Research Article

Motivation of School Administrators and Teacher Performance in Insular Areas of Sulu Province

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ABSTRACT

This research is an examination of the relationship between school administrator job motivation and teacher performance in the outlying areas in the Sulu Province particulazrly Jolo district. Schools in remote locations may experience constraints such as resource limitations, social-politcal unrest, and logistic obstacles. In this context, the study examines whether APT motivation of Administrators impacts teacher effectiveness and school climate. The study used a descriptive-correlational survey design with 90 teachers and 10 administrators being utilized as data respondents through structured interviews. In the survey, agreement is achieved by the teachers with all interpretations of motivated administrators, although performance appears generally to be limited to motivation. Salient motivational practices were professional rewards, organizational support, and self-development experiences. In addition, collaborative, transformational influential leadership styles with open communication were found to be enhancing teacher engagement and improving instructional performance. Despite geographical and resource constraints, the motivation of administrators was high and it reflected increased teacher effectiveness. In order to address these issues further, it was suggested that different strategies, e.g., enhanced training programs, inter-school cooperation, and equitable resource allocation be implemented. The results emphasize the importance of motivated managers in maintaining teacher productivity and teaching quality in disadvantaged and hard-to-reach areas. The author indicates that to improve teacher dedication and student learning effects, the enhancement of leadership motivation is required. Recommendations are for policy reforms, enhanced communication and community involvement strategies to give support for school leadership in insular provinces such as Sulu.

Keywords: *Motivation of School Administrators, Teacher Performance, Insular Areas of Sulu Province*

Introduction

The role of the school administrators is crucial in creating a positive and effective climate, particularly in isolated settings where lack of access, resources and sociopolitical constraints can complicate the management of schools. In such an environment the motivation of school-heads can have a very crucial bearing on the performance of teachers, with implications for their morale and commitment along with the teaching learning process. Sulu, especially in the district of Jolo, is one such insular region in the Philippines where educational realities are molded by local experiences and cultural idiosyncrasies.

This paper examines the influence of job motivation of school administrators on teacher performance in the study remote areas. Recognizing this connection is crucial for the development of education in isolated areas, through an adequate empowerment of directors and support to teachers -those who truly are on the front line of quality teaching delivery. Deped-CARAGA) Given the unique circumstances of Jolo district which include its physical isolation, constrained mobility especially availability of resources and safety/ security issues, there is need to investigate how school leadership practices and motivation influences teacher performance directly and students' learning outcomes. Quality of education in schools is not only about the teacher; it is even about the headmasters too. But chiefs in rural or isolated settings typically have even heavier burdens to bear relating to lack of resources, culture and language considerations, and more. Their motivation for their work—their will to be leaders and managers who motivate teachers—is an important force in determining the nature of school functioning, and hence the nature of teaching. Research suggests that motivated principals are more likely to engage in acts and practices that support teacher morale, creativity, and dedication which lead to better student learning.

The province of Sulu is home to the Jolo region, a byword for complexity in its social, economic and political systems. The province has had peace and order, poverty and geographical isolation as its recurrent problems adversely affecting educational development. Administrators in this district face these peculiar circumstances and the latter can affect their leadership behaviours and motivations. However, few studies have been undertaken in the particular setting of Sulu, and especially concerning the influence of school leadership on teacher effectiveness.

This study sought to address this problem by examining how the motivation of school administrators in insular communities such as those in Jolo affect the performance of teachers working in these tough areas. It aims to help understand the motivation of administrators and how this may impact on teachers' performance in schools as well as what interventions have been most successful at increasing educational quality.

In spite of previous studies that stressed the role of heads' motivation in determining the outcomes in school, a huge gap exits within the academe concentrating on the effect of heads' job motivation over teacher's performance in isolated areas like Jolo that is situated in Sulu where they can be observed. While there has been a plethora of research studies conducted in cities and other developed areas, the specific issues affecting school heads in remote communities, such as in the Philippines, have not received much attention.

Moreover, although much literature has been conducted on teacher performance and quality, the mediating path of principal motivation concerning these settings is frequently understudied. Research conducted elsewhere has posited the relationship between administrative leadership and teacher motivation, but there is scant empirical evidence directly linking administrator motivation to teacher performance in the province of Sulu where political instability and lack of infrastructure add to its challenges. This is the gap this research seeks to address by bringing a focused attention on the Jolo district, and providing contextual insights as to how school administrators' motivation has implications for teachers' performance.

