

Perceived School Head Leadership Style and Environmental Factors as Determinants of Professional Motivation of Teachers: A Multiple Linear Regression Analysis

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ABSTRACT

Poor professional motivation is a global concern. The significance of the contribution of school head leadership style and environmental factors as causes of professional motivation of teachers was determined. Using a diagnostic research design and surveying 234 teachers selected through total enumeration sampling, the multiple linear regression analysis revealed that school head leadership style does not significantly influence teachers' professional motivation; whereas environmental factors do, partly affirming the Path-Goal Theory of Leadership that emphasizes the leader's role in facilitating conditions that enhance motivation. Future research should examine additional variables and use qualitative approaches to gain deeper insight into teachers' professional motivation, while school leaders are encouraged to strengthen programs that enhance the educational work environment to better support and sustain motivation.

Keywords: Perceived school head leadership style, environmental factors, professional motivation of teachers, multiple linear regression analysis

INTRODUCTION

The Problem and Its Scope

In the global education context, teachers' poor professional motivation has become an emerging concern. Across various regions, teachers demonstrate poor professional motivation. Global educational assessments emphasize that teachers' poor professional motivation plays a crucial role. However, international surveys indicate that the poor professional motivation of teachers varies widely across countries (OECD, 2023).

The recent studies in the United States reported its concern within the education system about the noticeable variations in poor professional motivation among teachers (Kraft & Lyon, 2023). In China, research examining teacher engagement revealed poor professional motivation of teachers. (Liu & Hallinger, 2023). Similarly, studies conducted in Indonesia show that poor professional motivation of teachers varies across schools and educational contexts (Suryani & Widodo, 2023).

Empirical research conducted among public school teachers in the Philippines demonstrates that poor professional motivation of teachers remains an important area of investigation within the educational sector. These studies emphasize that poor professional motivation of teachers continues to disturb the field of Philippines education (Tolentino et al., 2023).

The persistence of poor professional motivation among teachers carries significant consequences for educational institutions and the overall learning environment. These conditions may influence teachers' participation in teaching activities, professional development, and other academic responsibilities within educational institutions. Furthermore, poor professional motivation among teachers may affect the overall functioning of schools and the delivery of effective educational services to learners (Collie, 2023). The consequences of this problem triggered the pursuit of this research.

Significance of the Study

This study matters because it supports the bigger goal behind Sustainable Development Goal 4, to make quality education truly accessible and fair for everyone, and to encourage lifelong learning. The Department of Education wants every Filipino learner to get a quality, relevant education they can actually access.

For Holy Cross of Davao College, the research lines up with the school's own mission to deliver education that's both transformative and grounded in strong values. The insights here can help school leaders create better environments for teachers, boosting their commitment and motivation. When teachers feel supported and inspired, they're able to help shape students who are not just competent, but also ethical and socially responsible.

Statement of the Problem

This research is set to figure out the significance of the contribution of the perceived school head leadership style and environmental factors as determinants of professional motivation of teachers. Specific goals are focused on.

1. The study evaluates the degree of school head leadership style in terms of communication, expertise in directing, self-confidence, and respect for subordinates. Subsequently, the study aims to assess the level of environmental factors regarding supportive leadership, behavior policy, collegiality, and compliance. Finally, it seeks to determine the degree of teachers' professional motivation in terms of autonomous and controlled motivation.

The study aims to determine the significance of the correlation between the school head leadership style, environmental factors, and the professional motivation of teachers.

The study aims to analyze the significance of the individual and combined influence of school head leadership style and environmental factors as determinants of the professional motivation of teachers.

Hypotheses

The two null hypotheses were tested at a 0.05 significance level:

Ho1. There's no significant correlation between the school head's leadership style, environmental factors, and the professional motivation of teachers.

Ho2. Neither the individual nor the combined influence of the school head's leadership style and environmental factors significantly determines teachers' professional motivation.

Theoretical Framework

Robert J. House's Path-Goal Theory of Leadership (1996) says a leader's main job is to boost motivation, satisfaction, and performance by showing people the way to reach their goals and clearing up whatever gets in the way. Leaders become more effective when they tailor their approach to fit what their team needs and what the situation demands. They provide direction, support, and rewards to help followers see what actions will get results and how those efforts will be recognized. The theory identifies several leadership styles, such as directive, supportive, participative, and achievement-oriented; furthermore, it suggests that leaders transition between these styles based on the specific team and situational context. What really matters, according to Path-Goal Theory, is a leader's ability to organize the environment so people stay motivated and the group achieves its goals.

