

Personal Motivation and Satisfaction to School Leaders Among Elementary Teachers: Correlation and Regression Approach

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ABSTRAK

Banyak guru mengalami penurunan motivasi dan ketidakpuasan karena kurangnya dukungan dari pemimpin sekolah, yang pada akhirnya berdampak pada kualitas pengajaran dan pembelajaran. Penelitian ini bertujuan untuk menganalisis hubungan antara motivasi dan kepuasan guru terhadap kepemimpinan sekolah dengan menggunakan pendekatan korelasional dan regresi. Penelitian ini menggunakan desain penelitian deskriptif-korelasional kuantitatif. Sebanyak 61 guru sekolah dasar berpartisipasi dalam penelitian ini sebagai responden, yang dipilih melalui pengambilan sampel acak sederhana. Data dikumpulkan dengan menggunakan kuesioner penelitian yang telah divalidasi yang terdiri dari dua bagian: motivasi dan kepuasan. Instrumen penelitian ini telah melalui uji reliabilitas dengan Cronbach's alpha untuk memastikan konsistensi dengan menggunakan instrumen berupa lembar kuesioner. Analisis data menggunakan statistik deskriptif, korelasi Pearson product-moment, korelasi Spearman rho, uji chi-square, regresi kuadrat terkecil (ordinary least square/OLS), dan regresi logit untuk menentukan kekuatan dan arah hubungan antar variabel. Hasil regresi lebih lanjut menunjukkan bahwa peningkatan kepuasan terhadap kepemimpinan sekolah memprediksi tingkat motivasi guru yang lebih tinggi. Sehingga, dapat disimpulkan bahwa meningkatkan praktik kepemimpinan di sekolah dapat secara signifikan berkontribusi terhadap peningkatan motivasi guru, yang pada akhirnya meningkatkan kualitas pengajaran dan kinerja sekolah secara keseluruhan. Oleh karena itu, disarankan agar para pemimpin sekolah menerima pelatihan yang ditargetkan untuk mengembangkan keterampilan kepemimpinan yang dapat meningkatkan kepuasan dan motivasi guru.

ABSTRACT

Many teachers experience decreased motivation and dissatisfaction due to a lack of support from school leaders, which ultimately impacts the quality of teaching and learning. This study analyzes the relationship between teachers' motivation and satisfaction with school leadership using correlational and regression approaches. This study used a quantitative descriptive-correlational research design. Sixty-one primary school teachers participated in this study as respondents, who were selected through simple random sampling. Data were collected using a validated research questionnaire consisting of motivation and satisfaction. The research instrument was subjected to a reliability test with Cronbach's alpha to ensure consistency using the instrument in the form of a questionnaire sheet. Data analysis used descriptive statistics, Pearson product-moment correlation, Spearman rho correlation, chi-square test, ordinary least square (OLS) regression, and logit regression to determine the strength and direction of the relationship between variables. The regression results further showed that increased satisfaction with school leadership predicted higher levels of teacher motivation. It is concluded that improving school leadership practices can significantly contribute to increased teacher motivation, improving teaching quality and overall school performance. Therefore, it is recommended that school leaders receive targeted training to develop leadership skills that can increase teacher satisfaction and motivation.

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1. INTRODUCTION

Motivation and satisfaction are central to understanding human behavior in work, education, and personal development. Motivation drives goal achievement, while satisfaction reflects the fulfillment of these goals. Satisfaction measures how well needs and expectations are met and followed goal achievement. High job satisfaction improves performance and reduces turnover. Customer satisfaction affects loyalty, and life satisfaction encompasses overall well-being (Afendi & Ghofur, 2021; Akosile & Ekemen, 2022). Motivation and satisfaction form a cycle where achieving goals enhances future motivation. Understanding these dynamics helps create environments fostering growth and fulfillment. Personal motivation among school leaders is crucial for fostering an effective educational environment. School leaders shape their institutions' academic and cultural climate, with motivation influencing their leadership style, decision-making, and performance (Rejón-Guardia et al., 2023; Skaalvik, 2020). Intrinsic motivation, driven by personal satisfaction and fulfillment, leads to job satisfaction and resilience, while extrinsic motivation, such as salary and recognition, is also important. Effective leaders balance both types of motivation to maintain drive. Motivated leaders develop clear goals, commit to improvement, and foster a collaborative culture. They are resilient, adaptable, and effective problem-solvers. Enhancing motivation through professional development, support networks, recognition, work-life balance, and autonomy ensures a thriving educational environment (Ballesteros et al., 2023; Zhang & Liu, 2022).