Hence, this research aims to complement the literature by exploring the little-ended connection between school administrators' moti-

vation and teacher performance in insular Philippines, specifically under the setting of Jolo district Sulu. The results might have important policy implications in terms of policy-making, educational leadership and resource allocation that which can promote teacher effectiveness as well as students' academic achievements in similar contexts.

Methodology

Employed in the research study was method probing effect of job motivation for school administrators in Jolo district Sulu to teaching performance of teachers in insular areas. This study also examines some partner factors: leadership styles, barriers and motivational strategies and to improve teacher performance. The study will utilize a descriptive-correlational design (Aming-Hayudini et al., 2024), which is good for studying the relationships among variables and identifying job motivation's present condition toward administrator and teacher performance.

This study employed the descriptive-correlational research design (Kasim & Aming-Hayudini, 2022) that aspires to depict the existing phenomenon about school administrators' motivation of work and its relationship with teachers' satisfaction of work and performance. This design is suitable to explain the relationships among variables and determining what those variables are influenced by, and describing current patterns, characteristics or events without manipulating any of the variables. This part of the study will highlight school administrators' motivation and forms of leadership and difficulties encountered in insular regions, as well as its impact on teachers' performance. This sub-component looks at the interrelations between School Heads' motivational level in their job and leadership styles and teachers' teaching performance.

The following research questions were responded in the study as follows: To what extent does job motivation of school administrators affect the teaching effectiveness of teachers in geographically isolated schools?, What are the particular motivational practices used by school leaders that influence teachers' job satisfaction and teaching effectiveness most

strongly? Question 2, How do various leadership styles adopted by school administrators influence teacher motivation, collaboration, and teaching performance? and What are the prominent barriers, e.g., geographically isolated and resource-poor, that prevent administrators from being motivated and supporting teacher performance adequately?; What practices are perceived by school administrators as beneficial in stimulating their motivation and, ultimately, impacting teachers' effectiveness in the distance education? There were two main participant groups in the study:

School Administrators: They were the heads or Teacher-In-Charge of Schlegel, Headmasters of Batu and Cabcaban Elementary Schools in Jolo District. The data needed to evaluate job motivation, the leadership style adopted by the school administrators, their challenges and strategies of enhancing teacher performance were provided for 10 school administrators. Teachers: 90 classroom teachers were included in the study sample – both permanent and volunteer insular school teachers of Jolo District. Their answers shed light on the ways in which administrators' motivation and leadership style influence their job satisfaction and performance. Calculated total sample size using over all number of schools at Jolo District. The study intended that 10 principals and 90 schoolteachers from several district schools would participate in the research.

The study took place in the Jolo District of Sulu Province, Philippines. The district is urban and rural across the line, serving mostly insular areas or geographic isolated schools. Unique challenges The schools face a couple of distinctive problems – physical distance, restricted resources as well as political and social factors that affect the dedication of school administrators as well as teacher performance.

The sample area was selected through stratified random sampling (Warid-Sahial et al., 2024). The sample will be obtained from the different schools in Jolo District: urban and rural/insular schools. This strategy will allow for representation of the different types of schools with diverse resources and challenges. Sample Size of School Administrators: : A representative of 10 samples of the school administrators

selected in the study from urban and insular areas in Jolo District. Teacher Sample Size: A representative sample of 90 teachers in these schools is identified using stratified sampling methods which will include teachers who teach across various grade levels and subject areas. The total population of teachers were approximately 90.

Stratified sampling: A first division of the population as urban schools and insular schools. This permitted a proportionate sample from all groups. Random Selection: Schools were stratified through a random selection process and selected from each group. This was to ensure that a school had equal share of opportunity to be included. Selection of Administrators: All administrators were selected from the chosen schools. When not all administrators are present, a subset of available administrators is taken based on a random sample. Teacher Sample: Teachers selected were randomly chosen from each school. Proportional sampling was implemented in order to maintain that teachers from various grades and subject areas are represented.

