's communication skills and teacher's work motivation significantly affect job performance. Lastly, the researcher utilized T-test ANOVA to show the result of SOP 5, which is the significant relationship in the perception among the respondents of elementary teachers when grouped according to their demographic profile.

Results and Discussion

Table 1. Summary Statistics of Level of Communication Skills among School Heads

Indicators	Mean	SD	VI
Verbal Communication Skills	3.59	0.55	VG
Non-Verbal Communication Skills	3.66	0.52	VG
Written Communication	3.59	0.55	VG
Listening Skills	3.59	0.55	VG
Visual Communication Skills	3.60	0.55	VG
General Weighted Mean	3.60	0.54	VG

Legend: VI- Verbal Interpretation; 3.26-4.00- Very Good (VG), 2.51-3.25- Good (G), 1.76- 2.50 Fair (F), 1.00-1.75- Needs Improvement (NI)

The table on the previous page clearly summarizes the level of communication skills among school heads. The analysis revealed that verbal communication skills attained a total computed mean of 3.59 and 0.55 standard deviation, which was connoted as "Very Good." Although it ranked as one of the lowest means, it still implies that school heads could share information to teachers by delivering words and ideas.

Moreover, though all the verbal interpretations resulted in "Very Good" due to the answer of the majority, it can be seen that non-verbal communication has the highest mean of 3.66 and a standard deviation of 0.55 which also described that teachers' "Very Good" that school heads are effective in portraying message using body language and facial expression to communicate with them.

Written and listening skills got the same mean as verbal communication skills, with a mean of 3.59. Though the result is also denoted as "Very Good," from which school heads deliver information and instructions through letters and can fully understand, receive, and interpret messages for effective communication with the teachers.

The visual communication skills garnered an overall mean score of 3.60 interpreted as "Very Good", which pertains that school heads also utilize visual elements to convey and share ideas to communicate and build a strong relationship with the teachers.

The overall mean ended up being 3.60, meaning "Very Good," and a standard deviation of 0.54. It can be inferred that most school heads are now honing their non-verbal communication skills for better communication.

The finding also implies that all skills of educators in the area must be prioritized to maximize their skills and learning opportunity. The result suggests that there is indeed a difference in how teachers use their strength to deliver the message to their audience, for they tend to exercise all of the communication channels.

Communication is the widest area and, perhaps, the most crucial soft skill for teachers. The role of a teacher is to educate pupils and impart knowledge about a specific subject. It's not simply regurgitating textbook information but also finding methods to make classes more entertaining and involve learners (*Essential Soft Skills for Teachers*, 2020) by considering all the forms of communication being used by school heads, communication strategies, channels, and approaches must be chosen with care, keeping the students' intellect and understanding in mind (Luthra, 2019). Suitability must be key in choosing the strategy and platform to implement. Beyond that, school division training for potential school administrators, which incorporates communication-based leadership practices, can improve school leaders' behaviors, and affect learners' overall performance (Tyler, 2016).'

The next table showcases a summary of the level of motivation among elementary teachers considering different indicators. The findings demonstrate that the teachers' perceived level of motivation as to job commitment gained a mean of 3.71, indicating "Highly Motivated," which simply implies that teachers are responsible for complying with their tasks while maintaining reliability, comprehensiveness, expenses, and pace.

As to relationship, their level of motivation was described as "Highly Motivated," having an overall computed mean of 3.73 where

interactions between teachers in different positions were achieved within a school or organization.

Table 2. Summary regarding the Perceived Level of Motivation

Indicators	Mean	SD	VI
Job Commitment	3.71	0.46	HM
Relationship	3.73	0.45	HM
Quality of Work	3.61	0.50	HM
Workplace Environment	3.74	0.45	HM
Policies and Decision-Making Process	3.60	0.54	HM
Motivation	3.67	0.49	HM
Contact between School Heads	3.68	0.49	HM
General Weighted Mean	3.68	0.49	HM

Legend: VI- Verbal Interpretation; 3.26-4.00- Highly Motivated (HM), 2.51-3.25- Motivated (M), 1.76-2.50 Less Motivated (LM), 1.00-1.75- Not Motivated (NM).

The teachers' perception of the quality of work also indicated positive motivation, from which it gained a 3.61 overall means score that also connotes "Highly Motivated." Thus, teachers could meet the standard and provide satisfactory performance through accuracy, thoroughness, competence, productivity level, time management and ability to meet deadlines.

Though all verbal interpretations resulted in "Highly Motivated" due to the majority answer, it can be inferred that workplace environment got the highest mean of 3.74 and a standard deviation of 0.45. Hence, it means that the work setting, social features, and physical conditions in the school they were teaching are appropriate and influence their motivation in work.