Personal satisfaction among school leaders significantly affects their institutions' effectiveness, well-being, and success. Principals and administrators play a role in shaping the educational environment and school culture that influence leadership styles, decision-making, and student learning outcomes. Key satisfaction components include job fulfillment, a positive work environment, professional growth opportunities, recognition, and work-life balance. Job fulfillment involves achieving professional goals and positive student success (Liu et al., 2021; Shaari et al., 2022). In addition, a collaborative work environment and strong colleague relationships can increase job satisfaction, while continuous learning, recognition, and work-life balance help prevent burnout and maintain well-being. Satisfied leaders are more motivated, committed, innovative, and effective decision-makers, positively impacting school culture and climate. Previous research examining school leaders' motivation and personal satisfaction from the perspective of primary school teachers highlighted the importance of motivated leaders in creating a positive school climate, which contributes to improved teacher morale and student learning outcomes (Al-maaitah et al., 2021; Siraj et al., 2020). However, the reality shows a gap between expectations and reality. Based on previous observations and research, many teachers report low levels of job satisfaction due to a lack of motivation and support from school leaders. External factors such as excessive workload, lack of professional development opportunities, and lack of recognition for teachers' contributions lead to high teacher turnover rates (Han et al., 2022; Liu et al., 2021; Siraj et al., 2020).

Intrinsic motivation, rooted in a passion for education and student success, cultivates supportive environments. Satisfied leaders demonstrate resilience, adaptability, and proactive problem-solving, enhancing the overall educational experience. Teachers perceive motivated leaders as approachable and supportive, improving communication and relationships. Balancing intrinsic and extrinsic motivations sustains leaders' satisfaction (Shin & Bolkan, 2021; Zavyalova, 2020). Professional development and recognition are crucial, in enhancing leadership effectiveness and maintaining a productive school environment. Elementary teachers value these factors, recognizing their impact on school dynamics and educational quality. Understanding personal motivation and satisfaction among elementary teachers toward school leaders faces multiple challenges. Firstly, the wide variance in teachers' perceptions of effective leadership and how it impacts their motivation and satisfaction complicates the establishment of standardized assessment frameworks. Secondly, external factors like educational policies, funding issues, and societal expectations exert significant influence on teachers' views of their leaders and job satisfaction, making it difficult to isolate internal motivational factors. Additionally, navigating the dynamic school environments and organizational cultures adds complexity, as leaders must manage diverse stakeholder interests to effectively support and motivate teachers (L. Casinillo & Guarte, 2018; Han et al., 2022; Hungo et al., 2023; Keung et al., 2020).

This gap between the expectation of supportive leadership and reality hurts teacher performance and student learning outcomes. To bridge the gap, this research offers a solution through an improved professional development system focusing on school leaders. This includes developing more structured training programs and increasing recognition of leaders' and teachers' performance to improve their motivation and job satisfaction. Previous research has shown that leaders actively involved in professional training tend to be more effective in creating a positive work environment and motivating teachers to perform better. Moreover, ensuring continuous professional development and tailored support systems for school leaders is essential to enhance their ability to foster teacher motivation and satisfaction. Addressing these challenges demands comprehensive research integrating qualitative and quantitative methods to

unravel the intricate dynamics between teachers and school leaders, thereby informing strategies to enhance educational outcomes and workplace satisfaction (Ballesteros et al., 2023; L. F. Casinillo & Suarez, 2021).

