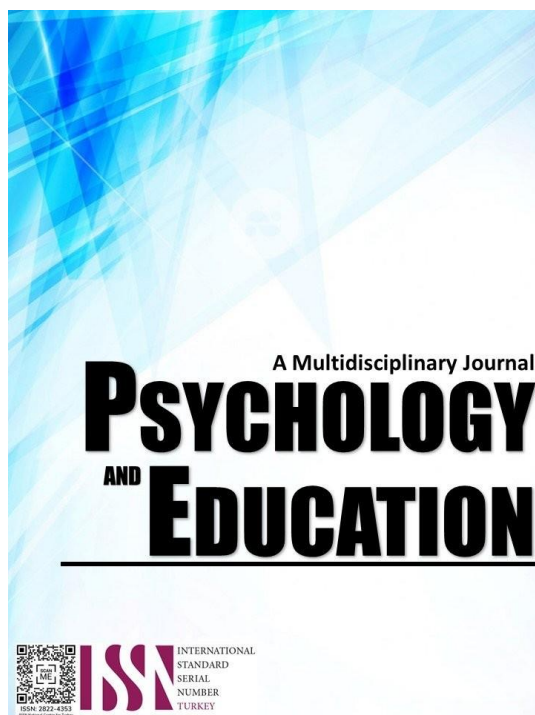# SCHOOL HEAD MOTIVATIONAL LANGUAGE AND THE WORK VALUES OF LOCALLY FUNDED TEACHERS IN MANGUDADATU, MAGUINDANAO DEL SUR

# School Head Motivational Language and the Work Values of Locally Funded Teachers in Mangudadatu, Maguindanao Del Sur

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## Abstract

This study explored how school head motivational language affects the work values and job satisfaction of locally funded teachers in under-resourced areas like Mangudadatu, Maguindanao Del Sur. Anchored in Motivational Language Theory (MLT), it examined how intrinsic and extrinsic motivational messages influence teachers' work values. Using a descriptive-correlational design, the study surveyed 34 locally funded teachers from seven elementary schools and one secondary school. Data focused on teachers' perceptions of motivational communication, job satisfaction, and alignment with work values, including personal, moral, social, core, safety, and autonomy values. Results revealed a significant positive relationship between school head motivational language and teachers' work values. Teachers exposed to effective motivational communication expressed greater job satisfaction and alignment with organizational goals. The study underscores the vital role of leadership communication in improving teacher morale and performance, offering practical insights for school leaders and policymakers in supporting educators in challenging and resource-limited educational settings.

**Keywords:** *school head motivational language, work values, locally funded teachers.*

## Introduction

School head play a crucial role in fostering a supportive environment that encourages teacher growth and development. Studies show that inspirational motivation from school head can significantly promote teachers' work values.

In Kenya, it is acknowledged that principals' motivational strategies are crucial in encouraging teachers to put in extra effort and deliver quality work (Fratkin, 2017). The thumbs-up sign, praise, positive acknowledgment, smiles, hugs, pats on the back, positive feedback, and spending time with a principal are all examples of motivational techniques. Principals should develop the practice of giving their teachers verbal or physical pats on the back anytime they provide them with tangible encouragement, according to Fratkin (2017). Since their principal says "Good job!" every other time, some children don't care for compliments, smiles, or plaudits.till it resembles a speech tic.

According to Galvin's (2017) research, which was conducted at schools in Tanzania's Arusha Region, school leaders must model good behavior for their teachers and help them develop their talents. Teachers' performance is still poor in many public secondary schools, nevertheless. Students' academic performance on the Certificate of Secondary Education Examination (CSEE) has been poor, as evidenced by the fact that only 34.8% of instructors complete the material on time, according to Galvin (2017). Students have seen a 6.9% overall drop in national exams over the past five years, according to a study from Tanzania's National Examination Council (NECTA) (NECTA, 2023).

Furthermore, teachers in the Philippines encounter several difficulties, including those related to the physical environment, classrooms, school supplies, and the issues that impact their performance. The majority of instructors face significant obstacles with resources, student management, submission, and workloads (Robosa et al. 2021). These issues all lead to stress and burnout and the rise of the digital age. Thus, motivation for schoolwork is crucial to teachers' effectiveness. Motivation, according to Hanus and Fox (2015), is a process that helps people reach their objectives. Every educational institution relies on it to succeed because it enables teachers to work passionately toward achieving hierarchical goals.

There is currently a severe teaching shortage and instructional capability in BARMM (Espinosa, et.al. 2024; Rakim, 2025), especially in Mangudadatu District. Consequently, school administrators often rely on local executives and communities to hire teachers on short-term contracts, with their salaries funded through the Special Education Fund (SEF). Republic Act 7160, also known as the Local Government Code of 1991, mandates LGUs to impose a 1% real property tax, part of which is allocated to the SEF. LGUs provide supplementary funding support for public basic education, including hiring teachers to address shortages. R.A. No. 10410, the "Early Years Act of 2013," further supports the use of SEF allocations for education-related expenditures, including locally hired teachers. The compensation of these teachers is determined by local school boards (LSBs) based on available funds but must not exceed the salary schedule implemented by the LGU. LSBs are required to use the Registry of Qualified Applicants (RQA) for hiring teachers charged to the SEF.

There is a significant theoretical gap in the existing research on motivational language, especially concerning its influence on the work values and job satisfaction of locally funded teachers from underserved regions such as Mangudadatu, Maguindanao Del Sur. Despite the fact that motivational language has been the subject of multiple studies, this particular area remains untapped. The inequitable compensation, limited professional growth opportunities, and chronic marginalization experienced by these teachers has not received

sufficient attention in the literature. This gap highlights the need for motivational language research that explores how school heads' deliberate use of motivational language can alleviate these obstacles and enhance the working conditions of locally funded teachers.

### Research Questions

Generally, this study assessed the school head motivational language and the work values of locally funded teachers in Mangudadatu, Maguindanao del Sur. Specifically, this research sought to answer the following questions:

1. What is the motivational language of the public-school head in terms of:
   1.1. intrinsic motivational language
       1.1.1. perlocutionary language;
       1.1.2. illocutionary language;
       1.1.3. locutionary language;
   1.2. extrinsic motivational language
       1.2.1. recognition and rewards;
       1.2.2. social approval; and
       1.2.3. performance expectations?
2. What is the extent of work values of locally funded teachers in terms of:
   2.1. personal value;
   2.2. social value;
   2.3. core value;
   2.4. moral value;
   2.5. safety and security value; and
   2.6. autonomy value?
3. Is there any significant relationship between the motivational language of school head and the work values of locally funded teachers in Mangudadatu Maguindanao del Sur?