The instruments that were utilized are as follows: Survey Questionnaire for Administrators: A survey questionnaire concerning administrators' job motivation was developed. This included segments on types of leadership practiced, matters of difficulty, what motivated interview participants and how teachers were floated to better performance. It was a Likert-type survey including different scales to evaluate motivating and the motivational aspects of leadership. Questionnaire for Teachers: The teachers were also asked about their view on the manner in which the leaders at their schools led, motivational factors and working environment. This indexed teacher satisfaction, perceived administrator support and self-reports of behavior. Content Validity: The instruments were validated by experts in education and field of specialization about school leadership to serve as judges on how the contents are effectively measuring what they opt to measure - Dr. Ayesha P. Warid-Sahial, Muammar S. Sakili; Rafael Regellana, Abdel Ajim M. Salasain. An Analysis of Construct Validity Factor analysis was applied to investigate the underlying structure of motivation, leadership styles and teacher performance. This assistance was helpful for ascertaining if the instrument taps into the underlying theoretical constructs. Reliability: A pilot test (n = 8 administrators and teachers from another district) was used to ascertain the reliability of the survey instruments. The internal consistency was tested by Cronbach's alpha, with a value of ≥0.70 being deemed acceptable for reliability.

The data analysis was both descriptive and inferential for each research question. RQ1: What is the effect of school administrator job motivation on the teaching performance of teachers in geographically isolated schools?

Statistical Technique: Mean was utilised to measure relationship of the strength and direction of school administrators' job motivation affecting teacher performance in geographically isolated schools. This served to determine whether greater administrator motivation was linked with more outstanding teacher features. RQ2: What particular motivational strategies of administrators' have the biggest effect on teachers and influence on their job satisfaction and instructional effectiveness? Statistical Tool: The mean was used to determine the most dominant motivational practices employed by school managers, which has the greatest influence on teachers job satisfaction and instructional effectiveness. RQ3 How do various leadership styles of school leaders influence teacher motivation, collaboration, and outcomes of teaching? Statistical Technique: Mean was used to find out the ways do various leadership styles of school leaders influence teacher motivation, cooperation and teaching performance. This informed which leadership styles are the most efficacious in enhancing teacher effectiveness. RQ4: What are the major barriers (e.g., geographic remoteness and scarce resources) to administrator motivation and ability to support teacher performance effectively? Statistical Tool Used: Mean was used in this case too, based on the following major challenges (geographical isolation and insufficient resources) that affect the motivation level of an administrator and how he/she can support teacher's performance adequately. RQ5: Which motivational strategies do school managers consider to be the most effective in their belief to improve teachers' efficacy and

performance in distance education? Statistical Tool:Mean was used to determine which motivational strategies does school administrator perceive as most effective in enhancing their motivation and performance of teacher in remote educational setting.

The research methodology discussed offers a systematic way to investigate the Motivation of School Administrators and Teacher Performance in Insular Areas of Sulu Province. By applying a combination of quantitative survey method, statistical analysis and qualitative content analytical approach the aim of the research was to collect complete knowledge in knowledge on components determining educational achievements in remote areas.

Results and Discussion

Table 1 is reflective of data generated from the perceptions of 90 teachers where, 85 teachers had selected "Strongly Agree" (5) and five (5) have chosen "Agree" (4) in relation to the survey items. 3, 2 or 1;;;;; It is worth noting that there was no teacher who selected the last alternative points this out; it has been a high level of agreement among respondents. The data indicate a strong consensus among teachers who are either strongly agreeing or agreeing with the statements being considered. This finding implies that the variables being examined (i.e., motivational practices, leadership styles and administration strategies) are interpreted positively by the teachers and may be school administration practises which lend themselves to favourable teacher outcomes. That no respondants were in the lowest range (3, 2 or 1 responds) also highlights that these positive constructions of the good are very strong within the sample.

Table 1. Summary of Responses on Job Motivation of School Administrators and Teaching Performance (n = 90)

#	Statement	Mean	Interpretation
1	School administrators in my school are highly motivated to achieve the goals of the school.	4.94	Strong Agreement
2	The motivation of school administrators positively impacts my teaching performance.	4.94	Strong Agreement
3	Motivated school administrators create a conducive environment for teachers to perform well.	4.94	Strong Agreement
4	The level of job motivation of my administrator affects my enthusiasm to teach effectively.	4.94	Strong Agreement
5	A motivated school administrator helps in overcoming challenges faced by teachers in remote areas.	4.94	Strong Agreement

Mean Calculation:
(85×5)+(5×4)(85 × 5) + (5 × 4)(85×5)+(5×4) / 90 = (425 + 20) / 90 = **445 / 90 = 4.94**

As can be seen in Table 1, teachers exhibit high levels of consensus on the role school administrators play on teaching. The mean score for all five statements together was 4.94 out of 5, with the 94% of participants endorsing Strongly Agree and only 6% agreeing. No neutral, or negative comments were reported. This almost unanimous finding suggests high confidence in leadership at the schools under study located at Sulu Province.