This research offers a novelty in the in-depth study of the interaction between school leaders' motivation and personal satisfaction and its impact on teachers' job satisfaction, especially at the primary school level. This study aims to analyze the level of motivation and satisfaction among primary school teachers towards their principals. The study also examined the relationship between motivation and satisfaction towards the principal through correlation and regression analysis. Understanding these dynamics provides insight into how school leadership impacts teacher morale, job satisfaction, and student learning outcomes. By identifying what motivates and satisfies teachers in their interactions with principals, this research aims to develop effective leadership practices and supportive school environments. This research informs strategies to improve teacher retention, encourage professional growth, and enhance school climate and performance. The research also offers valuable insights into the factors influencing teachers' perceptions of their leaders, laying the foundation for effective leadership strategies and supportive school environments. Ultimately, these findings inform education policy to improve teacher well-being, professional growth, and overall school performance.

2. METHOD

This study used a quantitative approach with a descriptive-correlational research type. The descriptive-correlational research design was used to explore the relationship between teachers' motivation in their careers and the level of satisfaction with school leaders. This design allows researchers to determine whether or not there is a correlation between two variables and the extent to which one variable influences the other. This study was conducted using the survey method through distributing questionnaires measuring two main variables, namely teacher motivation and satisfaction with school leaders, to obtain data that can be statistically analyzed. The desired respondents for this research survey are the elementary teachers in the schools of Baybay District 6, Baybay City, Leyte, Philippines. This research focuses on several schools, namely, Punta Elementary, Bitanhuan Elementary, Maslug Elementary School, Maitum Elementary School and Plaridel Central School. According to the Human Resource Management Office (HRMO) of Baybay District 6, there were teachers in the previous years who resigned from their jobs because of a lack of satisfaction with the work assignments and benefits. In that case, Baybay District 6 has a teacher turnover rate that needs to be solved. Unfortunately, there are no existing studies in the literature that describe the well-being of the teachers in Baybay District 6. Hence, the researchers are inspired to conduct this study in the hope of suggesting a logical argument and policy to eradicate the turnover rate in the District. The study employed Slovin's formula in determining the sample size under a 5% margin of error with 61 teachers as the population size. After this, simple random sampling was done by proportionating the sample size in each school of interest. The distribution of participants in each primary school and the percentage of each sample are presented in Table 1.

Table 1. Distribution of Respondents.

Elementary Schools	N	n (%)
Bitanhuan ES	13	10 (76.92%)
Plaridel CS	23	18 (78.26%)
Punta ES	11	9 (81.82%)
Maslug ES	7	5 (71.43%)
Maitum ES	7	5 (71.43%)
Total	61	47 (77.05%)

This study collected primary data from elementary school teachers through a research questionnaire based on the literature (L. F. Casinillo & Suarez, 2021; L. Casinillo & Suarez, 2022; Demir, 2020). The research instrument used was a questionnaire consisting of two parts: personal motivation and satisfaction with the principal. For personal motivation, teachers were asked to rate the following items on a 5-point rating scale: (1) Praise and recognition, (2) Workload, (3) Working conditions, (4) Achievements at school, and (5) Career development. For satisfaction with their principals, primary school teachers were also asked to rate the following on a 5-point rating scale: (a) autocratic style (principal's authority), (b) laissez-faire (principal's treatment of teachers), (c) democratic style (principal's initiative, and (d) transformational (principal's effectiveness in terms of efficiency and productivity). The scores were treated as continuous variables, and the personal motivation and satisfaction scores were determined by obtaining

the mean scores. The mean scores of personal motivation and satisfaction and their verbal interpretations are presented in [Table 2](#).

Table 2. Teachers' Personal Motivation and Satisfaction With Principals' Interval Mean Score and Its Description

Possible Score	Motivation	Satisfaction
4.21 - 5.00	Strongly motivated	Very satisfied
3.41 - 4.20	Motivated	Satisfied
2.61 - 3.40	Moderately motivated	Moderately satisfied
1.81 - 2.60	Slightly motivated	Dissatisfied
1.00 - 1.80	Not motivated	Very dissatisfied

Reliability and validity processes were conducted to ensure the research instruments' accuracy and efficiency. The questionnaire's reliability was tested using Cronbach's alpha, and it was found to be reliable. In addition, the instruments were validated by experts with doctorates in social sciences, who found that the questions were valid for measuring primary school teachers' well-being, motivation, and satisfaction in performing their duties. The reliability test results for personal motivation and satisfaction with the principal questionnaires are presented in [Table 3](#).