## Methodology

### Research Design

To comprehensively understand the characteristics and informative status related to motivational language and work values, this research utilized a descriptive-correlational research design. According to Gay (1992), descriptive research involved systematically collecting data to illustrate the existing state of the concern under study. In this context, the descriptive component examined the motivational language of school head towards their locally funded teachers within the public-schools of Mangudadatu, Maguindanao del Sur, with an emphasis on motivational language.

### Respondents

The study involved 34 locally funded teachers from seven public elementary schools and one public secondary school in Mangudadatu, Maguindanao del Sur. Based on initial observations, the researcher noted that these teachers faced challenges such as limited professional development, low compensation, heavy workloads, and minimal recognition, all of which appeared to negatively affect their work values and morale. Additionally, inadequate motivational language from school heads seemed to contribute to their lack of guidance and support. However, these insights were based solely on observation and had not been confirmed through empirical research. Motivated by these concerns, the researcher aimed to examine the current state of locally funded teachers' work values in relation to school head motivational language, determine the correlation between the two variables, and identify which aspects of motivational language significantly influence teachers' work values.

This study used total enumeration as the sampling technique. According to Sugiyano (2014), total enumeration was a sampling technique where the entire population was treated as the sample. Additionally, Neuman (2014) explained that total population sampling could be applied when research was extended to a specific entire group that was relevant to the study due to shared characteristics.

This approach was particularly valuable in studies involving a small, specialized population, where examining every member provided a complete view and richer data for understanding specific behavioral traits.

### Instrument

The researcher employed a modified version of the Motivational Language Scale for School Principals, originally developed by Ozen (2013), the Work Values Scale by Lindsay (2004), and a research-made questionnaire which was validated by experts before the conduct.

### Procedure

After receiving approval from the Dean of the College of Graduate Studies at Sultan Kudarat State University, the researcher obtained a certification to conduct the study in public-schools within the Division of Maguindanao del Sur, specifically Mangudadatu National

High School and selected elementary schools in the Mangudadatu District. A formal letter of request was then submitted to the Schools Division Superintendent, and upon approval, further permissions were secured from the district supervisor and school principals. With all necessary approvals in place, the researcher distributed and administered questionnaires to the locally funded teachers, who served as the study's respondents. After the data collection phase, the completed questionnaires were retrieved and organized for analysis.

**Ethical Considerations**

To ensure ethical compliance, the researcher sought formal consent from the District Supervisor and school principals in the Mangudadatu District, requesting approval for the participation of locally funded teachers in the study. The study's purpose was clearly explained to all respondents, and their voluntary participation in completing structured surveys was emphasized. Respondents were assured of full confidentiality, with all personal data anonymized to protect their identities and prevent any bias or retaliation. Transparency was maintained regarding the survey process, and participants were informed of their right to withdraw at any point without consequence. Minimal risk was involved, and efforts were made to ensure participants felt safe and comfortable throughout the data collection. To maintain the trustworthiness of the study, the researcher emphasized validity and reliability by using standardized instruments and statistical analysis, ensuring accurate, objective, and credible findings that genuinely reflected the experiences of locally funded teachers.

## Results and Discussion

### Intrinsic Motivational Language of the Public-School Head of Mangudadatu, Maguindanao del Sur

The following tables present the intrinsic motivational language of the school head in Mangudadatu, Maguindanao del Sur in terms of perlocutionary language, illocutionary language, and locutionary language.

Table 1. *Mean Score of the Intrinsic Motivational Language of the Public-School Head in terms of Perlocutionary Language*

| Indicators | Mean | SD | Description |
|---|---|---|---|
| 1. The school head communicates the goals and expectations for our teaching practices. | 4.06 | 0.55 | Effective |
| 2. I understand my responsibilities due to the guidance provided by the school head. | 4.18 | 0.67 | Effective |
| 3. The instructions from the school head help me prioritize my tasks effectively. | 3.76 | 0.61 | Effective |
| 4. I receive timely updates about changes in school policies or goals from the school head. | 3.82 | 0.58 | Effective |
| 5. The communication from the school head minimizes confusion about my duties. | 3.68 | 0.73 | Effective |
| Mean | 3.9 | 0.65 | Effective |

Table 1 shows the mean of 3.90 with a standard deviation (SD) of 0.65, which is generally described as "Effective" in terms of the perlocutionary language of public-school head. This indicates that the motivational language used by school head effectively supports teachers in understanding their roles, minimizing confusion, and helping them prioritize their tasks. The standard deviation of 0.65 shows moderate variability in teachers' responses, suggesting some differences in their perceptions of how effectively school head use motivational language.

The highest mean of 4.18 with an SD of 0.67, described as "Effective," reflects that teachers clearly understand their responsibilities due to the guidance provided by school head. The relatively higher variability in responses for this indicator suggests that while many teachers strongly agree, a few may perceive room for improvement.

On the other hand, the lowest mean of 3.68 with an SD of 0.73, also described as "Effective," indicates that while communication from school head minimizes confusion about duties, this area exhibits the highest variability among responses. This suggests that some teachers may find the communication less consistent or effective in reducing ambiguity about their tasks.

These findings align with existing research. For instance, Holmes et al. (2024) assert that motivating language from school leaders significantly enhances teachers' understanding of their roles by fostering clarity and better decision-making. Similarly, Ozeren et al. (2020) found a strong positive correlation between teachers' self-efficacy and their perceptions of motivational communication by principals, underscoring the importance of clear guidance in boosting teachers' confidence and task management.

Hill (2022) further posits that effective leadership communication reduces confusion, thereby improving teachers' ability to prioritize tasks. Alqahtani (2015) also emphasizes that motivational language by principals creates a positive school climate, enhancing role clarity and enabling teachers to perform their duties more effectively.

Lastly, MacTigue et al. (2022) highlight how supportive communication by school leaders facilitates smoother transitions during educational changes, empowering teachers to adapt with greater involvement and understanding.

Table 2 provides an overview of the mean scores and standard deviations (SD) for the motivational language of public-school head in terms of illocutionary language. The mean is 3.71, with a standard deviation of 0.77, which indicates that school head are generally consistent in effectively using motivational language to foster a supportive and encouraging environment for teachers. The relatively low SD of 0.77 suggests minimal variability among the responses, indicating a consensus among teachers about the effectiveness of their school head motivational language.