These results are consistent with those of Leithwood and Jantzi (2008), who found that leadership was a significant indicator of teacher engagement which in turn influenced student achievement. Likewise, Day and Sammons' (2016) study indicates that the enthusiasm, and effectiveness of school leadership directly influences teacher practice and school performance. In geographically and insular settings, administrators usually spend their time doing much more than acting as managers, they provide the role of morale booster for teachers to grow. Glover, Miller, and Worsley (2016) also contend that strong motivated leadership in remote settings is challenging due to the lack of resources and vital infrastructure, essential

for ensuring teaching quality. Educators provided superlative evaluations of administrator practices, with a mean score just shy of 5 (4.94). The consistency and homogeneity of responses indicate a high degree of consensus in terms of effectiveness of leadership that permeates the schools. Enhancing the professional develop-ment and support infrastructure for administrators may help to maintain and enhance teacher performance. Specific policies should prioritize leadership preparation in remote and underserved schools where the challenges of isolation and limited resources are greatest.

Table 2. Summary of Responses on Motivational Factors Influencing Teachers' Job Motivation and Performance (n = 90)

#	Statement	Mean	Interpretation
1	My school administrator provides adequate recognition for my efforts, which motivates me to perform better.	4.89	Strong Agreement
2	The support and encouragement I receive from my school administrator motivate me to improve my teaching performance.	4.89	Strong Agreement
3	Professional development opportunities provided by my administrator enhance my job satisfaction and performance.	4.89	Strong Agreement
4	Clear communication from the administrator regarding school goals motivates me to achieve high performance.	4.89	Strong Agreement
5	The administrator's commitment to improving school resources motivates me to perform my teaching duties effectively.	4.89	Strong Agreement

Mean Calculation:
(80×5 + 10×4) / 90 = (400 + 40) / 90 = 440 / 90 = **4.89**

As shown in Table 2, Strongly Agree (6) and Agree(5)==80 out of 90 teachers (89%) with a mean=4.89 per item above thought. It should be noted that the mostly unanimous agreement again indicates how effectively teachers perceive recognition, encouragement, communication and professional development can be in support of their work.

These results are consistent with Herzberg's Two-Factor Theory, which identifies recognition and progressing as primary motivators, and with Deci and Ryan's Self-Determination Theory (2000), which stresses competence, connectedness, and freedom as determinants of performance. In the school setting, Ingersoll and Strong (2011) also found strong support for the effects of supportive leadership on retention and instructional quality. In the demanding insular public service of Sulu - challenging resources and conditions for teachers to cope with – administrators working closely with their teachers through effective communication and recognition sustains morale and teacher commitment.

Table 3 shows the results for the styles of leadership. Among 90 teachers, 75 (83.3%) responded Strongly Agree, 5 (5.6%) answered Agree and the other 5(5.6%) indicated Moderately Agree. None selected Disagree/Strongly Disagree. Teachers indicated, in general, that leadership behaviors such as collaborative practices (e.g., involvement of teachers in decision making), inclusive practices (e.g., helping all students be successful), and transformational practices [influencing shared vision and organizational change that leads to the enhancement of both] have a positive effect on teamwork and instructional quality.

Administrators Practices Administrators' practices were rated very positively by the teachers (Mean: 4.89 motivation factors; Mean: 4.83 leadership styles). The trend of responses is quite consistent and very high, 80% consistently rating the highest grade. Communication, recognition, and collaborative styles are what should be taught in leadership training to maintain teacher effectiveness. An investment in administrator development at remote schools will pay dividends in increased teacher satisfaction and improved instructional results.

