

School Head's Decision-Making Approaches Toward Teachers' Morale, Motivation, and Professional Development

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Abstract—The study focused on examining the School Heads' Decision-making approaches and Teachers' Morale, Motivation and Professional Development. The study addressed several objectives to assess the following: the level of the School heads' Decision-Making Approaches. Similarly, to assess the level of Teachers' Morale, Motivation and Professional development as well as the significant relationship between these factors. The study employed a Descriptive and Correlational research design, with 113 public primary school teachers and master teachers from different medium schools in the Schools Division Office of Laguna. The Respondents were selected through quota sampling technique. Data were gathered through researcher-made questionnaires which were validated by the experts. The findings revealed that teachers' perspectives on school heads' decision-making approaches were rated high, while teachers' morale, motivation, and professional development were generally rated very high. Significant relationships were found between school heads' practices and teachers' morale, motivation, and professional development. This means the enhancement of a structured decision-making framework to strengthen leadership practices, support teacher development, and promote a positive school environment. Significant relationships in all domains were identified. Thus, all the hypotheses were rejected. This concludes that the School Heads' Decision-Making Approaches play an important role in the teachers' attitude and confidence. It also increases their drive towards their work as well as for their career advancement. Based on the findings, several key recommendations are proposed to enhance teachers' morale, motivation, and professional development. School heads are encouraged to strengthen rational and data-driven decision-making practices while ensuring that participatory approaches are strategically implemented. Educators and teachers may actively engage in professional development programs and collaborative initiatives to improve teaching practices and contribute to school improvement.

Keywords— Decision-making approaches, teachers' morale, teachers' motivation, professional development, school heads' perspective.

I. INTRODUCTION

Decision-making is one of the most important responsibilities of school heads, as their choices directly affect teachers, learners, and the overall school environment. In the past, many school heads relied on personal judgment, experience, and intuition when making decisions (Bryk et al., 2017). While this approach may sometimes lead to positive outcomes, it can also result in subjective and inconsistent decisions that may not always address the real needs of teachers. In the context of the Department of Education (DepEd), where accountability

and performance standards are emphasized, school heads are encouraged to adopt more effective and systematic decision-making approaches.

In recent years, school heads have increasingly utilized more structured and evidence-informed approaches in school management and instructional leadership. These approaches allow leaders to base their decisions on relevant information such as teacher performance, learner outcomes, and school needs, rather than relying solely on personal judgment (Mandinach & Gummer, 2018). Through this, school heads are better able to identify concerns, implement appropriate interventions, and allocate resources more effectively, promoting transparency and fairness in school governance.

The manner in which school heads make decisions has a significant impact on teachers' morale, motivation, and professional development. When decisions are perceived as fair, transparent, and well-informed, teachers are more likely to feel valued, supported, and motivated in their work (Supovitz et al., 2019). In addition, needs-based professional development opportunities enable teachers to improve their competencies and enhance their instructional performance, contributing to continuous professional growth.

This study, titled "School Head's Decision-Making Approaches Toward Teachers' Morale, Motivation, and Professional Development," aims to examine how school heads' decision-making practices influence teachers' work attitudes and professional growth within the DepEd context. Specifically, it seeks to determine how these practices contribute to enhancing teachers' morale, increasing motivation, and supporting continuous professional development. The findings are expected to provide insights that will help school leaders improve decision-making practices that foster a more positive and supportive school environment.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The main objective of this study is to examine the relationship between School head's Decision-Making Approaches and Teachers' Morale, Motivation, and Professional Development.

Specifically, it sought answers to the following questions:

1. What is the level of Teachers' Perspective on School Head's decision-making approaches in terms of:

- 1.1 Rational Decision-Making Approach;
- 1.2 Participating (Collaborative) Decision-Making Approach;
- 1.3 Data-Driven Decision-Making Approach;
- 1.4 Behavioral Decision-Making Approach;
- 1.5 Incremental Decision-Making Approach; and
- 1.6 Administrative (Bounded Rationality) Decision Making Approach?
2. What is the level of Teacher's Morale in terms of:
 - 2.1 Satisfaction;
 - 2.2 Productivity; and
 - 2.3 Engagement?
3. What is the level of Teachers' Motivation in terms of:
 - 3.1 Intrinsic motivation; and
 - 3.2 extrinsic motivation?
4. What is the level of Teachers' Professional Development in terms of:
 - 4.1 Engagement in Training;
 - 4.2 Application of Learning; and
 - 4.3 Career Progression?
5. Does Teachers' Perspective on School Head's Decision-Making Approaches significantly relate to the Teachers' Morale?
6. Does Teachers' Perspective on School Head's Decision-Making Approaches significantly relate to the Teachers' Motivation?
7. Does Teachers' Perspective on School Head's Decision-Making Approaches significantly relate to the Teachers' professional Development?

II. METHODOLOGY

The study employed a Descriptive and Correlational research design, with 113 public primary school teachers and master teachers from different medium schools in the Schools Division Office of Laguna. The Respondents were selected through quota sampling technique. Data were gathered through researcher-made questionnaires which were validated by the experts.

III. RESULTS AND DISCUSSION

This part presents, analyzes, and interprets the data gathered in the study regarding the relationship between School Heads' Decision-Making Approaches and teachers' morale, motivation, and professional development. The data were organized and interpreted based on the statement of the problem presented in Chapter 1 and were supported by appropriate statistical tables and analyses.

Generally, the study aimed to determine the significant relationship between Teachers' Perspectives on School Heads' Decision-Making Approaches and teachers' morale, motivation, and professional development. Specifically, the study sought to determine whether Teachers' Perspectives on School Heads' Decision-Making Approaches significantly relate to teachers' morale, teachers' motivation, and teachers' professional development. And it is intended to provide empirical evidence that may serve as a basis for strengthening leadership practices and improving educational outcomes within schools.