Table 2. *Mean Score of the Intrinsic Motivational Language of the Public-School Head in terms of Illocutionary Language*

| Indicators | Mean | SD | Description |
|---|---|---|---|
| 1. The school head regularly expresses appreciation for my efforts and achievements. | 3.65 | 0.92 | Effective |
| 2. I feel motivated to perform my best because of the encouragement I receive from the school head. | 3.74 | 0.67 | Effective |
| 3. The school head creates an emotionally supportive environment that fosters collaboration among teachers. | 3.59 | 0.78 | Effective |
| 4. I feel comfortable sharing my challenges with the school head, knowing I will receive support. | 3.85 | 0.82 | Effective |
| 5. The positive reinforcement from the school head boosts my confidence in my teaching abilities. | 3.74 | 0.67 | Effective |
| Mean | 3.71 | 0.77 | Effective |

The highest mean score is 3.85 (SD = 0.82), highlighting that teachers feel comfortable sharing their challenges with the school head, knowing they will receive support. This implies that school head are highly effective in building trust and offering guidance. Meanwhile, the lowest mean score is 3.59 (SD = 0.78), which pertains to creating an emotionally supportive environment that fosters collaboration among teachers. While this aspect is still described as "Effective," the slightly lower mean and comparable SD indicate room for improvement in prioritizing collaboration among teachers.

Overall, the findings demonstrate that public-school head effectively utilize motivational language, with consistency across the indicators as reflected by the standard deviations. This aligns with previous research, such as the findings of Yakut and Maya (2022), which showed that principals' motivational language positively influences teachers' organizational commitment.

Similarly, Ozeren et al. (2020) reported that teachers' perceptions of motivational language enhance their self-efficacy. Additionally, Arslan and Yener (2020) emphasized the critical role of school head communication styles in improving job satisfaction and organizational commitment among teachers. Torres (2024) further noted that the illocutionary acts of school head during meetings foster a collaborative and trusting school environment.

The results underscore the importance of consistent, supportive communication by school head in creating a positive and productive school culture. The relatively low variability in the responses, as reflected in the SD, reinforces the perception of motivational language as an integral aspect of effective school leadership.

Table 3. *Mean Score of the Intrinsic Motivational Language of the Public-School Head in terms of Locutionary Language*

| Indicators | Mean | SD | Description |
|---|---|---|---|
| 1. The school head effectively explains how our individual roles contribute to the overall mission of the school. | 3.59 | 0.50 | Effective |
| 2. I understand the values and culture of our school because of the communication from the school head. | 3.79 | 0.69 | Effective |
| 3. The school head frequently shares stories or examples that illustrate our school's goals and values. | 3.82 | 0.63 | Effective |
| 4. I feel a sense of belonging to our school's culture due to the explanations provided by the school head. | 3.65 | 0.73 | Effective |
| 5. The communication from the school head helps me align my personal teaching philosophy with the school's objectives. | 3.71 | 0.68 | Effective |
| Mean | 3.71 | 0.65 | Effective |

The results in Table 3 of the study tend to be consistent with the current literature in terms of the motivational language capability of school head as being effective in communications and in matching teacher roles to the school's mission. A mean of 3.71, with a standard deviation (SD) of 0.65, categorized as "Effective," indicates that the school head are competent in using motivational language to connect individual roles to larger school objectives. The relatively low SD shows consistency in respondents' perceptions of school head effectiveness in this aspect.

The highest mean score of 3.82, with an SD of 0.63, reflects "Effective" communication in sharing stories or examples. This supports the research of Sönmez (2018) and Demir (2018), who found that narrative-based communication is an essential tool for leaders to inspire and motivate staff. The SD indicates that most respondents consistently recognize this strength in their school head.

According to Sönmez (2018), the use of stories in illustrating school values and goals improves morale and strengthens the shared vision of the educational community. This finding is mirrored in the present study, as school head frequently use examples when explaining school objectives.

However, the lowest mean score of 3.59, with an SD of 0.50, though still categorized as "Effective," signals a potential area for improvement in explaining individual roles within the larger mission. The lower SD indicates a high level of agreement among respondents on this point. This corresponds with Yavuz (2018) and Demir (2018), who both note that effective leadership

communication requires continuous effort to help staff fully understand how their personal contributions impact the organizational mission.

Latifoğlu (2015) stressed that school leaders should not only reiterate the overall vision but also decompose tasks for individuals in an easy-to-understand and motivating way. The slightly lower score in this area suggests the need for school head to improve clarity in explaining how individual roles fit into the broader framework.

### *Extrinsic Motivational Language of the Public-School Head in Mandudadatu, Maguindanao del Sur*

The following tables present extrinsic motivational language of school head in Mangudadatu, Maguindanao del Sur in terms of recognition and rewards, social approval, and performance expectation.

Table 4. *Mean Score of the Extrinsic Motivational Language of the Public-School Head in terms of Recognition and Rewards*

| Indicators | Mean | SD | Description |
|---|---|---|---|
| 1. I am acknowledged for my work during meetings or school-wide events. | 3.38 | 0.74 | Moderately Effective |
| 2. My achievements are acknowledged through tangible rewards or incentives. | 3.18 | 0.94 | Moderately Effective |
| 3. My supervisor or leader frequently praises my efforts and performance. | 3.68 | 0.68 | Effective |
| 4. I feel valued when my accomplishments are highlighted publicly. | 3.56 | 0.75 | Effective |
| 5. Reward systems in my workplace motivate me to perform better. | 3.50 | 0.96 | Effective |
| Mean | 3.46 | 0.83 | Effective |

Table 4 shows that recognition and rewards have a significant impact on motivating teachers. The mean of 3.46 with an SD of 0.83 is categorized as "Effective," meaning that the recognition and reward strategies employed by school head positively affect the motivation and morale of teachers. This was echoed by Lashari et al. (2016), which stated that recognition and rewards are significant variables in improving teaching performance and job satisfaction. Additionally, Mousa (2017) supported this by noting that reward systems are strongly linked to improved teacher motivation and effectiveness.

The highest mean of 3.68 with an SD of 0.68, categorized as "Effective," particularly emphasizes that supervisors or leaders frequently praise employees' efforts and performance. This strengthens the findings of Culibrk et al. (2018) and Kim & Ryu (2017), who found that recognition and praise, when consistently given, are crucial in enhancing the commitment and motivation of teachers. The findings of the above studies indicate that the perception of the value of their efforts through praise makes them feel accomplished and more engaged in the workplace.