In this study, the school head's leadership is defined by how well they communicate, their expertise in directing, their self-confidence, and their respect for subordinates. These qualities all play a part in helping teachers see the path to their goals. Environmental factors, such as supportive leadership, clear behavior policies, collegiality, and compliance, also contribute to this clarity. When it comes to the professional motivation of teachers, the study looks at both intrinsic (autonomous) and extrinsic (controlled) motivation, tying them directly to how motivated followers feel.

This research focuses only on the influence of clarifying the path to goal achievement on teacher motivation. It leaves out the part of the original theory that deals with removing obstacles to reaching those goals.

Conceptual Framework

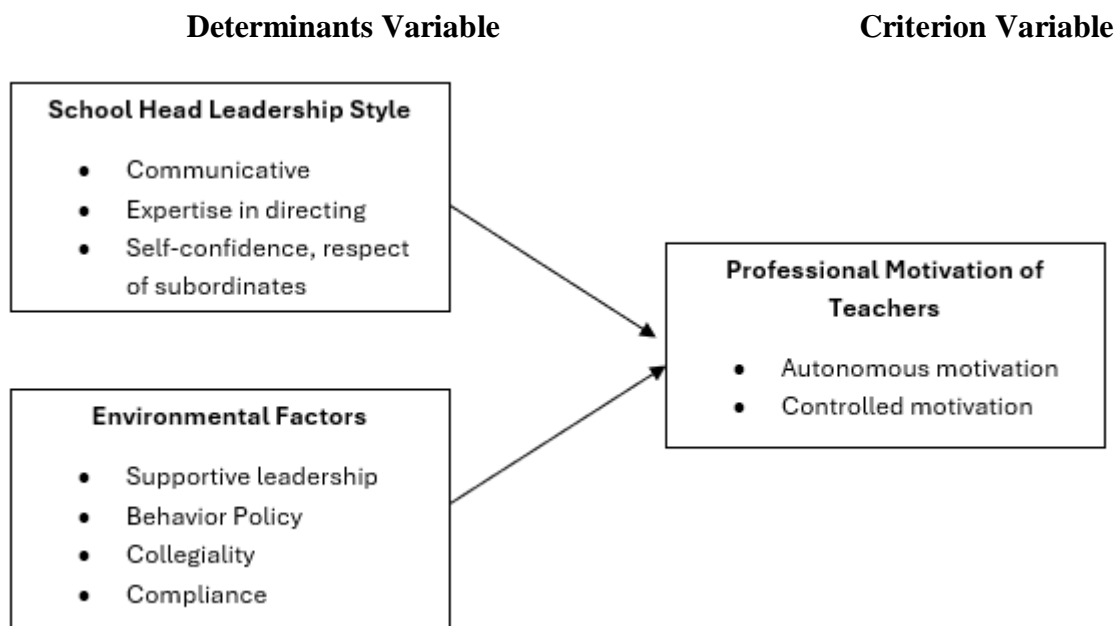


Figure 1. Conceptual Framework of the Study

METHODOLOGY

This section involved the description of the research design, locale of the study, sample and sampling technique, data analysis technique, and ethical consideration.

Research Design

This study used a diagnostic research design. Basically, that means the research didn't just look at what was happening, it dug deeper to figure out why things were happening in the first place. The goal is to get to the bottom of a problem, find out what's really causing it, and look at all the factors that come into play. By doing this, researchers don't just describe an issue; they try to understand its roots so they can come up with real solutions. To do this, they systematically collect and analyze data, looking for connections between different variables that explain why a specific problem exists (Velu, 2023).

Diagnostic research design is utilized when researchers aim to determine the causes or contributing factors of an existing problem or phenomenon. It is commonly applied in situations where a problem has already been identified, and the objective is to investigate the reasons behind it (EVS Institute, 2025). Diagnostic research design offers several advantages for researchers and organizations, particularly an in-depth understanding of problems, data-driven decision making, identification of effective solutions, improvement of organizational or social practices, and predictive insights for future problems (Velu, 2023).