The study was conducted in five medium-sized elementary and secondary schools under the Kalayaan Sub-Office, Division of Laguna. The respondents of the study were school heads and teachers from the selected schools. The research focused only on decision-making approaches and their effects on teachers' professional experiences. The findings of the study were limited to the selected schools and relied on self-reported responses, which may be influenced by the respondents' personal perceptions and experiences.

Level of School Heads' perspective on the decision-making approaches

In this study, the level of School Heads' perspective on the decision-making approaches refers to Rational, Participating, Data-Driven, Behavioral, Incremental, and Administrative (Bounded Rationality).

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 1 shows the level of Rational. Also displays the statements, mean, standard deviation and remarks.

Table 1. Level of School Heads' perspective on the decision-making approaches in terms of Rational

Statements	Mean	SD	Remarks
The School Head...			
...identifies all possible options before making an important decision.	3.88	0.79	Agree
...gathers relevant information to make logical and well-thought-out decisions.	3.86	0.64	Agree
...weighs the pros and cons of every option before finalizing a decision.	3.96	0.61	Agree
...bases my decisions on evidence and facts rather than assumptions.	3.85	0.66	Agree
...follows a clear, step-by-step process when making critical decisions.	3.86	0.89	Agree
Weighted Mean	3.88		
SD	0.63		
Verbal Interpretation	High		

The School Head weighs the pros and cons of every option before finalizing a decision. The ($M = 3.96$) suggests a high level of School Heads' perspective on the decision-making approaches in terms of Rational and supported with ($SD = 0.61$). Also, identifies all possible options before making an important decision. While the mean is slightly lower ($M = 3.85$) with ($SD = 0.66$), it still indicates the School Head bases the decisions on evidence and facts rather than assumptions.

The level of School Heads' perspective on the decision-making approaches in terms of Rational attained a weighted mean score of 3.88 and a standard deviation of 0.63 and was verbally interpreted as high among the respondents.

The school head demonstrates a rational decision-making approach by carefully identifying all possible options before making important decisions, gathering relevant information to ensure logical and well-thought-out choices, and thoroughly weighing the advantages and disadvantages of each alternative before reaching a final decision. The school head also bases decisions on evidence and factual information rather than assumptions and follows a clear, systematic, step-by-step process when addressing critical matters. This approach

reflects a thoughtful and analytical leadership style that promotes sound judgment and effective decision-making within the school.

Table 2 presents the Level of Teachers' Perspective on School Head's Decision-Making Approaches in Terms of Participating Decision-Making Approach.

Table 2. Level of School Heads' perspective on the decision-making approaches in terms of Participating

Statements The School Head...	Mean	SD	Remarks
...involves teachers and staff in making important school decisions.	3.95	0.97	Agree
...values the opinions of others when solving school problems.	3.98	0.88	Agree
...encourages teamwork and discussion before finalizing a decision.	3.79	0.95	Agree
...feels that including others in decision-making leads to better outcomes.	3.78	1.05	Agree
...creates an environment where everyone can contribute to school decisions.	3.72	1.06	Agree
Weighted Mean	3.84		
SD	0.83		
Verbal Interpretation	High		

Teachers believe that the school head involves them in making important school decisions. The mean score ($M = 3.95$) reflects a high Level of Teachers' Perspective on School Head's Decision-Making Approaches in Terms of Participating Decision-Making Approach. Additionally, the school head creates an environment where everyone can contribute to school decisions. Although the mean score for this aspect is slightly lower ($M = 3.72$), it still demonstrates a positive level of respondent satisfaction with the school head's Participating Decision-Making Approach.

The level of Teachers' Perspective on school heads' Decision-Making Approaches in terms of Participating Decision-Making Approach attained a weighted mean score of 3.84 and a standard deviation of 0.83. It is verbally interpreted as high among the respondents.

The school head demonstrates a participative decision-making approach by actively involving teachers and staff in making important school decisions and valuing their opinions when addressing school-related concerns. The school head encourages teamwork and open discussions before finalizing decisions and believes that including others in the decision-making process leads to better outcomes. Furthermore, the school head fosters an inclusive environment where teachers and staff feel comfortable sharing their ideas and contributing to decisions that affect the school. This collaborative approach promotes shared responsibility, strengthens teamwork, and supports more effective and informed decision-making within the school community.

Table 3 presents the Level of Teachers' Perspective on school heads' decision-making approaches in Terms of data-driven decision-making approaches. Teachers believe that the school head uses students' performance and school records to make informed decisions. The mean score ($M = 3.98$) reflects a high Level of Teachers' Perspective on school heads' decision-making approaches in Terms of data-driven decision-making approaches. Additionally, the school head considers data from

multiple sources to ensure fair and effective decisions. Although the mean score for this aspect is slightly lower ($M = 3.66$), it still demonstrates a positive level of respondent satisfaction with the school head's Data-Driven Decision-Making Approach.

The level of Teachers' Perspective on school heads' Decision-Making Approaches in terms of Data-Driven Decision-Making Approach attained a weighted mean score of 3.80 and a standard deviation of 0.80. It is verbally interpreted as high among the respondents.

Table 3. Level of School Heads' perspective on the decision-making approaches in terms of Data-Driven

Statements The School Head...	Mean	SD	Remarks
...relies on data to guide my decisions in school management.	3.72	0.94	Agree
...uses student performance and school records to make informed decisions.	3.98	0.78	Agree
...analyzes data carefully before taking action on important matters.	3.85	0.84	Agree
...feels more confident in my decisions when they are based on accurate data.	3.81	0.96	Agree
...considers data from multiple sources to ensure fair and effective decisions.	3.65	1.00	Agree
Weighted Mean	3.80		
SD	0.80		
Verbal Interpretation	High		

The school head demonstrates a data-driven decision-making approach by relying on data to guide decisions in school management. The school head uses student performance results and school records as important sources of information to support informed decision-making. Careful analysis of available data is conducted before taking action on significant matters, which helps ensure that decisions are well-founded and objective. The school head also feels more confident in decisions when they are supported by accurate data and considers information from multiple sources to promote fairness and effectiveness in the decision-making process. This approach highlights the importance of evidence-based practices in achieving sound and reliable school management decisions.