Table 3. Reliability Test for the Personal Motivation and Satisfaction to Principal Questionnaires

Questionnaire	Items	Reliability coefficient
Personal motivation	5	0.917
Satisfaction to principal	4	0.936

As for the ethical process, the researchers sought approval from the School Heads by a formal letter indicating the purpose of the study. Right after approving the consent, another letter was sent to the respondents (elementary teachers) indicating that their participation in the study was voluntary and all the information gathered from them was highly treated as confidential in accordance with the Privacy Act of the Philippines. When the data collection was done, it was encoded to Excel and formatted for statistical calculation. In particular, the qualitative responses were converted to a quantitative form in the process of coding. Descriptive statistics were calculated and two-way graphs were constructed to summarize and give a clear description of the data. In determining the relationship between personal motivation and satisfaction with the principal, the Pearson product-moment correlation, Spearman rho correlation, and Chi-square test for independence. Furthermore, to estimate the change of one variable in every unit change in the other variable, ordinary least squares (OLS) and ordinal logit regression models were constructed and tested for significance. The software program used in this study was STATA version 14.0 and necessary interpretations were extracted in accordance with the statistical results.

3. RESULT AND DISCUSSION

Result

The results showed that the mean perception of primary school teachers regarding their personal motivation at work was 3.995 (SD = 0.746), which can be categorized as "Motivated." In addition, the average teacher satisfaction with the principal was 3.926 (SD = 0.834), which was interpreted as "Satisfied." This finding indicates that most teachers are well motivated and satisfied with the principal's leadership. Furthermore, the correlation analysis shows that teachers' personal motivation and satisfaction with the principal are significantly positively correlated at the 1% significance level with a Pearson correlation coefficient (rp) of 0.847 and a Spearman rho correlation coefficient (rs) of 0.773, meaning that teachers' satisfaction with the principal is directly proportional to their personal motivation. In other words, when teachers' satisfaction with school leaders increases, their personal motivation to work also increases. The coefficient of determination of 71.74% (rp) indicates that the satisfaction with the principal variable can explain about 71.74% of the variation in teacher motivation, while the coefficient of determination of 59.75% (rs) indicates a fairly strong relationship between the two variables. Supported by the coefficient of determination, about 71.74% (based on Pearson correlation) and 59.75% (based on Spearman correlation) of the difference in teachers' perceived motivation scores can be attributed to their satisfaction with their principals' perceived scores. The following results show that more teachers are satisfied with their principals and are more motivated in their teaching careers presented in [Figure 1](#).

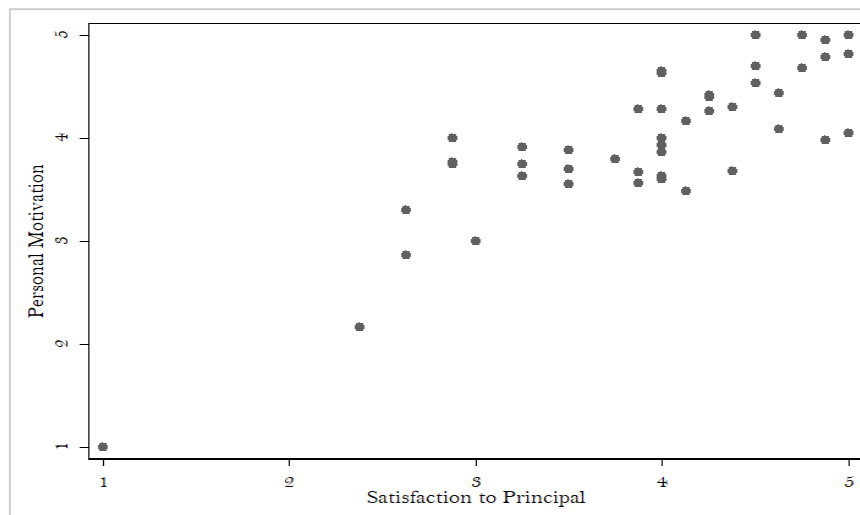


Figure 1. Personal Motivation and Satisfaction to Principal Perception Scores.

The following cross tabulation and chi-square test for teacher's personal motivation and satisfaction to the principal are presented in Table 6.