The policies and decision-making process got the lowest mean of 3.60 and a standard deviation of 0.54, which can be described as "Highly Motivated." To further explain this, it opens to the fact that plans, courses of action, and procedures implemented in a particular educational institution influence teacher motivation, gained a total compute mean of 3.67, interpreted as "Highly Motivated," meaning teachers' eagerness to produce effort in their area or field of work is also one of the indicators that create impact to teachers' motivation.

While contact between school heads garnered a mean score of 3.68, indicating "Strongly Agree." Thus, it only supports that the bond and communication of teachers with the school

head also influences their motivation, as the respondents perceive.

The recorded mean for all indicators resulted in 3.68, meaning "Highly Motivated," with a standard deviation of 0.49. To summarize, it can be implied that elementary teachers get sufficient motivation from different aspects of their school. Moreover, it can be accounted that teachers' workplace environment is the main source of motivation they use to fuel their work. However, policies and decision-making processes must be elevated so that each educator feels that policies are effective and purposeful. It is suggested that elementary teachers are evaluated regularly based on their motivations from school so that administrators can better assist them.

Teacher motivation refers to factors that stem from an individual's values for choosing to teach and sustaining teaching, as well as the depth of teacher inspiration, which is measured by effort exerted on teaching and is influenced by a variety of surrounding variables (Han & Yin, 2016). Based on the study of Kocabas (2009), teachers are most motivated by the following: a sense of safety in school, pupil achievement, levels of attraction to the teaching profession, levels of self-reliance, their perception of their status in society, the importance of positive inspection reports, the sense of self-fulfillment, a positive atmosphere in school, positive relationships amongst teachers, their perception of their competencies in

their fields, and their levels of self-confidence. As it is evident, motivation is the driving force behind increased accomplishments and output.

Consequently, teacher motivation is a prerequisite for an effective teaching and learning process.

Table 3. Summary of Perceived Level of Job Performance

Factors	Mean	SD	VI
Quality of Work	3.63	0.49	VG
1. Productivity	3.65	0.48	VG
2. Time Management	3.63	0.50	VG
3. Ability to Meet Deadline	3.61	0.51	VG
Job Knowledge	3.64	0.49	VG
1. Skills and Understanding the Work	3.64	0.49	VG
Work Relationship	3.64	0.50	VG
1. Ability to Work with Others	3.69	0.46	VG
2. Communication Skills	3.59	0.54	VG
Achievements	3.59	0.51	VG
General Overall Mean	3.62	0.50	VG

Legend: VI- Verbal Interpretation; 3.26-4.00- Very Good (VG), 2.51-3.25- Good (G), 1.76- 2.50 Fair (F), 1.00-1.75- Needs Improvement (NI).

Table 3 reveals the factors of school head's communication skills and teacher's work motivation that significantly affect their job performance. With the mean of 3.64 which regarded as "Very Good" and a standard deviation of 0.49 and 0.50 respectively, job knowledge and work relationship got the highest obtained mean. Achievements got the lowest mean of 3.59 that also means "Very Good" with a standard deviation of 0.51. The general weighted mean calculated ended up being 3.62 which indicates "Very Good" with a recorded standard deviation of 0.50 which reflects that are multiple dominating factors that affect the job performance of school head and elementary teachers. Majority of the school heads and elementary teachers consider job knowledge and work relationship to be the key factors that affect their job performance.

In general, it explains that there are multiple dominating factors affecting the job performance of school heads and elementary teachers. Most of the respondents consider job knowledge and work relationship to be key factors that significantly influence their performance. This implies that they recognize the importance of having a strong knowledge base and maintaining positive work relationships to excel in their roles. To summarize, it only implies that job knowledge and work relationship

are highly regarded factors that impact the job performance of school heads and elementary teachers. These factors are considered very important, while achievements are also recognized as significant but to a slightly lesser extent. The findings suggest that the respondents prioritize acquiring job knowledge, fostering positive work relationships, and achieving their professional goals in order to enhance their job perform.

It is evident that any leadership position includes the obligation to effectively manage communications. It supports the school heads' use of their skills, values, dispositions, knowledge, and expertise to positively influence teachers, students, and families (*Communication between Principals and Teachers in Successful Schools | Remind*, n.d.). Furthermore, a school head's function as a communicator can be viewed as an extension of a teacher's role in the classroom, which also promotes work motivation to teachers.

The table 4 presented on the next page reveals the factors of school heads' communications skills and teachers' work motivation that significantly affect job performance. It can be inferred that there is a positive correlation among the values calculated. It can be implied that elementary teachers got sufficient

motivation from different aspects in the school they are teaching.