Locale of the Study

This study was conducted in all public elementary schools in the Bunawan District under the Schools Division Office of Agusan del Sur. The district serves learners from diverse socio-economic and geographical backgrounds and operates under the policies and standards of the Department of Education (DepEd). As a developing rural district, it provides a relevant context for examining teacher-related variables, particularly how leadership practices and school environmental conditions influence teachers' professional motivation and engagement in their work.

Sample and Sampling Technique

This study involved 232 public elementary school teachers, covering all employment levels. They worked as regular teachers during the 2025-2026 school year.

The total enumeration sampling technique was used in this study. This non-probability method includes all members of the population who meet specific criteria rather than selecting a subset, making it suitable for small, accessible populations where complete representation is important. It is commonly applied in educational, health, and social science research to avoid sampling bias and obtain precise insights. This approach offers the advantages of increased credibility and reliability, ensuring that the results accurately reflect the conditions of the entire population (Taherdoost, 2023).

Data Gathering Technique

The research used a survey to gather data. Surveys are straightforward: they rely on structured questions, often in the form of questionnaires or interviews, to learn about people’s attitudes, opinions, behaviors, or backgrounds. This approach makes sense when you want consistent information from a fairly big group, and you hope to generalize your findings. A big plus here is efficiency; it’s much quicker and less expensive to reach many respondents with a survey than some other methods. Surveys also give you standardized answers since everyone responds to the same questions, so the data ends up being easy to compare and analyze statistically (Goodfellow, 2023).

Data Analysis Technique

This study uses three main data analysis methods: descriptive statistics, correlation analysis, and regression analysis.

Descriptive analysis summarizes and organizes data to show central tendencies. It is used at the initial stage of analysis to identify patterns, trends, and gain a comprehensive understanding before further statistical tests. Its advantages include simplifying complex data and providing a foundation for inferential analysis and decision-making (Siregar, 2025; Alabi, 2023).

Correlation analysis looks at how strongly two or more variables are connected and in which direction. It doesn't change anything, just tracks how things move together. It is applied when examining associations, such as between motivation and performance, using Pearson's r moment correlation. Its advantages include quantifying relationships and providing a basis for further research (Sitorus & Albina, 2025).

Regression analysis goes a step further. It digs into how one or more predictor variables actually affect an outcome, giving us a clearer picture of what drives the results. It is used to quantify relationships and assess variable effects, particularly based on the unstandardized and standardized beta coefficient. Its main advantage is providing insight into the strength and direction of relationships, supporting data-driven decision-making and hypothesis testing (Khan, 2023).

To describe the level of the variable, the following scales and descriptions are used.

Mean Range	Interval	Descriptive Level	School Head Leadership Style	Environmental Factors	Professional Motivation of Teachers
3.26 – 4.00		Very High	Very effective	Highly conducive environment	Extremely motivated
2.51 – 3.25		High	Effective	Favorable environment	Strongly Motivated

1.76 – 2.50	Low	Less effective	Suboptimal environment.	Slightly motivated
1.00 – 1.75	Very low	Ineffective	Unfavorable environment	Not motivated

Standard Deviation Value of Ranges and Interpretation

SD Value Ranges	Interpretation
0.00 - 0.50	Very low variability/ responses are very consistent
0.51 - 1.00	Low variability / responses are relatively consistent
1.01 - 1.50	Moderate variability/ responses show some differences
1.51 - 2.00	High Variability/ responses vary significantly
Above 2.00	Very high variability / responses are highly dispersed

For the interpretation scale of R-value, the following scheme is used as

proposed by Guilford (1956):

Pearson R-values	Interpretation
+/- 1.00	Perfect correlation
Between +/- 0.75 – +/- 0.99	High correlation
Between +/- 0.51 – +/- 0.74	Moderately high correlation
Between +/- 0.31 – +/- 0.50	Moderately low correlation
Between +/- 0.01 – +/- 0.30	Low correlation
0.00	No correlation

To describe the influence, the following standard is the basis:

β – Value Range	Strength of Influence
+ 0.00 - + 0.09	Very Weak
+ 0.10 - + 0.29	Weak
+ 0.30 - + 0.49	Moderate
+ 0.50 - + 0.69	Strong
+ 0.70 and above	Very Strong

Ethical Considerations

Ethics came first at every step of this research. I followed all the main guidelines, especially those from the Society for Moral Integrity and Legal Ethics (SMILE) at Holy Cross of Davao College. Before anything else, I made sure everyone who took part knew exactly what the study was about and how it would work. They understood they could walk away anytime if they wanted. I made protecting participants a priority, kept things honest, minimized any risks, and made sure everyone's privacy stayed intact.