Table 4 presents the Level of Teachers' Perspective on School Head's Decision-Making Approaches in Terms of Behavioral Decision-Making Approach.

Teachers believe that the school head tries to balance organizational needs with human behavior in decision-making. The mean score ($M = 3.94$) reflects a high Level of Teachers' Perspective on School Head's Decision-Making Approaches in Terms of Behavioral Decision-Making Approach. Additionally, the school head considers how teachers' decisions will affect their feelings and morale and school head feels that understanding staff behavior helps teacher to make better choices. Although the mean score for both aspect is slightly lower ($M = 3.78$), it still demonstrates a positive level of respondent satisfaction with the school head's Behavioral Decision-Making Approach.

The level of Teachers' Perspective on school heads' Decision-Making Approaches in terms of Behavioral Decision-Making Approach attained a weighted mean score of

3.85 and a standard deviation of 0.69. It is verbally interpreted as high among the respondents.

In summary, the school head demonstrates a behavioral decision-making approach by carefully considering how decisions may affect teachers' feelings, morale, and overall well-being. The school head takes into account the attitudes, preferences, and reactions of staff before making important decisions and adjusts actions accordingly to ensure positive responses. In making decisions, the school head strives to balance the needs of the organization with an understanding of human behavior. By recognizing and valuing staff perspectives, the school head believes that understanding teachers' behavior and responses contributes to making more appropriate and effective decisions within the school.

Table 4. Level of School Heads' perspective on the decision-making approaches in terms of Behavioral

Statements The School Head...	Mean	SD	Remarks
...considers how my decisions will affect teachers' feelings and morale.	3.78	0.78	Agree
...takes into account the attitudes and preferences of staff before deciding.	3.89	0.79	Agree
...adjusts my decisions based on how people are likely to react.	3.85	0.68	Agree
...tries to balance organizational needs with human behavior in decision-making.	3.94	0.75	Agree
...feels that understanding staff behavior helps me make better choices.	3.79	0.82	Agree
Weighted Mean	3.85		
SD	0.69		
Verbal Interpretation	High		

Table 5 shows the Level of Teachers' Perspective on School Head's Decision-Making Approaches in Terms of the incremental decision-making approach. The school head adjusts decisions based on previous experiences and outcomes. The mean ($M = 4.09$) reflects a high level of teachers' perception on school heads' decision-making approaches in the Incremental Decision-Making Approach. Additionally, school head feel that taking incremental steps helps reduce risks in decision-making. Although the mean score for this aspect is slightly lower ($M = 3.73$), it still demonstrates a positive level of respondent satisfaction with the school head's Incremental Decision-Making Approach.

Table 5. Level of School Heads' perspective on the decision-making approaches in terms of Incremental

Statements The School Head...	Mean	SD	Remarks
...makes decisions in small steps rather than big leaps.	4.00	0.79	Agree
...prefers gradual changes to avoid major disruptions in school operations.	3.85	0.79	Agree
...adjusts decisions based on previous experiences and outcomes.	4.09	0.68	Agree
...feels that taking incremental steps helps reduce risks in decision-making.	3.73	0.68	Agree
...implements changes slowly and monitors results before proceeding further.	3.87	0.86	Agree
Weighted Mean	3.91		
SD	0.67		
Verbal Interpretation	High		

The level of Teachers' Perspective on school heads' Decision-Making Approaches in terms of Incremental Decision-Making Approach attained a weighted mean score of 3.91 and a standard deviation of 0.67. It is verbally interpreted as high among the respondents.

The school head demonstrates an incremental decision-making approach by making decisions in small and manageable steps rather than implementing major changes all at once. The school head prefers gradual adjustments to minimize disruptions in school operations and ensure smoother implementation of policies and initiatives. Decisions are also refined based on previous experiences and outcomes, allowing the school head to learn from past results and improve future actions. By taking incremental steps, the school head is able to reduce potential risks in decision-making and carefully monitor the effects of changes before proceeding further. This approach supports thoughtful planning and steady improvement within the school environment.

Table 6 presents the Level of Teachers' Perspective on School Head's Decision-Making Approaches in Terms of Administrative Decision-Making Approach.

Table 6. Level of School Heads' perspective on the decision-making approaches in terms of Administrative (Bounded Rationality)

Statements The School Head...	Mean	SD	Remarks
...makes decisions within the limits of time, resources, and information available.	3.88	0.78	Agree
...chooses options that are satisfactory rather than perfect.	3.90	0.65	Agree
...focuses on practical solutions even if they are not the ideal ones.	3.96	0.69	Agree
...accepts that I cannot know all the information when making a decision.	3.73	0.66	Agree
...balances available knowledge and constraints to make workable decisions.	3.96	0.70	Agree
Weighted Mean	3.88		
SD	0.61		
Verbal Interpretation	High		

Teachers believe that the school head focuses on practical solutions, even if they are not ideal ones, and also that the school head balances available knowledge and constraints to make workable decisions. The mean score for both aspects is ($M = 3.96$), which reflects a high Level of Teachers' Perspective on School Head's Decision-Making Approaches in Terms of Administrative Decision-Making Approach. Additionally, the school accepts that the teacher cannot know all the information when making a decision is slightly lower ($M = 3.73$), it still demonstrates a positive level of respondent satisfaction with the school head's Administrative Decision-Making Approach.

The level of Teachers' Perspective on school heads' Decision-Making Approaches in terms of Administrative Decision-Making Approach attained a weighted mean score of 3.88 and a standard deviation of 0.61. It is verbally interpreted as high among the respondents.