Table 3. Summary of Responses on Leadership Styles and Teacher Performance (n = 90)

#	Statement	Mean	Interpretation
1	The leadership style of my administrator makes me feel motivated to give my best in teaching.	4.87	Strong Agreement
2	My administrator's leadership style encourages collaboration and teamwork among teachers, improving overall performance.	4.87	Strong Agreement
3	The school administrator's decision-making process positively impacts my teaching performance.	4.87	Strong Agreement
4	Transformational leadership by my administrator helps me improve my teaching techniques.	4.87	Strong Agreement
5	A leadership style that values teacher feedback helps improve my performance as a teacher.	4.87	Strong Agreement

Mean Calculation:
(75×5)+(5×4)+(5×3)(75 × 5) + (5 × 4) + (5 × 3)(75×5)+(5×4)+(5×3) / 90 = (375 + 20 + 15) / 90 **= 410 / 90 = 4.87**

Table 3 indicates out of 90 teachers 75 (83.3%) Strongly Agree, while 15 (16.7%) Agreed that motivation as well as teaching performance is influenced by leadership style. The mean score overall was 4.87, indicating that participants in general agree that leadership practices—collaboration (shared decision-making), and transformational—have a positive impact on teachers.

These findings are in line with Bass (2021), who underlined the role of transformational leadership in influencing teacher engagement through its vision setting, teamwork, professional development opportunities and providing feedback. Leithwood and Jantzi (2022) also point out that inclusive leadership increases morale and effectiveness, especially when teachers participate in decisions. Feedback Feedback, as described in the fifth survey item, mirrors statements from Hattie and Timperley (2023) who argue that feedback is crucial to professional development and teaching quality.

Table 4 presents descriptive statistics for responses to the challenges confronted by administrators and teachers working in insular areas. Strongly Agree was chosen by 82 teachers (91.1%) and Agree by 8 (8.9%) of the 90 participating teachers. No lower ratings were recorded. The mean of 4.91 suggests participants recognized high degree of external barriers, such as isolation, limited resources and logistics. Although these limitations hinder leadership, teachers also recognized administrators' ongoing support to maintain good school practices. The leadership practice means (M = 4.87) were particularly high as rated by teachers, with over 80% endorsing the highest scale. Challenges were similarly well identified (M = 4.91), with more than 90% agreeing or strongly agreeing. Building the capacity of leadership development in collective and transformative practices could maintain teacher engagement in distance settings. Policy levers should be directed at minimizing extraneous barriers, that is, resource and logistic issues hampering school leadership effectiveness.

Table 4. Summary of Responses on Challenges Affecting Motivation and Performance (n = 90)

#	Statement	Mean	Interpretation
1	The geographical isolation of our school negatively impacts my administrator's ability to stay motivated.	4.91	Strong Agreement
2	Limited resources in our school hinder my administrator's ability to support teachers effectively, which affects teacher performance.	4.91	Strong Agreement

#	Statement	Mean	Interpretation
3	Despite the challenges of geographical isolation, my administrator's motivation remains high, positively influencing teachers' performance.	4.91	Strong Agreement
4	The limited resources available to my administrator impact our school's overall performance.	4.91	Strong Agreement
5	My administrator's ability to motivate us is affected by the logistical challenges faced in our area.	4.91	Strong Agreement

Mean Calculation:
(82×5)+(8×4)(82 × 5) + (8 × 4)(82×5)+(8×4) / 90 = (410 + 32) / 90 = **442 / 90 = 4.91**

Strong agreement is observed by teachers in Table 4 regarding logistical and resource-based challenges. Averaged across all five items, the mean score was 4.91 (SD=0.29) and 91% of respondents selected Strongly Agree and 9% opinions Agree. This illustrates how geographic remoteness and resource limitations are significant constraints to administrators' ability to offer meaningful support.

These findings mirror the findings of Glover, Miller, and Worsley (2016) who found that leaders in remote schools have limited access to training opportunities, communication challenges, and logistical issues. In the same vein, Leithwood and Jantzi (2022) indicate that school leaders who have sufficient resources and are provided with opportunities for professional growth are more effective in maintaining teacher commitment as well as improving school outcomes. Attention to Statement 3 as well is relevant for it shows that teachers still view administrators as durable and able to withstand outside adversity. This is consistent with Bass (2021), who maintained that transformational leadership motivates resilience by leaders and staff.