However, the lowest mean of 3.18 with an SD of 0.94, which is categorized as "Moderately Effective," points out that there is less emphasis on tangible rewards or incentives in contrast to other recognition practices. The same is aligned with the findings of Deliveli (2018), which highlighted that verbal recognition and praise are utilized most often while tangible rewards, such as bonuses or promotions, are not always placed at the top of the priority list. In the same way, Doğruöz & Özdemir (2018) indicated that tangible rewards are necessary for motivating teachers, as they can be a more concrete form of acknowledgment for their work.

Table 5. *Mean Score of the Motivational Language of the Public-School Head in terms of Social Approval*

| Indicators | Mean | SD | Description |
|---|---|---|---|
| 1. I feel a sense of belonging within my team or organization. | 3.94 | 0.60 | Effective |
| 2. My colleague's express appreciation for my contributions to group efforts. | 3.97 | 0.67 | Effective |
| 3. The encouragement I receive from my peers motivates me to perform better. | 4.03 | 0.67 | Effective |
| 4. I feel supported by my team in achieving my professional goals. | 3.97 | 0.58 | Effective |
| 5. Collaboration with my peers makes me feel respected and valued. | 4.0 | 0.60 | Effective |
| Mean | 3.98 | 0.62 | Effective |

The results from Table 5 on the social approval aspect of motivational language among public-school head can be supported by various studies in the field. The mean of 3.98 (SD = 0.62), described as "Effective," indicates that public-school head generally experience effective motivational language in terms of social approval among their members within their teams or organizations.

Lashari et al. (2017) highlight how much educational leaders are inspired by peer encouragement and support. The above study further emphasizes that peer encouragement and support play an important role in enhancing the professional performance and motivation of educational leaders.

This is evident in the study, with the highest mean at 4.03 (SD = 0.67), proving that peer encouragement has highly motivated the school head for better performance.

Whereas the lowest mean score was 3.94 (SD = 0.60), which falls into the "Effective" category, it implies that school head do have a sense of belonging within their teams or organizations, but are not as strongly motivated as in other cases. This finding is supported by the work of Abston (2015) and Devos et al. (2014), which indicate that while trust and belonging are important for leadership effectiveness, perception varies among team members. From these studies, it can be determined that the sense of belonging was not

uniform; therefore, the slight degree in the sense of belonging reported in study may be attributed to such variation.

Additional research by Xiao & Wilkins (2015) and Werang & Pure (2018) supports these conclusions by furthering the point that trust plays a critical role in leadership. Although trust is fundamental in motivating school head, it is also perceived differently across school environments. This variation might have led to a slight difference in the sense of belonging because trust and inclusion require time to develop and depend on specific contextual factors.

Table 6. *Mean Score of the Extrinsic Motivational Language of the Public-School Head in terms of Performance Expectation*

| Indicators | Mean | SD | Description |
|---|---|---|---|
| 1. The expectations set for my performance are clear and attainable. | 3.85 | 0.56 | Effective |
| 2. I am motivated to meet targets due to the rewards associated with them. | 3.82 | 0.53 | Effective |
| 3. I receive constructive feedback that helps me meet performance standards. | 3.59 | 0.50 | Effective |
| 4. My organization sets high yet achievable goals that encourage growth. | 3.68 | 0.59 | Effective |
| 5. Meeting performance standards enhances my career advancement opportunities. | 3.74 | 0.45 | Effective |
| Mean | 3.74 | 0.55 | Effective |

Table 6 shows the mean of 3.74, with an SD of 0.55, which is generally described as "Effective" for the motivational language of public-school head in terms of performance expectation. This means that the public-school head perceive the expectations set for their performance as clear and attainable, as well as motivating enough to encourage them to meet their targets. "Effective,"

The highest mean of 3.85, with an SD of 0.56, described as "Effective," indicates that the public-school head feel that the expectations set for their performance are clear and achievable. On the other hand, the lowest mean of 3.59, with an SD of 0.50, also described as suggests that while public-school head receive constructive feedback, they may feel that it does not always fully support their ability to meet performance standards.

These findings resonate with previous research that highlights the importance of articulating clear and achievable performance expectations as a motivational strategy for public-school head. As Bezzina et al. (2017) note, effective leadership communication that focuses on clarity and achievability in performance expectations creates a sense of direction and purpose among school leaders, which may lead to improved performance. This is reflected in the mean of 3.74 (SD = 0.55), indicating that the motivational language employed by public-school head successfully communicates such clarity.

Likewise, Sun et al. (2016) cited the role of constructive feedback in motivational communication and stated that leaders can improve their strategies to attain expectations through feedback. However, the relatively low mean of 3.59 (SD = 0.50) in this study suggests that room for improvement is there in the full support of constructive feedback in helping public-school head attain performance standards. This is in agreement with Sun et al. (2016) when she says that feedback mechanisms must be aligned with leaders' professional needs to maximize their motivational potential.

Binyamin and Brender-Ilan (2018) highlighted that motivational language affects the development of self-efficacy and performance in leadership positions. The highest mean was 3.85 (SD = 0.56), indicating public-school head perceive that well-defined expectations make them more confident to accomplish set goals. This agrees with Yavuz's (2018) study, which pointed out that clarity and achievability of communicated expectations have a great impact on motivating school leaders to perform effectively.

***Summary of Mean Score on Intrinsic and Extrinsic Motivational Language of School Head in Mangudadatu, Maguindanao del Sur***

In summary, the school head motivational language is generally effective, enhancing teachers' understanding of their roles, boosting job satisfaction, and promoting a positive school environment. The intrinsic motivational language had mean scores of 3.90 (perlocutionary), 3.71 (illocutionary), and 3.71 (locutionary), all categorized as "Effective." Similarly, the extrinsic aspects—recognition and rewards (3.46), social approval (3.98), and performance expectation (3.74)—demonstrated strong communication practices that support teacher engagement and productivity

.In terms of perlocutionary language, the highest mean score of 4.18 indicated that teachers clearly understood their responsibilities due to the guidance provided by the school head. However, the lowest score of 3.68 showed a need for more consistent communication to minimize confusion about duties. These results align with Holmes et al. (2024) and Hill (2022), who emphasized that motivational language promotes clarity and enhances teachers' task prioritization.