The school head demonstrates an administrative (bounded rationality) decision-making approach by making decisions within the limits of available time, resources, and information.

Instead of aiming for perfect solutions, the school head focuses on options that are practical and satisfactory for the situation. Decisions are guided by realistic considerations, acknowledging that it is not always possible to have complete information before making a choice. By balancing available knowledge with existing constraints, the school head is able to arrive at workable and timely decisions that support effective school management.

Table 7. Composite of School Heads' perspective on the decision-making approaches

Indicators	Weighted Mean	SD	Verbal Interpretation
Rational	3.88	0.63	High
Participating	3.84	0.83	High
Data-Driven	3.80	0.80	High
Behavioral	3.85	0.69	High
Incremental	3.91	0.67	High
Administrative (Bounded Rationality)	3.88	0.61	High
Grand Mean	3.86		
SD	0.70		
Verbal Interpretation	High		

The level of School Heads' perspective on the decision-making approaches in terms of Rational, Participating, Data-Driven, Behavioral, Incremental, and Administrative (Bounded Rationality) arrived at a grand mean score of 3.86 and a standard deviation of 0.70 and was verbally interpreted as high among the respondents. This means that the School Heads' perspective on the decision-making approaches is generally favorable and consistently practiced in school management. This further implies that school heads effectively apply a combination of decision-making strategies to address various school concerns, which contributes to more informed, balanced, and responsive leadership practices.

Level of Teachers' perspective on Morale

In this study, the level of Teachers' perspective on Morale refers to Satisfaction, Productivity, and Engagement.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 8 presents the Level of Teachers' Morale in Terms of Satisfaction.

Table 8. Level of Teachers' perspective on Morale in terms of Satisfaction

Statements The Teacher...	Mean	SD	Remarks
...feels more satisfied in their work when school decisions are based on clear data.	4.34	0.59	Strongly Agree
...makes data-driven decisions feel valued.	4.30	0.73	Strongly Agree
...is more contented with school policies when they know that they are supported by data.	4.08	0.71	Agree
...feels more secure and happy in their role when data is used fairly in decisions.	4.24	0.76	Strongly Agree
...gains greater job satisfaction when opinions are supported by data results.	4.23	0.65	Strongly Agree
Weighted Mean	4.24		
SD	0.59		
Verbal Interpretation	Very High		

Teachers believe that Teacher feels more satisfied in their work when school decisions are based on clear data. The mean score (M = 4.34) reflects a high Level of Teachers' Perspective on Teachers' Morale in terms of Satisfaction. Additionally, the Teacher is more secure and happy in their role when data is used fairly decision. Although the mean score for this aspect is slightly lower (M = 4.08), it still demonstrates a positive level of respondent satisfaction with the Teachers' Satisfaction.

The level of Teachers' Morale in terms of satisfaction attained a weighted mean score of 4.24 and a standard deviation of 0.59. It is verbally interpreted as high among the respondents.

Teachers experience higher levels of job satisfaction when school decisions are based on clear and accurate data. When decisions are data-driven, teachers feel valued and more confident that school policies are fair and evidence-based. The use of data in decision-making helps teachers feel secure and content in their roles, knowing that their opinions and contributions are supported by objective information. Overall, integrating data into school decisions enhances teachers' satisfaction and reinforces a sense of trust and fairness within the school community.

Table 9 presents the Level of Teachers' Morale in Terms of Productivity.

Teachers believe that Teacher feels more efficient in their work when they follow data-informed programs. The mean score (M = 4.24) reflects a high Level of Teachers' Morale in terms of Productivity. Additionally, the teacher increases productivity when accurate data is used to address the school needs. Although the mean score for this aspect is slightly lower (M = 4.15), it still demonstrates a positive level of respondent satisfaction with the Teachers' Productivity.

Table 9. Level of Teachers' perspective on Morale in terms of Productivity

Statements The Teacher...	Mean	SD	Remarks
...becomes more productive when school heads use data to guide their decisions.	4.21	0.63	Strongly Agree
...improves teaching performance when appropriate decision-making approaches are used.	4.23	0.55	Strongly Agree
...accomplishes more tasks effectively when school plans are based on data.	4.19	0.74	Agree
...increases productivity when accurate data is used to address school needs.	4.15	0.82	Agree
...feels more efficient in my work when I follow data-informed programs.	4.24	0.80	Strongly Agree
Weighted Mean	4.21		
SD	0.61		
Verbal Interpretation	Very High		

The level of Teachers' Morale in terms of productivity attained a weighted mean score of 4.21 and a standard deviation of 0.61. It is verbally interpreted as very high among the respondents.

Overall, teachers tend to be more productive when school heads use data to guide their decisions. The use of appropriate, data-informed decision-making approaches helps improve teaching performance and enables teachers to accomplish tasks more effectively. When school plans and programs are

based on accurate and relevant data, teachers are better able to meet school needs efficiently. Overall, relying on data in decision-making enhances teachers' productivity and supports more effective and organized work within the school.

Table 10 presents the Level of Teachers' Morale in Terms of Engagement.

Table 10. Level of Teachers' perspective on Morale in terms of Engagement			
Statements The Teacher...	Mean	SD	Remarks
...participates actively in school programs when decisions are backed by appropriate decision-making approaches.	4.40	0.75	Strongly Agree
...feels more engaged in my teaching when my feedback is considered in data gathering.	4.41	0.62	Strongly Agree
...willing to join school activities when they see that data is used inclusively.	4.50	0.58	Strongly Agree
...becomes more committed to school goals when they know decisions come from reliable data.	4.45	0.57	Strongly Agree
...feels a stronger sense of involvement when their school uses data for decision-making.	4.40	0.80	Strongly Agree
Weighted Mean	4.43		
SD	0.54		
Verbal Interpretation	Very High		

Teachers are willing to join school activities when they see that data is used inclusively. The mean score ($M = 4.50$) reflects a high Level of Teachers' Morale in terms of Engagement. Additionally, the teacher feels more engaged in their teaching when the school head's feedback is considered in data gathering. Although the mean score for this aspect is slightly lower ($M = 4.40$), it still demonstrates a positive level of respondent satisfaction with the Teachers' Engagement.