Table 6. Cross Tabulation and Chi-Square Test for Teacher's Personal Motivation and Satisfaction to the Principal.

Personal motivation	Satisfaction to Principal					Total
	Very dissatisfied	Dissatisfied	Moderately satisfied	Satisfied	Very satisfied	
Not motivated	1	0	0	0	0	1 (2.13%)
Slightly motivated	0	1	0	0	0	1 (2.13%)
Moderately motivated	0	0	3	0	0	3 (6.38%)
Motivated	0	0	6	13	4	23 (48.94%)
Strongly motivated	0	0	0	4	15	19 (40.43%)
Total	1 (2.13%)	1 (2.13%)	9 (19.15%)	17 (36.17%)	19 (40.43%)	47
Chi-square test $X^2=124.498^*$ ($p\text{-value}<0.001$)						

Note: * - highly significant at 1% level.

Table 6 shows that about 36.17% and 40.43% of primary school teachers are "Satisfied" and "Very Satisfied" with their principals. On the other hand, about 48.94% and 40.43% of them are "Motivated" and "Highly motivated" towards their current job as primary school teachers. The Chi-square test for independence ($X^2 = 124.498$; $p\text{-value} < 0.001$) shows that primary school teachers' motivation towards their current job depends on their level of satisfaction with their principals and is highly significant at the 1% level.

Regression models for teacher's personal motivation as dependent variable are presented in Table 7.

Table 7. Regression Models for Teacher's Personal Motivation as Dependent Variable.

	OLS Model	Ordinal Logit Model
Constant	1.022* (0.285)	-
Satisfaction to principal	0.757* (0.071)	3.883* (0.897)
No. of observation	47	47
F-test	113.75	-
X ² -test	-	43.53
p-value	<0.001	<0.001
R ²	0.717	-
Pseudo R ²	-	0.439

Note: * - highly significant at 1% level; standard errors are enclosed with parenthesis.

Table 7 depicted that the OLS model revealed that in every 1 unit increase in the teachers' satisfaction with the principal, there is a corresponding increase of 1.022 (significant at 1% level) in the perception score of teachers' personal motivation. The coefficient of determination (R^2) indicates that 71.7% of the variability in the dependent variable is explained by the OLS model. This implies that there is a piece of sufficient evidence to indicate that the relationship and corresponding change in the dependent variable with respect to the independent variable is strong and statistically significant. Moreover, the ordered logit model showed that in every 1 unit change in the teachers' satisfaction, the teachers' motivation is expected to change by about 3.883 log-odds which indicates that there is a higher chance of being motivated in the job. In other words, teachers' satisfaction is a significant predictor of their motivation in their career as an elementary educator.

The following OLS regression line for teachers' motivation and satisfaction is presented in Figure 2.

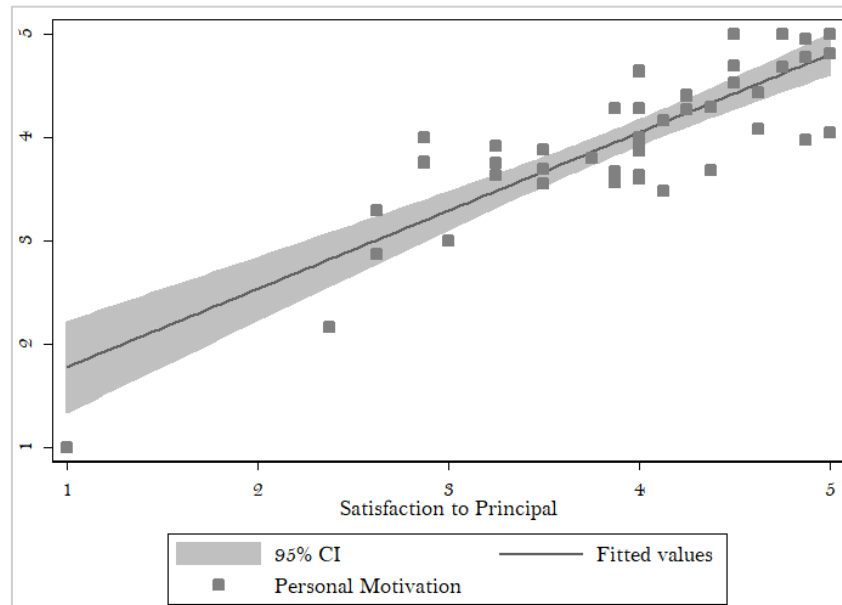


Figure 2. OLS Regression Line for Teachers' Motivation and Satisfaction.

