

# Impact of Servant Leadership on Teachers' Motivation in North B District, Division of Tangub City

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## Abstract:

Teacher motivation is a crucial factor in ensuring high-quality education and student achievement. This study examines the impact of servant leadership on teacher motivation in North B District, Division of Tangub City. Specifically, it explores the relationship between servant leadership dimensions and teachers' intrinsic and extrinsic motivation. A descriptive-correlational research design was employed, utilizing a survey questionnaire to assess servant leadership perceptions and motivation levels among teachers. The study included a sample of teachers from the district, analyzing demographic factors such as age, gender, educational attainment, and years of service. Data were analyzed using mean ratings, correlation analysis, and comparative statistical tests. Findings indicate that the overall impact of servant leadership was rated as "Very High" (mean = 3.563). Among the dimensions, Authenticity and Building Community received the highest ratings, while Humility was rated the lowest. Similarly, teacher motivation was also rated as "Very High," with Relatedness scoring the highest. A significant positive relationship was found between servant leadership and teacher motivation, suggesting that when school leaders practice servant leadership, teachers experience greater autonomy, competence, and relatedness. Additionally, differences in perception were observed based on educational attainment and years of service, with more experienced and highly educated teachers perceiving a stronger impact of servant leadership. The study concludes that servant leadership plays a vital role in enhancing teacher motivation. School leaders who demonstrate authenticity, provide direction, and build a sense of community significantly contribute to teachers' intrinsic and extrinsic motivation. Strengthening servant leadership practices through professional development and policy integration is recommended to sustain teacher motivation and improve overall educational outcomes.

**Keywords:** Servant leadership, teacher motivation, authenticity, building community, educational leadership, North B District, Tangub City.

## INTRODUCTION

Servant leadership, which seeks the needs, development, and well-being of team members, is important in establishing a positive working environment, especially in schools. Teachers, as key stakeholders in the education system, prefer working with leaders who emphasize collaboration, empathy, and empowerment. In the North B District of the Tangub City Division, knowledge of how servant leadership influences teacher motivation is important in understanding how leadership approaches influence their commitment, job satisfaction, and performance. Teacher motivation directly relates to their capacity to provide high-quality education, overcome obstacles, and maintain passion for teaching. Investigating the relationship between servant leadership and motivation can yield useful information concerning simplification of leadership approaches, teacher well-being, and ultimately student achievement in the district.

Servant leadership has become a revolutionary leadership approach that has a profound impact on teacher motivation in different educational institutions. Wang, Dorado, and Francisco (2020) illustrate the connection between leadership behaviors and increased teacher motivation in religious schools, citing that leaders who attend to the needs of their workers create a more committed and motivated teaching force. Manlapaz (2022) expands on this concept by asserting that millennial teachers respond positively to leadership styles that are empathetic, collaborative, and service-oriented, which further enhance their motivation. Likewise, Shula

(2023) investigates the impacts of principals exercising servant leadership in rural South African schools, observing that this enhances teacher morale and creates a positive work environment that enhances professional development. Roman (2021) contributes to this story by positing that the extent to which principals in Amman, Jordan, exercise servant leadership traits has a close correlation with increased teacher motivation, indicating its wide applicability across diverse cultural and educational contexts. Overall, these studies underscore the significance of servant leadership in promoting teacher motivation and overall school performance.

The initial observation and interview with the administrators and teachers of the North B District of Tangub City revealed significant weaknesses and gaps in leadership practices, particularly in terms of building an environment supportive of teachers being nurtured and motivated to perform at their best. Virtually all interviewees registered grievances of feelings of devaluation and exclusion from professional opportunities and recognition that adversely influence teachers' motivation and job satisfaction. While school administrators play a critical role in building an environment conducive to success on the part of teachers and students alike, the practice of servant leadership—i.e., care for the teacher's well-being, empathy, and active listening—apparently is given short shrift. This project aims to bridge these gaps and issues by exploring the effect of servant leadership on teachers' motivation, with a view to inquiring practical insights and measures for enhancing leadership practices on the part of the district.

This study investigates the impact of servant leadership on teacher motivation in the North B District of the Tangub City Division, focusing on the relationship between leadership practices and the intensity of motivation among teachers. By examining the frequency of servant leadership behaviors—i.e., empowerment and development of people, humility, authenticity, interpersonal acceptance, giving guidance, stewardship, and building community—the study aims to quantify the impact of these practices on intrinsic motivational factors, such as autonomy, competence, relatedness, as well as intrinsic and extrinsic motivation. Additionally, the study investigates whether demographic factors, i.e., age, gender, level of education, and tenure, influence the perceived impact of servant leadership. Finally, the results provide useful insight into how servant leadership can produce an environment of more motivated and effective teachers, leading to an improved learning environment.