The level of Teachers' Morale in terms of Engagement attained a weighted mean score of 4.43 and a standard deviation of 0.54. It is verbally interpreted as Very high among the respondents.

Table 11. Composite of Teachers' perspective on Morale

Indicators	Weighted Mean	SD	Verbal Interpretation
Satisfaction	4.24	0.59	Very High
Productivity	4.21	0.61	Very High
Engagement	4.43	0.54	Very High
Grand Mean	4.29		
SD	0.58		
Verbal Interpretation	Very High		

Teachers show higher levels of engagement when school decisions are guided by appropriate and reliable decision-making approaches. Active participation in school programs increases when teachers' feedback is considered in data collection and decision-making processes. When data is used inclusively and transparently, teachers feel more committed to school goals and are willing to participate in school activities. Overall, the use of data-driven decisions fosters a stronger sense of involvement and connection among teachers, enhancing their engagement and commitment to the school community.

The level of Teachers' perspective on Morale in terms of Satisfaction, Productivity, and Engagement arrived at a grand mean score of 4.29 and a standard deviation of 0.58 and was verbally interpreted as very high among the respondents. This

means that teachers generally experience a positive level of morale in their work. This further implies that teachers are satisfied, productive, and actively engaged in their roles, which contributes to a supportive and effective teaching and learning environment.

Level of Teachers' perspective on Motivation

In this study, the level of Teachers' perspective on Motivation refers to Intrinsic motivation, and extrinsic motivation.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Teachers are motivated to do their best because data shows that their efforts make a difference. The mean score ($M = 4.60$) reflects a high Level of Teachers' Motivation in terms of Intrinsic. Additionally, the Teacher feels more motivated to improve their teaching when they see data that shows students. Progress and teachers are inspired to create better classroom strategies when data in decision making are used. Although the mean score for both aspects is slightly lower ($M = 4.43$), it still demonstrates a positive level of respondent satisfaction with the Teachers' Motivation.

Table 12 presents the Level of Teachers' Motivation in Terms of Intrinsic.

Table 12. Level of Teachers' perspective on Motivation in terms of Intrinsic motivation

Statements The Teacher...	Mean	SD	Remarks
...feels more motivated to improve their teaching when they see data that shows students' progress.	4.44	0.83	Strongly Agree
...inspires to create better classroom strategies when data in decision making are used.	4.43	0.68	Strongly Agree
...feels a sense of achievement when the performance is recognized through data results.	4.45	0.67	Strongly Agree
...encourages to keep learning and improving as a teacher when appropriate decision-making is used.	4.47	0.73	Strongly Agree
...motivates them to do their best because data shows me that my efforts make a difference.	4.60	0.51	Strongly Agree
Weighted Mean	4.48		
SD	0.59		
Verbal Interpretation	Very High		

The level of Teachers' Motivation in terms of Intrinsic attained a weighted mean score of 4.48 and a standard deviation of 0.59. It is verbally interpreted as very high among the respondents.

In summary, teachers feel more motivated to improve their teaching when school decisions are supported by data that clearly show students' progress and performance. The use of data in decision-making inspires teachers to develop better classroom strategies and recognize areas for improvement. Teachers also experience a sense of achievement when their performance and efforts are acknowledged through data results. Furthermore, appropriate decision-making approaches encourage continuous learning and professional growth, motivating teachers to give their best as they see that their

efforts contribute positively to student outcomes and school improvement.

Table 13 presents the Level of Teachers' Motivation in Terms of Extrinsic Motivation

Teachers are encouraged mostly leads to reward and recognized because of the decision making approaches. The mean score ($M = 4.42$) reflects a high Level of Teachers' Motivation in terms of Extrinsic. Additionally, the Teacher feels more motivated when accurate data is used to provide support and resources for teachers. Although the mean score is slightly lower ($M = 4.31$), it still demonstrates a positive level of respondent satisfaction with the Teachers' Motivation.

The level of Teachers' Motivation in terms of Extrinsic attained a weighted mean score of 4.35 and a standard deviation of 0.53. It is verbally interpreted as very high among the respondents.

Teachers feel more motivated when school leaders use data to recognize and acknowledge their good performance. Decision-making approaches that rely on accurate data help ensure that rewards, recognition, and opportunities are given fairly. Teachers are also encouraged when data is used to provide the necessary support and resources to improve their work. Furthermore, when school decisions lead to incentives, promotions, and professional opportunities based on clear and reliable data, teachers feel more driven to perform better. Overall, fair and data-informed decision-making strengthens teachers' motivation and commitment to their work.

Table 13. Level of Teachers' perspective on Motivation in terms of extrinsic motivation

Statements The Teacher...	Mean	SD	Remarks
...feels more motivated when school leaders use data to acknowledge teachers' good performance.	4.35	0.61	Strongly Agree
...encouraging them often leads to rewards and recognition because of the decision-making approaches.	4.42	0.53	Strongly Agree
...motivated when accurate data is used to provide support and resources for teachers.	4.31	0.63	Strongly Agree
...feels driven to perform better when school decisions are based on data bring incentives or opportunities.	4.32	0.57	Strongly Agree
...increases motivation when decision-making approaches are used to promote fairness in promotions and rewards.	4.35	0.69	Strongly Agree
Weighted Mean	4.35		
SD	0.53		
Verbal Interpretation	Very High		

Table 14. Composite of Teachers' perspective on Motivation

Indicators	Weighted Mean	SD	Verbal Interpretation
Intrinsic motivation	4.43	0.59	Very High
extrinsic motivation	4.35	0.53	Very High
Grand Mean	4.39		
SD	0.56		
Verbal Interpretation	Very High		

The level of Teachers' perspective on Motivation in terms of Intrinsic and Extrinsic motivation arrived at a grand mean score of 4.39 and a standard deviation of 0.56 and was verbally interpreted as very high among the respondents. This means that teachers demonstrate a strong level of motivation

in both internal and external aspects of their work. This further implies that teachers are highly driven by personal satisfaction, professional growth, recognition, and rewards, which contribute to their commitment and effectiveness in performing their teaching responsibilities.