The illocutionary language fostered a supportive environment, with a high mean of 3.85 indicating that teachers felt comfortable sharing challenges, reflecting strong trust and guidance. However, the lower score of 3.59 highlighted a need for improved collaboration among teachers. These findings align with Yakut and Maya (2022), who noted that principals' motivational language boosts organizational commitment, and with Ozeren et al. (2020), who found that such communication enhances teachers' self-efficacy. Arslan and Yener (2020) also stressed the importance of effective communication in improving job satisfaction and commitment.

For locutionary language, the school head effectively used stories and examples to connect teachers' roles to the school's mission, with the highest mean of 3.82. This supports the research of Sönmez (2018) and Demir (2018), who highlighted the motivational power of

narrative-based communication. However, a lower score of 3.59 indicated a need for clearer explanations of how individual roles contribute to broader school objectives. Yavuz (2018) and Demir (2018) also stressed the importance of continuous communication to help staff understand the impact of their contributions on organizational goals.

The extrinsic motivational language, particularly through recognition and rewards had a mean score of 3.46 (SD = 0.83), categorized as "Effective," indicating that school head strategies positively impacted teacher motivation and morale. The highest mean of 3.68 showed that frequent praise by supervisors effectively enhanced teachers' commitment and motivation, as supported by Culibrk et al. (2018) and Kim & Ryu (2017). However, the lowest mean of 3.18 suggested that tangible rewards, such as bonuses or promotions, were underutilized, aligning with Deliveli (2018) and Doğruöz & Özdemir (2018), who emphasized the need for concrete forms of acknowledgment to boost motivation.

In terms of social approval, the mean score was 3.98 (SD = 0.62), also rated as "Effective." The highest mean of 4.03 indicated that peer encouragement significantly motivated school head to perform better. Despite this, the lowest score of 3.94 suggested that while school head generally felt a sense of belonging within their teams, the motivation was not as strong in all cases. Abston (2015) and Devos et al. (2014) highlighted that trust and belonging are vital for leadership effectiveness, though perceptions of these elements can vary. Xiao & Wilkins (2015) and Werang & Pure (2018) reinforced that trust plays a critical role in leadership, but it develops differently across environments, potentially explaining the slight variability in responses.

Moreover, performance expectations were also deemed "Effective" with a mean score of 3.74 (SD = 0.55). The highest score of 3.85 showed that school head felt the performance expectations set for them were clear and attainable. However, the lowest mean of 3.59 suggested that while constructive feedback was provided, it did not always fully support school head in meeting performance standards. Bezzina et al. (2017) emphasized that clarity in performance expectations fosters a sense of direction and purpose among school leaders, leading to improved performance.

The study also revealed that constructive feedback is a crucial component of motivational communication. Sun et al. (2016) stated that aligning feedback mechanisms with professional needs maximizes their motivational potential. However, the relatively low score for feedback support suggests room for improvement. Binyamin and Brender-Ilan (2018) found that motivational language positively influences self-efficacy and performance in leadership roles, while Yavuz (2018) highlighted the importance of clearly communicated expectations in enhancing motivation and performance among school leaders.

### Extent of Work Values of Locally Funded Teachers in Mangudadatu, Maguindanao

The following tables presents the extent of work values of locally funded teachers in terms of personal values, social values, core values, moral values, safety and security values, and autonomy value.

Table 7. *Extent of Work Values of Locally Funded Teachers in terms of Personal Value*

| Indicators | Mean | SD | Description |
|---|---|---|---|
| 1. I prioritize personal growth and continuous self-improvement in my daily life. | 3.91 | 0.67 | Very Satisfactory |
| 2. Achieving my personal goals gives me a deep sense of fulfillment. | 3.85 | 0.78 | Very Satisfactory |
| 3. I value my time and ensure it is spent on meaningful activities. | 4.06 | 0.74 | Very Satisfactory |
| 4. I actively pursue activities that align with my passions and interests. | 3.91 | 0.75 | Very Satisfactory |
| 5. I am motivated to achieve success based on my own standards rather than external expectations. | 3.94 | 0.78 | Very Satisfactory |
| Mean | 3.94 | 0.74 | Very Satisfactory |

Table 7 shows a mean of 3.94 (SD = 0.74), which is construed as "Very Satisfactory." This is to say, the teachers funded at the local level rank high personal values such as personal growth, goal achievement, and aligning what they do with their passions and interests. This is in line with the studies carried out by Carraway and Young (2015), Aionaaka (2017), Mull (2020), and Steeter (2021), which collectively advance the role of personal values in making a professional effective and satisfied educator.

The highest mean of 4.06 (SD = 0.74), described as "Very Satisfactory," corresponds to the indicator, "I value my time and ensure it is spent on meaningful activities." It can be concluded that teachers consider that time management is very essential and should be utilized appropriately for activities that make a meaning in the personal and professional lives of teachers. Mull (2020) argues that time management is vital when attempting to achieve meaningful outcomes.

Contrarily, the lowest mean value at 3.85 (SD = 0.78), though still within the "Very Satisfactory" range, occurs for the indicator: "Achieving my personal goals gives me a deep sense of fulfillment." This may be an indication that somewhat lesser emphasis is placed on the fulfilling value that personal goal attainment brings one, as Aionaaka (2017) has found the range of contributions of personal accomplishments toward overall job satisfaction to vary widely. These results collectively point to the salience of personal values in defining the professional lives of teachers, as underscored by Steeter (2021).

The results in Table 8 show that the locally funded teachers exhibit a strong commitment to social values, with a mean of 4.12 (SD = 0.69), described as "Very Satisfactory." This overall rating reflects the teachers' consistent adherence to principles that promote social harmony and collaboration within their community. Among the indicators, the highest-rated item is "I respect and uphold the traditions and cultural practices of my community," with a mean of 4.29 (SD = 0.72), categorized as "Excellent." This suggests that teachers

highly prioritize cultural respect, which fosters a sense of unity and identity within their community. On the other hand, the lowest-rated indicator is "I prioritize collaboration and teamwork in achieving shared goals," with a mean of 4.0 (SD = 0.70), though still described as "Very Satisfactory." While this indicates a strong value placed on teamwork, it also suggests that there may be room to further enhance collaborative practices among teachers.