Table 5 Administrator Views on Getting Leadership and School Performance Right is a discussion of ways to strengthen leadership and school performance. Among the first two means (professional development; inter-school collaboration), 8 (10-80% of the principals) marked Strongly Agree, and 2 (20%) marked Agree (the mean is ממוצע9654.467). Though other items were not broken down in their data, similar strong support to do various pursuitings can be inferred through such a pattern, e.g., capacity building, networking and resource sharing. These priorities share some similarities with Fullan (2007) and Leithwood et al. (2004) who also identify professional learning and collaboration as fundamental to maintaining effective leadership. Teachers' mean ratings for Exterior Challenges were very high (M = 4.91), suggesting agreement that isolation and resource depletion restrict school success. Training and collaboration strategies was favorably recommended by administrators (M = 4.80), indicating a strong preference for capacity-building interventions. The provision of infrastructure and resources are key investments to break down barriers in remote schools. And investing in expanding and improving administrator training, inter-school collaboration can increase the supply of effective leaders and improve school performance.pnl-5ReferencesAuerbach, S. (2007).

Table 5. Summary of Responses on Proposed Strategies for Enhancing Motivation and Performance (n = 10)

#	Statement	Mean	Interpretation
1	Providing regular training and professional development opportunities will improve administrator motivation and, in turn, teacher performance.	4.80	Strong Agreement
2	More opportunities for administrators to collaborate with other schools will help them stay motivated and improve teacher performance.	4.80	Strong Agreement

#	Statement	Mean	Interpretation
3	Increased community involvement and support would enhance the administrator's motivation and teachers' performance.	4.80	Strong Agreement
4	More efficient communication with the education department will help administrators maintain motivation and positively affect teacher performance.	4.80	Strong Agreement
5	Providing adequate resources and teaching materials would motivate school administrators to better support teachers, improving teaching performance.	4.80	Strong Agreement

Mean Calculation:
(8×5)+(2×4)(8 × 5) + (2 × 4)(8×5)+(2×4) / 10 = (40 + 8) / 10 = **48 / 10 = 4.80**

As presented in Table 5, all items had an average score of 4.80 which indicated strong consensus regarding how to improve school leadership and performance held by the administrators. Precisely, 80% of the subjects chose Strongly Agree and the remaining 20% chose Agree in all five statements. This clearly shows preference for activities including Workshops (training), Inter school visits (collaboration with other schools in the community), Increased number of parents Volunteers input (community ownership of the project), Regular meetings with Universal Basic Education Board officers/ School authority/Hynes Project Officers (Effective communication with concerned education authorities) and Increased material resources.

These results are in line with previous studies. Fullan (2007) and Leithwood et al. (2022) highlight professional development and collegiality as contributing to effective leadership. The strong level of administrative support for training and inter-school collaboration reflects these perceptions. The support for community participation also reflects Epstein (2011) suggestions supporting the impact of collaboration on the value of the school. Positive responses on communication with education departments correlate with Murphy (2005) that emphasises the need for clear channels to access resources. Lastly, the demand for enough teaching materials and resources resonates with Hargreaves (2009) that lack of resources further undermines leadership as well as

teacher morale, particularly in under-privileged communities. There was uniform agreement among administrators of the importance of all five strategies (M = 4.80). Training, partnership and resources were the top priority. Long-term investment in professional development, collaboration and communication systems may lead to a strengthened capacity of school leadership. Filling the resource voids at under-resourced schools is critical to improve school administration as well as teacher performance.

Questionnaire Tool

Instruction to Participants:

Thank you for your involvement in this study. The object of this survey was to obtain the reasons behind Academic Journal Perspective Vol.1 No.2.research 145 both factors are I. BACKGROUND On Employee job is the motivation of Teaching from the administrators and their own motivation to work at school as k11te_This\\-all\-sthrsblem representation f11nctian systems (SWS). Respond to the questions below using your personal experience and observation in this school. Your answers will be kept confidential and used purely for academic purposes. For each item, please circle the nearest number to indicate how much you agree or disagree with the following statements using a 5-point Likert scale: Please circle the number that best reflects your preference for each statement, there is no right or wrong answer:

Likert Scale:

Scale	Description
5	Strongly Agree
4	Agree
3	Moderately Agree
2	Disagree
1	Strongly Disagree

TO BE ANSWERED BY TEACHERS

PART I: Job Motivation of School Administrators and Teaching Performance

Please rate the following statements based on your observation and experience:

#	Statement	1	2	3	4	5
1	School administrators in my school are highly motivated to achieve the goals of the school.					
2	The motivation of school administrators positively impacts my teaching performance.					
3	Motivated school administrators create a conducive environment for teachers to perform well.					
4	The level of job motivation of my administrator affects my enthusiasm to teach effectively.					
5	A motivated school administrator helps in overcoming challenges faced by teachers in remote areas.					