Level of Teachers' perspective on Professional Development

In this study, the level of Teachers' perspective on Professional Development refers to Engagement in Training, Application of Learning, and Career Progression.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 15 presents the Level of Teachers' Professional Development in terms of engagement in training.

Table 15. Level of Teachers' perspective on Professional Development in terms of Engagement in Training

Statements The Teacher...	Mean	SD	Remarks
...is willing to attend professional development programs when school heads involve teachers in decision-making.	4.33	0.65	Strongly Agree
...feels more engaged in training when decisions about the programs are based on data.	4.41	0.58	Strongly Agree
...participates in professional development sessions when my feedback is considered in planning.	4.32	0.76	Strongly Agree
...feels motivated to join training activities when decisions are made collaboratively by school leaders.	4.38	0.69	Strongly Agree
...feels more involved in learning opportunities when school heads make decisions that consider teachers' needs.	4.21	0.85	Strongly Agree
Weighted Mean	4.33		
SD	0.62		
Verbal Interpretation	Very High		

The teacher feels more engaged in training when decisions about the programs are based on data. The mean score ($M = 4.41$) reflects a high Level of Teachers' Professional Development in terms of Engagement in training. Additionally, the Teacher feels more involved in learning opportunities when school heads make decisions that consider teachers' needs. Although the mean score is slightly lower ($M = 4.21$), it still demonstrates a positive level of respondent satisfaction with the Teachers' Professional Development.

The level of Teachers' Professional Development in terms of Engagement in Training attained a weighted mean score of 4.33 and a standard deviation of 0.62. It is verbally interpreted as very high among the respondents.

Teachers are more willing to participate in professional development programs when school heads involve them in the decision-making process. Engagement in training activities increases when decisions about these programs are supported by data and when teachers' feedback is considered during the planning stage. Teachers also feel more motivated to attend professional development sessions when decisions are made collaboratively by school leaders. Furthermore, when school heads take into account the needs and interests of teachers in making decisions, teachers feel more involved and encouraged

to participate in learning opportunities that support their professional growth.

The teacher improves teaching when decision-making approaches help integrate training into daily work. The mean score ($M = 4.47$) reflects a high Level of Teachers' Professional Development in terms of Application of Learning. Additionally, the Teacher feels encouraged to use new skills when school leaders make decisions that consider teachers' growth. Although the mean score is slightly lower ($M = 4.34$), it still demonstrates a positive level of respondent satisfaction with the Teachers' Professional Development.

Table 16. Level of Teachers' perspective on Professional Development in terms of Application of Learning

Statements The Teacher...	Mean	SD	Remarks
...applies what they have learned in training more effectively when school decisions support implementation.	4.42	0.61	Strongly Agree
...improves teachings when decision-making approaches help integrate training into daily work.	4.47	0.57	Strongly Agree
...feels encouraged to use new skills when school leaders make decisions that consider teachers' growth.	4.34	0.70	Strongly Agree
...applies training outcomes when school heads' decisions are clear and well-structured.	4.44	0.57	Strongly Agree
...implements new strategies when professional development decisions are based on data and collaboration.	4.43	0.63	Strongly Agree
Weighted Mean	4.42		
SD	0.55		
Verbal Interpretation	Very High		

The level of Teachers' Professional Development in terms of Application of Learning attained a weighted mean score of 4.42 and a standard deviation of 0.55. It is verbally interpreted as very high among the respondents.

Teachers are more willing to participate in professional development programs when school heads involve them in the decision-making process. Engagement in training activities increases when decisions about these programs are supported by data and when teachers' feedback is considered during the planning stage. Teachers also feel more motivated to attend professional development sessions when decisions are made collaboratively by school leaders. Furthermore, when school heads take into account the needs and interests of teachers in making decisions, teachers feel more involved and encouraged to participate in learning opportunities that support their professional growth.

Table 17 presents the Level of Teachers' Professional Development in terms of Career Progression.

The teacher feels that their career growth is supported when school heads use fair and data-driven decisions in promotions. And feels recognized for their development when decision-making approaches consider teachers' achievements. The mean score ($M = 4.39$) reflects a high Level of Teachers' Professional Development in terms of Career Progression. Additionally, the teacher is motivated to develop professionally when decisions about teacher advancement are transparent and participatory. And they are more committed to improving their skills when they see that professional

development decisions positively affect career opportunities. Although the mean score is slightly lower ($M = 4.35$), it still demonstrates a positive level of respondent satisfaction with the Teachers' Professional Development.

Table 17. Level of Teachers' perspective on Professional Development in terms of Career Progression

Statements The Teacher...	Mean	SD	Remarks
...feels that their career growth is supported when school heads use fair and data-driven decisions in promotions.	4.39	0.60	Strongly Agree
...is motivated to develop professionally when decisions about teacher advancement are transparent and participatory.	4.35	0.64	Strongly Agree
...believes that chances for career progression improve when school leaders make informed decisions.	4.37	0.78	Strongly Agree
...feels recognized for their development when decision-making approaches consider teachers' achievements.	4.39	0.70	Strongly Agree
...is more committed to improving their skills when they see that professional development decisions positively affect career opportunities.	4.35	0.68	Strongly Agree
Weighted Mean	4.37		
SD	0.57		
Verbal Interpretation	Very High		

The level of Teachers' Professional Development in terms of Career Progression attained a weighted mean score of 4.37 and a standard deviation of 0.57. It is verbally interpreted as very high among the respondents.