Figure 2 presented that the OLS regression line has a positive slope which indicates that teachers with higher satisfaction scores to their school heads correspond to higher motivation in their job assignment. Hence, good management and governance in school will likely result in motivated teachers which leads to productivity.

Discussion

Elementary teachers generally perceive themselves as motivated and satisfied with their principals. This aligns with research implying that intrinsic factors such as passion for teaching and commitment to students drive their motivation. The satisfaction levels indicate that teachers find their principals supportive, which is crucial for fostering a positive school atmosphere. Satisfied teachers are known to be more engaged, productive, and committed, factors that contribute positively to student outcomes and overall school performance (Safrida et al., 2023; Serin & Akkaya, 2020). These findings underscore the significance of effective leadership in maintaining teacher morale and enhancing school success. It implies that maintaining or enhancing these levels of motivation and satisfaction is beneficial for educational institutions. For instance, investing in leadership practices that support teacher motivation and satisfaction could lead to improved teacher retention, enhanced school climate, and better student achievement (Demir, 2020; Mantilla et al., 2024). Further insights could be gained by exploring specific factors that contribute to both motivation and satisfaction among teachers, such as leadership styles, communication strategies, and professional development opportunities. Inferences from this data could inform policies and practices aimed at nurturing a supportive and motivating school environment. Strategies may include promoting effective leadership behaviors, providing meaningful professional development, and fostering open communication channels between teachers and principals. By addressing these areas, schools can strive towards creating environments where teachers feel valued, supported, and motivated to excel in their roles.

The robust correlation between elementary teachers' personal motivation and satisfaction towards their principals, as evidenced by both Pearson and Spearman rho correlations, highlights a substantial relationship. This discovery carries profound implications for educational leadership and management. Principals who prioritize cultivating satisfaction among their teaching staff can also bolster their motivation levels, potentially elevating overall teacher effectiveness and fostering a positive school climate (Siraj et al., 2020; Wang'ombe, 2023). This underscores the critical role of leadership in shaping teacher morale and underscores the importance of supportive environments in educational settings. Satisfied teachers tend to exhibit higher levels of motivation. This relationship underscores the importance of supportive leadership in educational settings. Studies indicate that when teachers feel valued and supported by their principals, they are more likely to engage actively in their roles, contributing to enhanced student learning outcomes and overall school performance. The high correlation observed implies that efforts to enhance teacher satisfaction can yield dual benefits by also boosting their motivation levels (Aden et al., 2022; Alazmi & Al-Mahdy, 2022; Skaalvik, 2020). This insight is crucial for school administrators and policymakers aiming to create environments that promote teacher well-being and professional fulfillment.

By understanding these dynamics, leaders can implement targeted strategies to cultivate a positive and supportive school culture. Finally, it can be inferred that effective leadership practices that prioritize teacher satisfaction are pivotal. Investing in initiatives that strengthen the relationship between teachers and principals, such as professional development opportunities, recognition programs, and supportive communication strategies, can foster a mutually beneficial environment. This approach not only enhances teacher motivation and satisfaction but also contributes to overall school success and student achievement. Thus, the correlation underscores the strategic importance of leadership in shaping a positive educational experience for all stakeholders. The findings of this study reveal a substantial association between teachers' perceptions of their motivation and their satisfaction with their school principals.