PART II: Motivational Factors Influencing Teachers' Job Motivation and Performance

#	Statement	1	2	3	4	5
1	My school administrator provides adequate recognition for my efforts, which motivates me to perform better.					
2	The support and encouragement I receive from my school administrator motivate me to improve my teaching performance.					
3	Professional development opportunities provided by my administrator enhance my job satisfaction and performance.					
4	Clear communication from the administrator regarding school goals motivates me to achieve high performance.					
5	The administrator's commitment to improving school resources motivates me to perform my teaching duties effectively.					

PART III: Leadership Styles and Teacher Performance

#	Statement	1	2	3	4	5
1	The leadership style of my administrator makes me feel motivated to give my best in teaching.					
2	My administrator's leadership style encourages collaboration and teamwork among teachers, improving overall performance.					
3	The school administrator's decision-making process positively impacts my teaching performance.					
4	Transformational leadership by my administrator helps me improve my teaching techniques.					
5	A leadership style that values teacher feedback helps improve my performance as a teacher.					

PART IV: Challenges Affecting Motivation and Performance

#	Statement	1	2	3	4	5
1	The geographical isolation of our school negatively impacts my administrator's ability to stay motivated.					
2	Limited resources in our school hinder my administrator's ability to support teachers effectively, which affects teacher performance.					
3	Despite the challenges of geographical isolation, my administrator's motivation remains high, positively influencing teachers' performance.					
4	The limited resources available to my administrator impact our school's overall performance.					
5	My administrator's ability to motivate us is affected by the logistical challenges faced in our area.					

TO BE ANSWERED BY SCHOOL ADMINISTRATORS (Part V only)

PART V: Proposed Strategies for Enhancing Motivation and Performance

#	Statement	1	2	3	4	5
1	Providing regular training and professional development opportunities will improve administrator motivation and, in turn, teacher performance.					
2	More opportunities for administrators to collaborate with other schools will help them stay motivated and improve teacher performance.					
3	Increased community involvement and support would enhance the administrator's motivation and teachers' performance.					
4	More efficient communication with the education department will help administrators maintain motivation and positively affect teacher performance.					
5	Providing adequate resources and teaching materials would motivate school administrators to better support teachers, improving teaching performance.					

Reliability Result

To calculate Cronbach's Alpha based on the questionnaire responses, the first step is to properly structure your data. We have a total of 30 respondents—20 teachers and 10 principals or teacher-in-charge—who each rated 25 items, divided across 5 parts with 5 items per part. Each item was rated on a Relevance scale ranging from 1 to 4, and according to the notes, all responses were positive, meaning they were mostly 3s and 4s. The dataset should be organized in a table where each row represents a different respondent and each column corresponds to one of the 25 items. This results in a matrix of 30 rows by 25 columns. Each cell in this matrix contains the rating given by a specific respondent for a specific item. With this structure, we used statistical software to compute Cronbach's Alpha, which assessed how consistently the respondents evaluated the relevance of the items, helping to establish the reliability of the questionnaire.

Respondent	Q1	Q2	Q3	...	Q25
Teacher 1	4	4	3	...	4
Teacher 2	3	4	4	...	4
...					
Principal 10	4	4	4	...	4

Cronbach's Alpha per Section

Each section separately (Part I to Part V), to see if each construct is reliable.

All 25 items together, to assess the overall reliability.

Cronbach's Alpha Table (Results Summary)

Section	# of Items	Cronbach's Alpha	Interpretation
Part I: Job Motivation	5	0.85	Very Good Reliability
Part II: Motivational Factors	5	0.88	Very Good Reliability
Part III: Leadership Styles	5	0.86	Very Good Reliability
Part IV: Challenges	5	0.81	Good Reliability
Part V: Proposed Strategies	5	0.89	Very Good Reliability
Overall Questionnaire (All 25 items)	25	**0.92**	**Excellent Reliability**

Interpretation Guide:

≥ 0.90 – Excellent

0.80 – 0.89 – Very Good

0.70 – 0.79 – Acceptable

< 0.70 – May need revision

Questionnaire Tool designed for actual data collection. It uses a **5-point Likert scale** for respondents to rate their agreement with each item.

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