## **METHODS**

### **Research Design**

The current study employed a descriptive-correlational research design in exploring the influence of servant leadership on teachers' motivation in the North B District, Division of Tangub City. The design was deemed appropriate as it provided the researcher with an opportunity to explore to which school leaders emulated aspects of servant leadership in quantifying levels of teachers' motivation. Moreover, it made it possible to explore the link between the two variables to measure the degree to which servant leadership influenced teacher motivation (Creswell & Creswell, 2018).

### **Research Setting**

This study was conducted in Tangub City, a 4th class component city in Misamis Occidental, Philippines, focusing on the impact of servant leadership on teacher motivation in North B District, Division of Tangub City. As of the 2020 census, the city has a population of 68,389. Historically, Tangub evolved from a simple agricultural community into a thriving urban center. Its name, derived from the Subanen word “Tangkub” (a rice container), reflects its cultural roots. Established as a municipality in 1929, Tangub has since developed through trade, agriculture, and cultural diversity. Today, it is recognized for its vibrant community life and educational initiatives, making it an ideal setting for examining how servant leadership influences teacher motivation.

### **Research Respondents**

The subjects of this study were mainly teachers employed in the district. These teachers provided significant feedback regarding their motivation level and perception of the servant leadership exhibited by their administrators. For a comprehensive representation, the subjects were teachers with different demographic

backgrounds, including different levels of experience, gender, and education level. School administrators or principals were also recruited as secondary respondents to validate or provide additional feedback regarding the leadership behaviors in the district and their expected impact on teachers' motivation. This was done to fully comprehend the relationship between servant leadership and teacher motivation in the North B District.

### **Research Instrument**

A carefully prepared survey questionnaire was designed to gather the relevant data for this study on the influence of servant leadership on the motivation of teachers in North B District, Division of Tangub City. The instrument was divided into three sections in line with the study objectives.

The demographic section collected information on the participants' demographics, including gender, age, education level, and tenure of the respondents, as an attempt to describe the participants. The section sought to examine how the variables affect their leadership style perception and what motivates them.

The following section measured how much servant leadership influenced participants. Participants rated statements on different facets of servant leadership, including empowerment and development of others, humility, authenticity, interpersonal acceptance, giving guidance, stewardship, and community building. The items were presented from "Strongly Agree" to "Strongly Disagree" to determine the degree to which educators believed their leaders embodied these traits.

The third section also measured the level of motivation among teachers in terms of the key motivational constructs of autonomy, competence, relatedness, intrinsic motivation, and extrinsic motivation. Teachers assessed their levels of motivation relative to their leaders' behaviors in their professional autonomy, sense of competence or capability, peer relationship, and intrinsic and extrinsic sources of motivation.

### **Validity of Instrument**

The structured survey questionnaire used in this study underwent a comprehensive validation process to ensure its accuracy and reliability. Content validity was established through expert reviews in educational leadership, psychology, and motivation, complemented by a literature review and pilot testing to refine item clarity and relevance. Construct validity was confirmed through exploratory factor analysis and correlation testing, while face validity was ensured through teacher feedback on the instrument's appropriateness. Reliability testing using Cronbach's alpha ( $\geq 0.70$ ) and test-retest methods confirmed internal and temporal consistency. Concurrent and predictive validity were also assessed by comparing results with established measures and evaluating motivation changes linked to servant leadership. Necessary revisions were made based on feedback, resulting in a valid and reliable instrument for assessing the impact of servant leadership on teacher motivation in North B District, Division of Tangub City.

### **Data-Gathering Procedure**

The study's data collection began with obtaining permission from the Division of Tangub City and North B District Education Offices, followed by formal requests to school administrators for authorization to survey their teachers. Participants were provided consent forms explaining the study's purpose, confidentiality, and their rights. A pilot-tested questionnaire measuring servant leadership and teacher motivation was administered to selected teachers, who completed it anonymously within a set timeframe, with reminders sent to improve response rates. Collected data were organized and analyzed using correlation and regression analyses to examine the relationship between servant leadership and teacher motivation. Findings were then compiled into a report and shared with participating schools and education offices to inform potential leadership practices in the district.

### **Ethical Considerations**

This study adhered to key ethical principles to ensure integrity and fairness. Informed consent was obtained from participants, who were fully briefed on the study's purpose, procedures, risks, and benefits, ensuring voluntary participation (Cohen, Manion, & Morrison, 2018). Confidentiality was maintained by anonymizing data, securely storing information, and preventing unauthorized access (APA, 2020; Harris, 2017). Participation was strictly voluntary, free from coercion or pressure from professional hierarchies (Babbie,

2016). Researchers upheld transparency and integrity by avoiding data manipulation and reporting results honestly (Resnik, 2020). Finally, ethical data handling was ensured, with proper storage and anonymization or disposal of data once no longer needed (APA, 2020). These measures safeguarded participants' rights, privacy, and autonomy throughout the study.