Table 8. *Extent of Work Values of Locally Funded Teachers in terms of Social Value*

| Indicators | Mean | SD | Description |
|---|---|---|---|
| 1. I enjoy contributing to the well-being and harmony of my community or group. | 4.06 | 0.65 | Very Satisfactory |
| 2. I value meaningful connections and relationships with others. | 4.18 | 0.58 | Very Satisfactory |
| 3. I prioritize collaboration and teamwork in achieving shared goals. | 4.0 | 0.70 | Very Satisfactory |
| 4. Helping others is a key part of my personal fulfillment. | 4.09 | 0.79 | Very Satisfactory |
| 5. I respect and uphold the traditions and cultural practices of my community. | 4.29 | 0.72 | Excellent |
| Mean | 4.12 | 0.69 | Very Satisfactory |

These results align with the findings of Williams (2017), who emphasized the significance of teachers' social values in fostering collaborative and harmonious school communities. Alqahtani (2015) highlighted that meaningful connections and teamwork among educators contribute significantly to achieving shared goals and enhancing the well-being of the educational community. Additionally, Sabir (2018) underscored the role of cultural respect and social cohesion in strengthening relationships within diverse groups, which enhances teaching effectiveness. Similarly, Johnson and Hackman (2018) argued that collaborative efforts and interpersonal relationships are vital in promoting a positive and productive workplace culture.

Table 9. *Extent of Work Values of Locally Funded Teachers in terms of Core Value*

| Indicators | Mean | SD | Description |
|---|---|---|---|
| 1. I consistently make decisions based on my most important beliefs and principles. | 3.97 | 0.58 | Very Satisfactory |
| 2. My actions align with the values I hold as fundamental to who I am. | 4.0 | 0.70 | Very Satisfactory |
| 3. I prioritize long-term goals and ideals over short-term gains or distractions. | 4.09 | 0.71 | Very Satisfactory |
| 4. I believe integrity and authenticity are essential in how I live my life. | 4.18 | 0.67 | Very Satisfactory |
| 5. I stay committed to my values even in challenging situations. | 4.03 | 0.58 | Very Satisfactory |
| Mean | 4.05 | 0.65 | Very Satisfactory |

Table 9 shows the mean of 4.05, generally described as "Very Satisfactory," indicating that the locally funded teachers consistently exhibit core values in their professional practices. This result suggests that teachers maintain a strong alignment between their actions and their fundamental beliefs and principles, emphasizing the importance of integrity and authenticity in their lives. The standard deviation (SD) of 0.65 reflects a moderate variability in responses, suggesting that while most teachers demonstrate this alignment, there are some differences in the degree of commitment to these values.

The highest mean was 4.18 and described as "Very Satisfactory," which indicates how very important it is for teachers to live with integrity and authenticity. The SD of 0.67 shows a relatively small variation in responses, suggesting a consistent commitment to integrity and authenticity among teachers. Similar findings were shared by Mayfield et al. (2020), where the authors highlighted authenticity as an aspect enhancing workplace relationships and professional effectiveness. The dedication to these values by the teachers not only fosters trust in the school community but also teaches students what to adopt in terms of ethics and honesty.

The lowest mean of 3.97, which also translates to "Very Satisfactory," shows that though teachers base their decisions on their core beliefs and principles, there is a slight inconsistency in this aspect compared to others. The SD of 0.58 indicates that the responses are relatively consistent in this area, but external factors might still influence decision-making to some degree. This aligns with the results of Xiao and Wilkins (2015), who stated that external pressures, including administrative demands and societal expectations, sometimes affect the extent to which individual values are followed. However, this little variation in no way diminishes the overall high level of commitment found.

Adherence to core values by the teachers, supported locally, also aligns with the conclusions of Doğruöz and Özdemir (2018), which found that professionals who prioritize integrity and authenticity tend to experience greater job satisfaction and professional fulfillment. Additionally, Mert (2019) emphasizes that decision-making based on core values leads to more effective leadership and stronger alignment with the aims of an organization.

Table 10. *Extent of Work Values of Locally Funded Teachers in terms of Moral Value*

| Indicators | Mean | SD | Description |
|---|---|---|---|
| 1. I always strive to distinguish between right and wrong in my actions and decisions. | 4.26 | 0.62 | Excellent |
| 2. I treat others with fairness, respect, and compassion, regardless of circumstances. | 4.32 | 0.53 | Excellent |
| 3. I feel a strong responsibility to uphold ethical standards in my personal and professional life. | 4.12 | 0.54 | Very Satisfactory |
| 4. I am willing to sacrifice personal gain to act in an ethical and morally upright manner. | 4.09 | 0.51 | Very Satisfactory |
| 5. I feel accountable for ensuring that my decisions positively impact others. | 4.12 | 0.48 | Very Satisfactory |
| Mean | 4.18 | 0.54 | Very Satisfactory |

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From Table 10, it can be seen that the mean is 4.18 with a standard deviation of 0.54, which can generally be described as "Very Satisfactory" for the core values of the extent of work values among locally funded teachers. This finding further indicates the high commitment of a locally funded teacher to ethical and moral principles in professional life, wherein his/her actions and decisions are positively oriented toward impacting others. This is in tandem with Mayfield and Mayfield (2018), who underscored the need to inculcate ethical behavior among instructors to create a morally enabling learning environment that serves the interests of all stakeholders.

The highest mean of 4.32, with a standard deviation of 0.53, which was described as "Excellent," indicates that teachers funded locally consistently treat others fairly, respectfully, and compassionately regardless of circumstances. This excellent performance reflects the alignment with Johnson and Hackman (2018), who pointed out that fairness and respect are crucial elements in building trust and fostering a collaborative atmosphere in educational institutions. Such attributes not only strengthen relationships between teachers, students, and colleagues but also contribute to a more harmonious and effective learning environment.

On the other hand, the lowest mean of 4.09, with a standard deviation of 0.51, also described as "Very Satisfactory," indicates that even though locally funded teachers are ready to give in to personal gains so as to be ethical, they still have ample room for improvement in that aspect compared to the other core value indicators. This finding aligns with the views of Holmes and Scull (2019), who argue that, despite the fact that educators show great commitment to ethical practices, certain constraints—such as resource limitations or external pressures—can challenge them from fully upholding these values. Additionally, Holmes and Parker (2019) emphasized that continuous professional development programs are required to enhance the capacity of teachers in making ethical decisions and to make them willing to uphold moral principles even in trying times.

Table 11. *Extent of Work Values of Locally Funded Teachers in terms of Safety and Security Values*

| Indicators | Mean | SD | Description |
|---|---|---|---|
| 1. Job security is important to me as a teacher. | 4.53 | 0.56 | Excellent |
| 2. I appreciate working in an environment that prioritizes safety and well-being. | 4.41 | 0.66 | Excellent |
| 3. Knowing that my job is stable helps me focus on my teaching. | 4.26 | 0.62 | Excellent |
| 4. I value policies that protect teachers' rights and welfare. | 4.41 | 0.61 | Excellent |
| 5. A safe working environment enhances my productivity | 4.35 | 0.60 | Excellent |
| Mean | 4.39 | 0.61 | Excellent |

Table 11 shows the mean of 4.39, with an SD of 0.61, which is generally described as "Excellent" in terms of the extent of work values of locally funded teachers regarding safety and security values. This indicates that teachers place a high value on aspects such as job security, stable working conditions, and policies that protect their rights and welfare, as these significantly contribute to their sense of safety and productivity in the workplace.