The level of Teachers' perspective on Professional Development in terms of Engagement in Training, Application of Learning, and Career Progression arrived at a grand mean score of 4.37 and a standard deviation of 0.58 and was verbally interpreted as very high among the respondents. This means that teachers actively participate in professional development activities and effectively apply what they have learned in their teaching practices. This further implies that teachers are highly committed to continuous learning and career growth, which enhances their competence and overall effectiveness in the teaching profession.

Table 18. Composite of Teachers' perspective on Professional Development

Indicators	Weighted Mean	SD	Verbal Interpretation
Engagement in Training	4.33	0.62	Very High
Application of Learning	4.42	0.55	Very High
Career Progression	4.37	0.57	Very High
Grand Mean	4.37		
SD	0.58		
Verbal Interpretation	Very High		

Test of correlation between the School Heads' perspective on Decision Making Approaches to the Teachers' Morale

To test the significant correlation between the School Heads' perspective on Decision Making Approaches to the Teachers' Morale in terms of Satisfaction, Productivity, and Engagement they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

A significant positive correlation was observed between School Heads' perspective on Decision Making Approaches to the Teachers' Morale, indicating that School Heads who is a

good decision maker tended to achieve higher Teachers' Morale ($r(113) p < .05$). This suggests that increased School Heads' perspective on Decision Making Approaches is associated with better Teachers' Morale.

No statistically significant correlation was found between Participating of School Heads' perspective on Decision Making Approaches to the Teachers' Morale ($r(113) p > .05$). This indicates that, within this group, the Participating of School Heads' perspective on Decision Making Approaches did not significantly predict Teachers' Morale, contrary to some anecdotal expectations.

Table 19. Significant Correlation between School Heads' perspective on Decision Making Approaches to the Teachers' Morale

School Heads' perspective on Decision Making Approaches		Satisfaction	Productivity	Engagement
Rational	Pearson Correlation	.311**	.383**	.386**
	Sig. (2-tailed)	.000	.000	.000
	N	113	113	113
Participating	Pearson Correlation	.157	.209*	.176
	Sig. (2-tailed)	.097	.026	.062
	N	113	113	113
Data-Driven	Pearson Correlation	.390**	.415**	.241**
	Sig. (2-tailed)	.000	.000	.000
	N	113	113	113
Behavioral	Pearson Correlation	.535**	.433**	.321**
	Sig. (2-tailed)	.000	.000	.000
	N	113	113	113
Incremental	Pearson Correlation	.552**	.379**	.476**
	Sig. (2-tailed)	.000	.000	.000
	N	113	113	113
Administrative (Bounded Rationality).	Pearson Correlation	.559**	.524**	.450**
	Sig. (2-tailed)	.000	.000	.000
	N	113	113	113

From the findings above, the researcher can infer that at a 0.05 level of significance, the null hypothesis stating that "School Heads' perspective on decision-making approaches does not significantly relate to teachers' morale" is partially rejected. Specifically, the null hypothesis is rejected for the rational decision-making approach, as a significant positive relationship was established, while it is accepted for the participating approach, where no significant relationship was found.

The findings indicate that rational decision-making among school heads has a significant and positive influence on teachers' morale, suggesting that systematic, logical, and data-informed decisions contribute to higher levels of teacher satisfaction, productivity, and engagement. This emphasizes the importance of structured and well-analyzed decision-making processes in fostering a positive work environment for teachers.

However, the lack of a statistically significant relationship between the participating approach and teachers' morale implies that merely involving teachers in decision-making does not necessarily lead to improved morale within this group. This suggests that participation alone may not be

sufficient and that the quality, structure, and implementation of participatory practices may need to be strengthened.

Overall, the results suggest that while decision-making approaches play a vital role in influencing teachers' morale, their effectiveness varies depending on the type of approach utilized. Rational decision-making emerges as a key factor in enhancing morale, whereas participatory approaches may require more strategic application to yield significant outcomes. Thus, a balanced and well-integrated decision-making framework is recommended to optimize teacher morale across different dimensions.

Test of correlation between the School Heads' perspective on Decision Making Approaches to the Teachers' Motivation

To test the significant correlation between the School Heads' perspective on Decision Making Approaches to the Teachers' Motivation in terms of Intrinsic motivation, and extrinsic motivation they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 20. Significant Correlation between School Heads' perspective on Decision Making Approaches to the Teachers' Motivation

School Heads' perspective on Decision Making Approaches		Intrinsic motivation	extrinsic motivation
Rational	Pearson Correlation	.330**	.388**
	Sig. (2-tailed)	.000	.000
	N	113	113
Participating	Pearson Correlation	.084	.094
	Sig. (2-tailed)	.376	.322
	N	113	113
Data-Driven	Pearson Correlation	.262**	.262**
	Sig. (2-tailed)	.005	.005
	N	113	113
Behavioral	Pearson Correlation	.216**	.195*
	Sig. (2-tailed)	.022	.038
	N	113	113
Incremental	Pearson Correlation	.229**	.317**
	Sig. (2-tailed)	.015	.000
	N	113	113
Administrative (Bounded Rationality).	Pearson Correlation	.273**	.288**
	Sig. (2-tailed)	.003	.002
	N	113	113

A significant positive correlation was observed between School Heads' perspective on Decision Making Approaches to the Teachers' Motivation, indicating that School Heads who is a good decision maker tended to achieve higher Teachers' Morale ($r(113) p < .05$). This suggests that increased School Heads' perspective on Decision Making Approaches is associated with better Teachers' Motivation.