On the highest counterpart, school heads' verbal communication skill and achievements found to have a 0.381 correlation coefficient which can be described as a weak correlation while the relationship between the motivation and skills and understanding the work obtained the highest computed coefficient value of 0.671 which means with strong correlation. As per the lowest calculated correlation, both school heads' non-verbal communication skills

and workplace environment indicates a weak correlation to teachers' ability to meet deadline which garnered the lowest value of 0.203 and 0.351, respectively. This suggests that these factors have a relatively minor influence on teachers' ability to meet deadlines compared to other factors such as motivation and skills. Therefore, it can be accounted that there is a significant relationship between school heads' communication skills and teachers' work motivation to the teachers' job performance.

Table 4. Relationships between School Head's Communication Skills, and Teacher's Work Motivation and Job Performance

		Teachers Job Performance						
		A	B	C	D	E	F	G
School heads' Communication Skills	Verbal Communication	.245**	.252**	.228**	.268**	.285**	.238**	.381**
	Non- Verbal Communication	.294**	.249**	.203**	.248**	.290**	.236**	.311**
	Written Communication	.325**	.270**	.258**	.318**	.322**	.342**	.396**
	Listening	.296**	.285**	.221**	.305**	.312**	.268**	.355**
	Visual Communication	.325**	.270**	.242**	.341**	.327**	.325**	.372**
Teachers Work Motivation	Job Commitment	.577**	.565**	.510**	.644**	.614**	.505**	.536**
	Relationship	.571**	.573**	.451**	.649**	.664**	.520**	.532**
	Quality of Work	.619**	.611**	.568**	.645**	.627**	.527**	.605**
	Workplace Environment	.478**	.505**	.351**	.555**	.555**	.458**	.559**
	Policies and Decision-Making Process	.579**	.527**	.465**	.612**	.573**	.521**	.563**
	Motivation	.649**	.562**	.523**	.671**	.626**	.549**	.617**
	Contact between School Heads	.521**	.480**	.369**	.522**	.487**	.417**	.495**

** Correlation is significant at the 0.01 level (2-tailed).

Legend: A- Productivity, B-Time Management, C-Ability to Meet Deadline, D-Skills and Understanding the Work, E-Ability to Work with Others, F-Communication Skills, G-Achievements

Moreover, we can say that what's innate to teachers is not only the reason why their job performance behaves like that way, for their school head's communication also plays a vital role to their performance. Thus, the findings indicates that when school heads possess effective communication skills and when teachers

are motivated and equipped with the necessary skills and understanding of their work, it is more likely to positively impact their job performance.

In summary, the relationships between school heads' communication skills, teachers' work motivation, and job performance indicate

that effective communication, high motivation, relevant skills, and a good understanding of work are positively associated with better job performance among teachers. While non-verbal communication skills and the workplace environment may have a lesser impact on specific aspects of job performance, the overall relationship between these factors highlights the importance of effective communication and motivation in enhancing teachers' performance.

The majority of workers today are more concerned with maintaining a healthy work-life balance. This trend has been observed among millennial employees, who are increasingly prevalent in modern organizations. Companies that maintain employee motivation can provide employees with a healthy work-life balance. Employees are given the chance to

keep their personal and professional lives distinct and to give each the appropriate amount of priority (Edwards, 2016). Moreover, Mary's (2010) study revealed the effect of intrinsic motivation on teacher job performance. The results showed a substantial positive correlation between teachers' job performance and their intrinsic motivation, suggesting that as intrinsic motivation increases, so does teachers' job success. It is also a must that school administrators can influence staff performance in a variety of ways, including through behavior modeling, helpful criticism, and performance evaluations. But unless the school administrator makes an effort to comprehend his staff members' motivations, these strategies won't work (*Manager's Influences on Employee Performance*, n.d.).

Table 5. Regression of Job Performance on School Heads' Communication Skills and Teachers' Work Motivation

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.398	0.126		3.168	0.002
Quality of Work	0.209	0.046	0.235	4.572	0.000
Motivation	0.236	0.046	0.263	5.124	0.000
Job Commitment	0.211	0.046	0.215	4.615	0.000
Policies and Decision-Making Process	0.103	0.040	0.121	2.547	0.011
Relationship	0.122	0.051	0.119	2.377	0.018

$R = .824$, $Rsq = .678$; $F(5,344) = 145.090$, $p < .001$

At 0.001 level of significance, the results obtained was $F(5,344) = 145.090$, the p-value for the Policies and Decision-Making Process, and Relationship got 0.011 and 0.018 which is greater than 0.001 implies that these variables are not statistically significant. Thus, it clearly demonstrates that policies and decision-making process, as well relationship do not have association or does not have significant impact to the job performance of elementary teachers in Tayabas City Division. While quality of work, motivation, and job commitment were found to have a significant relationship to the job performance of the teachers. As a result, it merely asserts that the teachers' competency, enthusiasm, and determination to provide and achieve outstanding accomplishment to their

profession are the most important factors that influence the desire to become successful in teaching. Therefore, it is apparent that the desire of teachers to become exceptional educators, rather than external circumstances, are the primary indicators paving the way to success or fulfillment at work.