This connection is demonstrated by the coefficient of determination, which shows that a considerable portion of the variation in teachers' motivation perception scores can be attributed to their satisfaction with their principals. Under the Pearson correlation, this association is particularly strong, while Spearman correlation also indicates a notable relationship. These results imply that teacher motivation is significantly influenced by their satisfaction with school leadership, a conclusion that aligns with established theories in educational psychology and organizational behavior regarding the importance of effective leadership and positive work environments in enhancing employee motivation and job satisfaction (Buonomo et al., 2022; Okçu & Admis, 2021; Serin & Akkaya, 2020). Inferences drawn from these results imply that interventions aimed at enhancing teacher motivation should consider strategies that improve the quality of the principal-teacher relationship and the overall leadership climate within schools. For instance, principals who are perceived as supportive, communicative, and fair may contribute to a more motivated teaching staff. Furthermore, insights from this study can inform policy and practice in education by emphasizing the need for leadership development programs that equip school leaders with the skills to effectively motivate their teachers. Such programs could potentially lead to improved teacher retention, enhanced teacher performance, and ultimately, better educational outcomes for students. The implications of these findings are far-reaching. They underscore the importance of considering the human aspect of educational administration and the impact of leadership on the teaching profession. As schools strive to create environments that support teacher motivation and satisfaction, these results provide a foundation for further research into the nuanced dynamics of teacher-principal relationships and their effects on educational quality.

The data presented in Table 6 offers a profound look into the relationship between elementary teachers' job motivation and their satisfaction with their school principals. A significant number of teachers expressed being either "Satisfied" or "Very satisfied" with their principals, while a considerable portion also identified as "Motivated" or "Very motivated" in their roles. The Chi-square test for independence provides a strong statistical confirmation of the link between these variables. The test results indicate that the motivation of elementary teachers is indeed contingent upon their satisfaction with their school leaders, and this relationship is highly significant, even at the most stringent levels of statistical scrutiny (Demir, 2020; Han et al., 2022). Findings imply that efforts to enhance teacher motivation a critical factor in student achievement and educational quality should be closely aligned with strategies to improve principal-teacher relationships and leadership effectiveness. This is consistent with the literature on transformational leadership, which posits that leaders who inspire and support their teachers can significantly impact teacher motivation and job satisfaction (Goddard et al., 2021; Hongo et al., 2023). Inferences from these results also point to the potential benefits of professional development programs that not only focus on pedagogical skills but also on leadership and interpersonal dynamics within the school environment. Such programs could help principals develop the competencies needed to foster a positive work climate, which, in turn, could lead to higher levels of teacher motivation and satisfaction. Moreover, these findings provide

insights into the complex interplay between organizational leadership and individual employee motivation. They underscore the importance of considering the social and emotional aspects of the workplace when designing policies and practices aimed at improving educational outcomes. As such, this study contributes to the growing body of research on the role of leadership in education and offers a foundation for further exploration into the mechanisms through which principal behavior influences teacher motivation.

The analysis in [Table 7](#) provides a thorough exploration of how teachers' satisfaction with their principals forecasts their personal motivation, using the Ordinary Least Squares (OLS) model and the ordered logit model. The OLS model shows that increases in teachers' satisfaction correspond to increases in their motivation scores, a connection that is highly statistically significant. This aligns with research in organizational behavior and educational psychology, which highlights the impact of leadership and workplace dynamics on employee motivation. The OLS model's coefficient of determination indicates that it effectively accounts for a large part of the variation in the dependent variable, underscoring the strong relationship between teacher satisfaction and motivation. This implies that teacher satisfaction is a reliable indicator of motivation, with important implications for educational policy and leadership strategies ([Suárez-Mesa & Gómez, 2024](#); [Suat, 2021](#)). Additionally, the ordered logit model reveals that changes in teacher satisfaction are associated with shifts in the odds of teachers being motivated. As satisfaction rises, so does the likelihood of increased motivation, offering insights into how leadership can affect teacher motivation and, consequently, student success ([Cadavez Jr, A. G., Hongo, M. O., & Casinillo, 2024](#); [Ortan et al., 2021](#)). These models underscore the importance of principal-teacher relationships and the role of school leadership in fostering a motivated teaching workforce. The statistically significant relationship between satisfaction and motivation indicates that efforts to improve teacher satisfaction, such as through leadership development programs or improved communication strategies, could have a substantial impact on teacher motivation and, ultimately, on the quality of education provided to students.

Moreover, these findings contribute to the broader literature on the determinants of teacher motivation and the conditions that support effective teaching. They highlight the need for educational leaders to focus on the relational aspects of their roles and to create supportive environments that enhance teacher satisfaction and motivation. As such, this study provides a foundation for further research into the complex dynamics of teacher motivation and the potential levers that can be used to enhance it.