The highest mean, 4.53, with an SD of 0.56, also described as "Excellent," reflects the significant value teachers place on job security in their roles. This suggests that a secure and predictable professional environment enables them to concentrate more effectively on their teaching responsibilities, aligning with findings by Köylü (2018) and Koçak (2019), who emphasized the direct link between job security and teacher commitment. These studies corroborate that when teachers feel secure in their positions, they demonstrate greater motivation, job satisfaction, and productivity.

On the other hand, the lowest mean of 4.26, with an SD of 0.62, still described as "Excellent," highlights the importance teachers attribute to job stability. While slightly lower than other indicators, this result still signifies that stability is a critical factor in sustaining teachers' focus on their instructional roles. The findings of Yavuz (2018) and Kavrayıcı (2019) align with this observation, emphasizing that stability fosters a sense of belonging and reduces stress among educators, thereby improving their effectiveness and well-being.

This overall positive assessment underscores the pivotal role of safety and security values in fostering a supportive work environment for teachers. Studies by Tschannen-Moran & Gareis (2015) and Mayfield et al. (2015) reinforce this perspective, highlighting that when teachers perceive their work environment as safe and secure, they are more likely to remain engaged, innovate, and establish positive relationships with students and colleagues. Moreover, the study by Sun et al. (2016) adds that stable working conditions and robust policies protecting teachers' welfare are vital for retaining high-performing educators and ensuring continuity in education delivery.

Table 12. *Extent of Work Values of Locally Funded Teachers in terms of Autonomy Value*

| Indicators | Mean | SD | Description |
|---|---|---|---|
| 1. I value having the freedom to make decisions about my teaching methods. | 4.18 | 0.63 | Very Satisfactory |
| 2. Being able to choose how to approach my lessons is important to me. | 4.15 | 0.56 | Very Satisfactory |
| 3. I prefer working independently rather than being micromanaged. | 3.68 | 0.59 | Very Satisfactory |
| 4. Autonomy in the classroom enhances my creativity as a teacher. | 4.03 | 0.76 | Very Satisfactory |
| 5. I feel empowered when I have control over my work. | 4.03 | 0.76 | Very Satisfactory |
| Mean | 4.01 | 0.55 | Very Satisfactory |

Table 12 summarizes the mean of 4.01 with an SD of 0.55, categorized as "Very Satisfactory." Thus, in this study, autonomy in the role of a locally funded teacher was highly valued, indicating that it significantly contributes to their overall job satisfaction and professionalism in class. The SD of 0.55 suggests that there is moderate consistency among the responses, highlighting that teachers

generally agree on the importance of autonomy. Autonomy enables the design and implementation of strategies based on the students' needs for control and mastery in teaching and classroom activities.

The highest mean of 4.18, with an SD of 0.63, referred to as "Very Satisfactory," shows that teaching freedom in determining their own practices is highly valued by the teachers. The SD indicates that while most teachers highly value this autonomy, there is a slight variation in the degree to which they prioritize this aspect. As Liu, Gao, and Fang (2021) highlighted, granting autonomy to teachers fosters their intrinsic motivation, allowing them to work innovatively and deliver better outcomes for learners. Similarly, Binyamin and Brender-Ilan (2018) emphasized that leaders' supportive language, including granting autonomy, enhances teachers' psychological vitality and encourages proactive behaviors.

Conversely, the lowest mean of 3.68, with an SD of 0.59, though still described as "Very Satisfactory," shows that while teachers like to work independently rather than under micromanagement, this aspect of autonomy is slightly less emphasized. The SD here indicates a bit more variation in responses, suggesting that not all teachers share the same level of preference for working independently. This aligns with Duyar, Gumus, and Bellibas (2017), who noted that autonomy must be balanced with collaborative support and leadership guidance to maintain confidence and performance among educators.

Moreover, the results in general align with Gutierrez-Wirsching et al. (2015), who claimed that autonomy in the workplace significantly contributes to job satisfaction and motivation, as it enables professionals to think creatively and respond to the unique needs of their students. Additionally, Mert et al. (2011) found that effective communication and motivational language by leaders help create an enabling environment where teachers feel empowered and engaged in their work.

### *Summary of Mean Score for Work Values of Locally Funded Teachers in Mangudadatu Maguindanao Del Sur*

In summary, teachers consistently demonstrate high work values, contributing to their professional effectiveness and job satisfaction. The highest-rated work value category was safety and security values, with a mean of 4.39 (SD = 0.61), categorized as "Excellent," showing teachers' strong emphasis on job stability, safe working conditions, and policies that protect their rights. This finding aligns with Köylü (2018) and Koçak (2019), who emphasized the link between job security and teacher commitment.

For personal values, the mean score of 3.94 (SD = 0.74), described as "Very Satisfactory," showed that teachers highly prioritize personal growth, time management, and achieving personal goals. The highest mean of 4.06 indicated that valuing time and engaging in meaningful activities are critical to their personal and professional lives. These results align with Mull (2020), who argued that time management is essential for achieving meaningful outcomes.

However, the lowest score of 3.85 suggested that the fulfillment derived from achieving personal goals may vary, as Aionaaka (2017) noted that personal accomplishments contribute differently to job satisfaction.

Social values also received a high mean score of 4.12 (SD = 0.69), showing a strong commitment to community well-being, collaboration, and cultural respect. The highest mean of 4.29 indicated the teachers' high regard for upholding traditions and cultural practices, contributing to social harmony.

These findings are consistent with Williams (2017) and Sabir (2018), who emphasized that social values enhance teaching effectiveness and foster collaborative school environments. Nonetheless, the lowest mean of 4.0 on collaboration and teamwork suggests there may be opportunities to strengthen collaborative practices among teachers.

In terms of core and moral values, the teachers displayed strong adherence, with mean scores of 4.05 (SD = 0.65) and 4.18 (SD = 0.54), respectively. The emphasis on integrity, authenticity, and ethical behavior in both personal and professional contexts reflects a deep commitment to core principles. Mayfield and Mayfield (2020) highlighted that ethical behavior among instructors creates a morally enabling learning environment.