RESULTS

This section breaks down the study’s main analyses; descriptive stats, correlation, and regression.

Descriptive Analysis

It shows the details about the key variables: school head leadership style, environmental factors, and teachers’ professional motivation. There’s info about the sample size, standard deviation, mean, and the descriptive level for each variable.

Table 1. Descriptive Table (N=234)

Variables	SD	Mean	Descriptive Level
School Heads Leadership Style	0.58	3.43	Very High
Communicative	0.59	3.47	Very High
Expertise in Directing	0.65	3.39	Very High
Self-Confidence, Respect for Subordinates	0.58	3.46	Very High
Environmental Factors	0.41	3.53	Very High
Supportive Leadership	0.60	3.46	Very High
Behavior Policy	0.46	3.51	Very High
Collegiality	0.47	3.57	Very High
Compliance	0.43	3.58	Very High
Professional Motivation	0.37	3.67	Very High
Autonomous Motivation	0.40	3.66	Very High
Controlled Motivation	0.39	3.68	Very High

Table 1 makes things pretty clear. School head leadership style got a mean score of 3.43, which counts as very high, so respondents see their school leaders as really effective. The standard deviation is 0.58, showing that most people answered similarly. For environmental factors, the mean jumps even higher to 3.53. That means, overall, people find their work environment very positive. Specifically, the data shows a lower standard deviation of 0.41, which confirms that the responses do not deviate significantly from the average. Regarding professional motivation, the calculated mean is 3.67. Respondents are extremely motivated in their work. The standard deviation here is just 0.39, so answers are consistent across the board. In short, the data paints a picture of strong leadership, a great environment, and a highly motivated group.

This indicates that all variables were interpreted at a very high level, suggesting highly effective leadership practices, favorable environmental conditions, and strong professional motivation among teachers. Among the three variables, professional motivation appeared to be the strongest, followed by environmental factors, while school head leadership style was also rated very positively.

Correlation Analysis

Table 2 breaks down the correlations between the variables: the determinants, the criterion variable, their R-values, p-values, the decisions on the null hypothesis, and what those results actually mean.

Table 2. Correlation Table

Determinants	Professional Motivation			
	R	p-value	Decision on H ₀	Interpretation
School Heads Leadership Style	.510	.000	Reject	Significant
Environmental Factors	.660	.000	Reject	Significant

Table 2 shows that the p-value for the school head leadership style is 0.000, which falls below the 0.05 confidence level, leading to the rejection of the null hypothesis. This means there’s a significant link between the two variables, and with an R-value of 0.510, the correlation is moderate. Now, looking at the environmental factors, the p-value is also 0.000, again under 0.05. The null hypothesis gets rejected here as well. The R-value is 0.660, which indicates the correlation is moderate.

Both school head leadership style and environmental factors were found to have significant relationships with the outcome variable. However, environmental factors showed a stronger association compared to the school head leadership style.

Regression Analysis

Table 3 shows the results from the regression analysis. You’ll find all the main details there: the determinants, Beta coefficients, standard errors, t-values, p-values, whether or not to reject the null hypothesis, and what those findings mean.

Table 3. Regression Analysis

Determinants	Professional Motivation					
	Beta B	S.E	T	p-value	Decision on H ₀	Interpretation
Constant	1.572	.158	9.96	.000	Rejected	
School Head Leadership Style	.060	.044	1.37	.174	Fail to reject	Not significant
Environmental Factors	.536	.062	8.61	.000	Rejected	Significant

Table 3 lays it out pretty clearly. The Beta coefficient for the school head’s leadership style is just 0.060, and the p-value sits at 0.174, well above the 0.05 threshold. That means leadership style doesn’t really move the needle when it comes to teachers’ professional motivation. If the leadership style changes, there’s barely any noticeable difference in motivation. Environmental factors tell a different story. The Beta coefficient jumps to 0.536 with a p-value of 0. Every unit increase in environmental factors brings a 0.536-unit boost in motivation. Looking at everything together, the R² is 0.440. With a p-value of 0.000, it’s clear that both leadership style and environmental factors, when combined, have a significant overall impact on teachers’ professional motivation. However, it’s the environment that matters most here.