Figure 2 illustrates a positive correlation between teachers' satisfaction scores regarding their school leadership and their levels of motivation in their job assignments, as depicted by the upward slope of the OLS (Ordinary Least Squares) regression line. This visual representation supports the inferential conclusion that teachers who are more satisfied with their school heads tend to exhibit higher motivation in their professional roles. Hence, they imply that effective leadership and good governance within a school setting are not just desirable for administrative efficiency but are also critical for fostering a motivated teaching staff. This is in line with the literature on organizational behavior and educational leadership, which emphasizes the role of leadership in shaping the work environment and influencing employee motivation ([Dagala et al., 2023](#); [Wang et al., 2020](#)). It can inform strategies for enhancing teacher motivation and, by extension, student outcomes. For instance, school leaders might focus on improving communication, providing support and resources, and recognizing teacher contributions to create a more satisfying work environment. Such actions are likely to increase teacher motivation, which is known to be a key factor in teacher effectiveness and student achievement.

Moreover, the positive relationship between teacher satisfaction and motivation underscores the importance of considering the emotional and relational aspects of the workplace when aiming to improve educational productivity. It implies that investments in leadership development and teacher support could yield significant returns in terms of teacher motivation and, ultimately, educational quality. Inferences may contribute to the broader understanding of the determinants of teacher motivation and the conditions that support effective teaching. They highlight the need for educational leaders to focus on the relational aspects of their roles and to create supportive environments that enhance teacher satisfaction and motivation. As such, this study provides a foundation for further research into the complex dynamics of teacher motivation and the potential levers that can be used to enhance it.

The implications of this study show that teachers' satisfaction with school leaders significantly influences their personal motivation in carrying out their duties at school. This emphasizes the importance of effective and supportive leadership in creating a conducive work environment for teachers. School leaders who provide support and recognition and pay attention to teachers' welfare can increase teachers' overall motivation. With high motivation, teachers will be more committed to teaching optimally, innovating in learning, and positively impacting students' academic and non-academic development. The findings also have practical implications for education policy development, particularly regarding leadership training and coaching in primary schools. Training programs for school principals that focus on improving leadership skills, professional development, and interpersonal communication strategies can be

implemented to support school leaders in carrying out their roles effectively. In addition, the results of this study provide insights for policymakers to pay more attention to teachers' welfare through policies that promote career development, work balance, and performance rewards, ultimately creating a more positive, inclusive, and productive educational environment.

However, it is important to acknowledge the limitations of the study. The findings are based on a specific population of elementary teachers and may not be generalizable to all teaching levels or contexts. Additionally, the study relies on self-reported measures of motivation and satisfaction, which could be subject to social desirability bias. Future research could benefit from incorporating objective measures of teacher motivation and expanding the study population to include teachers from different grade levels and educational settings. Lastly, the significance of this study lies in its contribution to the understanding of the factors that influence teacher motivation, a key driver of educational effectiveness. By highlighting the importance of teacher-leader relationships, the study underscores the need for educational leaders to focus on the relational aspects of their roles and to create supportive environments that enhance teacher motivation and satisfaction. This study sets the stage for further exploration into the mechanisms through which principal behavior influences teacher motivation and provides a foundation for evidence-based practices in educational leadership.

4. CONCLUSION

The findings of this study provide a compelling insight into the motivational dynamics of elementary teachers, indicating that they are generally "motivated" in their teaching careers and "satisfied" with their school leaders. The correlation analyses offer robust evidence of a positive and significant relationship between teachers' motivation and their satisfaction with their principals. Furthermore, the regression models imply that as teachers' satisfaction levels increase, there is a significant corresponding increase in their motivation. The conclusions of these findings are profound for educational policy and school administration. They imply that efforts to enhance teacher motivation a critical factor in student achievement and educational quality should be closely aligned with strategies to improve principal-teacher relationships and leadership effectiveness. This is consistent with the literature on transformational leadership, which posits that leaders who inspire and support their teachers can significantly impact teacher motivation and job satisfaction.

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