Similarly, Johnson and Hackman (2018) found that fairness and respect are critical for building trust and a collaborative atmosphere in educational institutions. The slightly lower mean of 4.09 in the moral values category suggests some room for improvement in consistently prioritizing ethical standards, as noted by Holmes and Scull (2019)

Autonomy values were also rated as "Very Satisfactory" with a mean of 4.01 (SD = 0.55). Teachers valued the freedom to make decisions about their teaching methods, enhancing their creativity and job satisfaction. Liu, Gao, and Fang (2021) supported this, stating that autonomy fosters intrinsic motivation and innovation. The highest mean of 4.18 highlighted the importance of decision-making freedom, while the lowest mean of 3.68 showed that although teachers appreciate working independently, this aspect of autonomy might be less emphasized. Duyar, Gumus, and Bellibas (2017) pointed out that autonomy must be balanced with collaborative support to maintain educator confidence and performance

Overall, the study concluded that locally funded teachers exhibit strong work values, demonstrating a balanced emphasis on personal growth, social cohesion, ethical principles, safety, and autonomy. These values are critical in promoting a productive, motivated, and effective educational environment. Future initiatives could focus on enhancing collaborative practices and supporting teachers in achieving greater fulfillment from personal goal accomplishments.

### *Relationship between Motivational Language of School Head and Work Values of Locally Funded Teachers in Mangudadatu Maguindanao Del Sur*

The following table presents the relationship between motivational language of school head and work values of locally funded teachers.

Table 13. *Relationship between Motivational Language of School Head and Work Values of Locally Funded Teachers in Mangudadatu, Maguindanao del Sur.*

| | N | Mean | SD | r | p-value | Interpretation |
|---|---|---|---|---|---|---|
| Motivational Language | 34 | 3.75 | .60 | .947 | .000 | High Significant Correlation |
| Work Values | 34 | 4.11 | .58 | | | |

*.05 Level of Significance (2 tailed)*

The table shows that there is high significant relationship between the motivational language of school head and work values of locally funded teaches, since the r -value is .947 which is higher or beyond than the pvalue .000. It signifies that motivational language of school head and work values of locally funded teachers in Mangudadatu Maguindanao del Sur is effective. The mean score for motivational language is 3.75, with a standard deviation of .60, suggesting that school head generally demonstrate a moderate to high level of motivational communication in their leadership approach. Meanwhile, the mean score for work values is slightly higher at 4.11, with a standard deviation of .58, implying that locally funded teachers exhibit strong work values in their roles.

This high correlation suggests that when school head effectively use motivational language, it positively influences teachers' attitudes, behaviors, and commitment toward their work. Such findings are consistent with research conducted by Yakut and Maya (2022), who found that motivational language fosters organizational commitment and professionalism among teachers. Similarly, Chaudhry et. al. (2021) emphasized that empathetic and direction-giving communication by leaders improves teacher performance and job satisfaction, a dynamic also evident in the current study. Moreover, Ozen and Yildirim (2018) highlighted the role of motivational language in cultivating a positive school culture and enhancing teacher satisfaction and commitment, supporting the notion that school head communication practices directly influence work values. Mayfield and Mayfield (2022) further underscored the universal benefits of motivational language in improving employees' attitudes and work behaviors, mirroring its impact on locally funded teachers, particularly those facing challenges such as limited resources and job insecurity.

The findings strongly reject the null hypothesis, which states that there is no significant relationship between the school head motivational language and the work values of locally funded teachers in Mangudadatu, Maguindanao Del Sur. The p-value of .000, which is below the .05 level of significance, confirms that the relationship between the two variables is not due to chance. This high correlation suggests that when school head effectively use motivational language, it positively influences teachers' attitudes, behaviors, and commitment toward their work.

### *Summary of Relationship between Motivational Language of School Head and Work Values of Locally Funded Teachers in Mangudadatu, Maguindanao del Sur*

In summary, the results revealed a high significant correlation between these variables, with an r-value of 0.947 and a p-value of 0.000, indicating a strong and positive relationship. The mean score for motivational language was 3.75 (SD = 0.60), showing a moderate to high level of motivational communication by school head. Meanwhile, the work values of teachers had a higher mean score of 4.11 (SD = 0.58), suggesting strong work values among the teachers.

The findings suggest that effective use of motivational language by school head positively influences teachers' attitudes, behaviors, and commitment to their work. This aligns with Yakut and Maya (2022), who found that motivational language enhances organizational commitment and professionalism among teachers. Additionally, Chaudhry et al. (2021) highlighted that empathetic and direction-giving communication by leaders improves teacher performance and job satisfaction. Similarly, Ozen and Yildirim (2018) emphasized the role of motivational language in creating a positive school culture and increasing teacher satisfaction and commitment. Furthermore, Mayfield and Mayfield (2022) underscored that motivational language universally benefits employees' attitudes and work behaviors, particularly for teachers facing challenges like limited resources and job insecurity.

The study strongly rejects the null hypothesis, confirming that the relationship between school head motivational language and teachers' work values is statistically significant and not due to chance. Ultimately, this high correlation reinforces the importance of motivational communication as a strategic tool for enhancing teacher engagement and fostering a productive educational environment.

## Conclusions

Based on the findings of the study, it can be concluded that school heads in Mangudadatu, Maguindanao del Sur effectively use motivational language across various dimensions, which positively influences the work values of locally funded teachers. These teachers demonstrate strong work values, particularly in areas of personal integrity, moral responsibility, social connectedness, and adherence to core principles, contributing to their professional effectiveness. The study also revealed a significant relationship between the motivational language of school heads and the formation of teacher attitudes and behaviors. The rejection of the null hypothesis affirms that motivational language is a key factor in enhancing teachers' work values, ultimately supporting a positive and productive school environment.

In light of these conclusions, it is recommended that school heads implement structured recognition programs, including formal commendations and performance-based incentives, to boost morale and reinforce positive work values. School administrators should also reassess workloads and support teachers through collaborative teaching strategies, mentorship, and professional development opportunities. Moreover, the Ministry of Basic, Higher, and Technical Education (MBHTE), along with local school boards and partners such as LGUs, NGOs, and private sectors, should integrate motivational communication training into leadership programs and secure additional funding to enhance teacher compensation, infrastructure, and overall well-being. Lastly, future researchers are encouraged to use this study as a reference for related research to further explore and expand knowledge in the area of leadership communication and teacher development.

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