No statistically significant correlation was found between Participating of School Heads' perspective on Decision Making Approaches to the Teachers' Motivation ($r(113) p > .05$). This indicates that, within this group, the Participating of School Heads' perspective on Decision Making Approaches did not significantly predict Teachers' Motivation, contrary to some anecdotal expectations. From the findings above, the researcher can infer that at a 0.05 level of significance, the null

hypothesis stating that “School Heads’ perspective on decision-making approaches does not significantly relate to teachers’ motivation” is rejected. The null hypothesis is rejected in terms of the overall decision-making approaches, as a significant positive relationship was found, while it is accepted in the aspect of the participating approach, where no statistically significant relationship was established.

The findings indicate a significant and positive relationship between school heads’ decision-making approaches and teachers’ motivation, highlighting that effective, systematic, and well-informed decision-making contributes to increased levels of teacher motivation. This underscores the importance of strong leadership practices in enhancing teachers’ drive, commitment, and overall performance in the school setting.

However, the absence of a statistically significant relationship between the participating approach and teachers’ motivation suggests that involving teachers in decision-making processes alone does not necessarily lead to improved motivation. This implies that the manner, depth, and quality of participation may influence its effectiveness, and that participatory strategies may need to be refined to produce meaningful outcomes.

Overall, the results suggest that while decision-making approaches of school heads play a crucial role in improving teachers’ motivation, their impact varies across different approaches. Rational and structured decision-making appears to be more influential, while participatory approaches may require more deliberate and strategic implementation. Thus, a comprehensive and balanced leadership approach is essential to maximize teachers’ motivation across various dimensions.

Test of correlation between the School Heads’ perspective on Decision Making Approaches to the Teachers’ professional Development

To test the significant correlation between the School Heads’ perspective on Decision Making Approaches to the Teachers’ professional Development in terms of Engagement in Training, Application of Learning, and Career Progression they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

A significant positive correlation was observed between School Heads’ perspective on Decision Making Approaches to the Teachers’ professional Development, indicating that School Heads who is a good decision maker tended to achieve higher Teachers’ Morale ($r(113) p < .05$).

From the findings above, the researcher can infer that at a 0.05 level of significance, the null hypothesis stating that “School Heads’ perspective on decision-making approaches does not significantly relate to teachers’ professional development” is rejected, which indicates that there is a significant relationship between them.

The findings reveal a strong and significant positive relationship between school heads’ decision-making approaches and teachers’ professional development, particularly in terms of engagement in training, application of learning, and career progression. This suggests that school heads who practice effective, systematic, and well-informed

decision-making are more likely to foster an environment that supports continuous teacher growth and development.

Table 21. Significant Correlation between School Heads’ perspective on Decision Making Approaches to the Teachers’ professional Development

School Heads’ perspective on Decision Making Approaches		Engagement in Training	Application of Learning	Career Progression
Rational	Pearson Correlation	.440**	.483**	.469**
	Sig. (2-tailed)	.000	.000	.000
	N	113	113	113
Participating	Pearson Correlation	.236**	.119	.146**
	Sig. (2-tailed)	.012	.209	.123
	N	113	113	113
Data-Driven	Pearson Correlation	.295**	.268**	.308**
	Sig. (2-tailed)	.002	.004	.000
	N	113	113	113
Behavioral	Pearson Correlation	.287**	.330**	.352**
	Sig. (2-tailed)	.002	.000	.000
	N	113	113	113
Incremental	Pearson Correlation	.382**	.443**	.561**
	Sig. (2-tailed)	.000	.000	.000
	N	113	113	113
Administrative (Bounded Rationality).	Pearson Correlation	.432**	.394**	.496**
	Sig. (2-tailed)	.000	.000	.000
	N	113	113	113

Overall, the results imply that the decision-making approaches of school heads play a crucial role in enhancing teachers’ professional development. When school leaders make sound and strategic decisions, teachers are more engaged in professional learning opportunities, are better able to apply acquired knowledge and skills in their teaching practices, and are more likely to experience career advancement.

However, while the overall relationship is significant, variations may still exist across specific dimensions of professional development, indicating that certain areas may require additional support and targeted interventions. Thus, although effective decision-making is a key driver of teachers’ professional growth, a more comprehensive and sustained approach is necessary to maximize its impact across all aspects of professional development.

IV. CONCLUSION AND RECOMMENDATIONS

There is a significant relationship between School heads’ decision-making approaches and teachers’ morale, motivation and professional development, leading to the rejection of the null hypothesis. It can therefore be concluded that systematic, logical, and data-driven leadership practices contribute to enhancing teachers’ attitudes and confidence fostering a more positive work environment.

There is a significant relationship between school heads’ decision-making approaches and teachers’ motivation, leading to the rejection of the null hypothesis. This concludes that structured decision-making practices play an important role in enhancing teachers’ drive to work by fostering commitment, initiative, and engagement in their professional responsibilities.

There is a significant relationship between school heads' decision-making approaches and teachers' professional development, leading to the rejection of the null hypothesis. This concludes that evidence-based decision-making practices by school heads contribute significantly to teachers' continuous professional growth, active participation in learning opportunities, application of acquired competencies, and career advancement.

Based on the conclusions, the following recommendations are advised:

School heads may strengthen rational and well-informed decision-making practices to enhance teachers' morale, motivation, and professional development, while ensuring that participatory approaches are structured and meaningful.

School heads may encourage teachers to engage in professional development programs and collaborative initiatives that support continuous learning, application of skills, and career progression, while actively participating in school decision-making processes to contribute insights and feedback.

School heads may encourage teachers to take an active role in applying learned knowledge and skills in their teaching practices, participate in collaborative planning, and contribute

to improving school programs that impact teacher morale and motivation.

School heads may foster a balanced leadership approach that integrates rational decision-making with participatory practices, ensuring that all stakeholders' perspectives are considered while maintaining effective and strategic implementation.

Future researchers may examine additional factors influencing teachers' morale, motivation, and professional development, including leadership styles, school culture, and support systems. They may adopt mixed-methods approaches or longitudinal studies to assess the long-term impact of decision-making approaches on teacher outcomes.

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