Environmental factors showed a strong and significant influence on teachers’ professional motivation, whereas school head leadership style demonstrated a weak and non-significant influence. However, when considered together, both variables collectively exhibited a significant influence on teachers’ professional motivation.

SUMMARY OF FINDINGS

1. The school head leadership style, environmental factors, and the professional motivation of teachers are significantly correlated.
2. The influence of school head leadership style as a determinant of professional motivation of teachers is not significant. Conversely, the influence of environmental factors on the criterion is significant.
3. There is a significant combined influence of school head leadership style and environmental factors as determinants of professional motivation of teachers.

DISCUSSIONS

This chapter covers the discussion, draws conclusions, and offers some recommendations.

School Head Leadership Style, Environmental Factors, and Professional Motivation of Teachers are Significantly Correlated.

This current study found that school head leadership style, environmental factors, and professional motivation of teachers are significantly correlated. It supports the study of Virgana (2024). Claiming that leadership style and environmental factors both have a direct and significant effect on teachers' work motivation. Especially, the findings highlight that supportive leadership behaviors and conducive working conditions enhance motivation levels among teachers. Furthermore, this current study affirmed that a supportive institutional environment characterized by strong leadership support, collegial relationships, and professional development opportunities has been shown to enhance teachers' motivation and overall performance (Guo, 2023). However, it contrasts with the study of Yasser (2021), stating that the relationship between environmental factors and teacher motivation is not always consistent.

The Influence of School Head Leadership Style as a Determinant of Professional Motivation of Teachers is not significant. Conversely, The Influence of Environmental Factors on the Criterion is Significant.

The current study found that school head leadership style does not significantly influence teachers' professional motivation, while environmental factors do. It supports the study of Guo (2023), indicating workplace conditions such as collegial support, workload, and institutional climate are stronger determinants of teacher motivation than leadership practices alone.

This further affirmed that the environmental and organizational climate variables significantly predict teacher motivation and engagement, while leadership influence becomes less direct when contextual factors are accounted for (Sun, 2024). However, this finding clashes with research that says leadership style strongly affects teachers' motivation. Other studies point out that effective leadership is still one of the main forces behind how motivated teachers feel (Virgana, 2024).

School Head Leadership Style and Environmental Factors serve as Determinants of the Professional Motivation of Teachers.

The current study found that the combined influence of school head leadership style and environmental factors as determinants of teachers' professional motivation is significant. It supports the study, which revealed that leadership practices and workplace environment jointly and significantly predict teachers' motivation and performance outcomes (Virgana, 2024).

This current study further affirms the research showing that the interaction of leadership behavior and a supportive organizational climate create a stronger combined effect on teacher motivation than either factor operating independently (Sun, 2024). However, this present finding contradicts Guo (2023), who claimed that the environmental factors outweigh leadership influence, resulting in an insignificant combined predictive effect of leadership on teacher motivation.

CONCLUSION

The results show that a school head's leadership style doesn't really affect how motivated teachers feel about their work. On the other hand, environmental factors have a big impact, measured at 0.536 on teacher motivation. This outcome provides partial support for the Path-Goal Theory of Leadership. The theory says leaders should boost motivation, satisfaction, and performance by making the path to goals clear and getting obstacles out of the way. Here, it turns out the environment plays a much bigger role in motivation than leadership style does.

RECOMMENDATION

To account for the remaining 56% variance in teachers' professional motivation, it is recommended for future research to explore additional variables not included in the present study. Expanding the scope of investigation to include other potential determinants, such as personal, organizational, and socio-cultural factors, may provide a more comprehensive understanding of what drives professional motivation of teachers. Moreover, the use of qualitative research approaches is encouraged to explore emerging themes, capture in-depth perspectives, and identify underlying factors that may not be fully explained through quantitative methods alone. Furthermore, school leaders may implement and strengthen programs that enhance the educational working environment towards the maximum attainment of professional motivation of teachers.

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