The regression analysis also demonstrates that both school heads' communication skills and teachers' work motivation have independent or interactive effects on job performance. The results suggest that the combination of effective communication from school heads and high work motivation among teachers leads to even better job performance. Overall, a significant and positive relationship between school heads' communication skills, teachers' work

motivation, and job performance would imply that fostering effective communication and cultivating a motivated work environment can contribute to improved performance outcomes among teachers.

According to Nair (2019), teachers give today's students the opportunity for a better future by empowering them with knowledge. Teachers help pupils understand abstract ideas by demystifying the difficult. Teachers also introduce kids to concepts and subjects that they might not otherwise be exposed to. They can delve deeper into pupils' passions and encourage improvement. One of the main difficulties that institutional leaders aim to improve is employee job performance. Since the middle of the 20th century, organizational commitment has received much thought and analysis. Every position has specific requirements. Performance is the way that employees carry out their duties while drawing on their skills and motivations. After hiring human resources, the motivational components of the job are therefore of utmost importance (*The Importance Of Teacher's Job Performance | Ipl.Org*, n.d.). On the other hand, the study's findings by Paz (2021) showed that the following components received a high overall grade for their level of contribution to teaching performance: (1) Person-related factor, (2) School-related factor, (3) Learner-related Factor, and (4) Community-related Factor.

Test of Significant Difference on the Perception of Elementary Teachers when Grouped according to Demographic Profile

The Analysis of Variance or ANOVA was utilized to determine the significant difference between the perceptions among the respondents when grouped according to their demographic profile, particularly according to age, gender, sex, educational attainment, and number of years in service of elementary teachers of Tayabas City Division with their job performance. In this case, all the p-values were greater than 0.01, which means none of the indicators showed a statistically significant difference. Thus, at a 0.01 significance level, the null hypothesis is accepted. There is no statistically significant difference between the means of the teachers' demographic profile and their job performance. In other words, the researchers

did not find evidence to support the idea that these demographic factors (age, gender, sex, educational attainment, and years of service) substantially impact the teachers' job performance, according to the perceptions of the respondents in the study. This suggests that, according to the respondents' perceptions, characteristics such as age, gender, sex, educational background, and service years are unreliable indicators or predictors of how well teachers perform their jobs. The study did not find evidence to support the notion that these demographic factors substantially influence teachers' job performance in the given context. Thus, it would also be beneficial to consider additional variables that may influence job performance, such as teaching methods, classroom environment, professional development opportunities, and support systems.

Since demographic factors do not impact job performance significantly, it highlights the importance of providing all teachers equal opportunities for professional development. Teachers of any age, gender, educational level, or years of service can benefit from continuous learning and training programs to enhance their skills and improve their performance. This implies that professional development initiatives should be accessible to all teachers, irrespective of their demographic characteristics. It also illustrates that a diverse teaching staff can bring different perspectives, experiences, and ideas to the educational environment without negatively affecting overall performance.

Conclusions

Based on the findings derived from the study, the following conclusions were drawn:

1. It can be inferred that majority of the school heads are now into honing their non-verbal communication skills in order to have a better communication skill as a whole.
2. It can be implied that elementary teachers got sufficient motivation from different aspects in the school they are teaching. Moreover, it can be accounted that teachers' workplace environment is the main source of motivation they use to fuel their work.
3. It can be implied that elementary teachers got sufficient motivation from different

aspects in the school they are teaching. Moreover, it can be accounted that teachers' workplace environment is the main source of motivation they use to fuel their work.

4. It can be accounted that there is a significant relationship between school heads' communication skills and teachers' work motivation to the teachers' job performance.
5. Teachers' demographic profile have no statistically significant difference between the means of the school heads' communication skills and work motivation of elementary teachers in influencing their job performance.

Recommendations

Based on the summary of findings and conclusions, the researcher formulated the following recommendations:

1. It is suggested school heads may sustain their overall communication skills, in order to facilitate a warming and purposeful platform for teachers, students, and parents.
2. School heads and higher offices are also encouraged to provide teachers assessments and evaluation to know their state as to work motivation. Teachers must be aided with everything they need in order not to lose fuel on their jobs. Moreover, keeping the workplace environment healthy and engaging through simple programs for all staff will be of help to maintain positive work motivation.
3. This study propose school heads to maintain good relationship with teachers in the most feasible way in order to provide teachers a positive and thriving relationship even in schools. This can be achieved through frequent talks, activities, and regular evaluation.
4. Men should be given a safe space to be educators and break the stigma that teaching is only for women by providing seminars for senior high school students about the need for teachers and how men could be a positive impact to education system will allow them to acknowledge that teaching is also for men and that they are valued in this humble and fulfilling profession.

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