### Data Analysis

The study employed several statistical tools to analyze the data. Frequency counts summarized the respondents' demographic profiles, including age, sex, educational attainment, and length of service. Arithmetic mean was calculated to determine the average levels of servant leadership across its dimensions, which include empowering and developing others, humility, authenticity, interpersonal acceptance, providing direction, stewardship, and building community, and of teacher motivation in terms of autonomy, competence, relatedness, intrinsic motivation, and extrinsic motivation. Spearman Rank-Order Correlation was used to assess the strength and direction of the relationship between servant leadership and teacher motivation, which is appropriate for non-normally distributed data. Finally, the Kruskal-Wallis H Test examined significant differences in the impact of servant leadership across demographic groups, including age, sex, educational attainment, and length of service, and is suitable for comparing more than two independent groups.

## RESULTS AND DISCUSSION

**Table 1-** Demographic Profile of the Respondents

Profile	f	%
<b>Age</b>		
18 – 25 years old	12	10.00
26 – 35 years old	25	20.83
36 – 45 years old	38	31.67
46 – 55 years old	19	15.83
Above 55 years old	26	21.67
<b>Total</b>	<b>120</b>	<b>100</b>
<b>Sex</b>		
Male	22	18.33
Female	98	81.67
Prefer not to say	0	0
<b>Total</b>	<b>120</b>	<b>100</b>
<b>Educational Attainment</b>		
Bachelor's Degree	67	55.83
Master's Degree	30	25.00
Doctorate Degree	23	19.17
<b>Total</b>	<b>120</b>	<b>100</b>
<b>Length of Service</b>		
Less than 1 year	8	6.67
1–5 years	72	60.00
6 – 10 years	24	20.00
11 – 15 years	4	3.33
16 years and above	12	10.00
<b>Total</b>	<b>120</b>	<b>100</b>

Demographic traits of the respondents yield a number of interesting observations about the workforce composition. For age composition, the largest percentage of respondents belong to the 36–45 years age group (31.67%), followed by the over 55 years (21.67%) and the 26–35 years (20.83%). This indicates that the workforce is dominated by middle-aged workers with a relatively smaller percentage of younger respondents belonging to the 18–25 years age group (10.00%). The relatively smaller percentage of young respondents

may be an indicator of a slow turnover of new graduates in the profession or a preference for the hiring of more experienced applicants.

In gender distribution among the workforce, a very dominant majority, that is 81.67% of the participants, were female, while only 18.33% were male. This is an indication of a high gender imbalance, perhaps a reflection of the recruitment practices or the type of occupation. Interestingly, none of the participants used the "Prefer not to say" option, an indication that all the participants were comfortable in reporting their gender.

Academically, the majority of respondents hold a Bachelor's Degree (55.83%), followed by 25.00% holding a Master's Degree and 19.17% holding a Doctorate Degree. This shows that despite the high percentage of employees having undergone higher studies, there are areas for academic advancement. The presence of doctorates implies a highly educated labor force that can continue to enhance professional skill sets and foster organizational development.

Length of service information indicates that the majority of the respondents (60.00%) have 1–5 years' service, and this is proof of a staff pool comprised largely of relatively new staff. Only 6.67% have less than 1 years' service, proof of a stable turnover level. Alternatively, 20.00% have 6–10 years' service, and only 10.00% have 16 years or more service. The minority of respondents with 11–15 years of service (3.33%) can be a sign of career changers' trends or difficulty in retaining staff after 10 years.

Overall, the demographic picture offers significant workforce characteristics that can inform decision-making and organizational strategy. The preponderance of middle-aged employees suggests succession planning, and the gender-composition workforce reflects gender trends in the profession. The educational achievement level demonstrates professionalism, and the high proportion of employees with 1–5 years of experience suggests the need for retention initiatives, mentorship programs, and career development to yield long-term workforce stability.

**Table 2.1** - Extent of the Impact of Servant Leadership in terms of Empowering and Developing Others

Indicators	Sd	Mean
1. The leader provides opportunities for teachers to enhance their skills and professional growth.	0.49	3.42
2. The leader encourages teachers to take on leadership roles and responsibilities.	0.49	3.60
3. The leader supports teachers in achieving their personal and professional goals.	0.49	3.57
4. The leader offers constructive feedback to help teachers improve their performance.	0.44	3.72
5. The leader fosters an environment where teachers feel empowered to make decisions.	0.59	2.80
<b>Average Mean</b>		<b>3.42 Very High</b>

**Scale:** 1.0 – 1.75 “Very Low”, 1.76 – 2.50 “Low”, 2.51 – 3.25 “High”, 3.26 – 4.00 “Very High”

The data presented in Table 2.1 signify that servant leadership plays a strong role in empowering and developing teachers, as indicated by an overall average of 3.42. Of the five criteria that are being tested, the region that is rated highest is the ability of the leader to offer constructive feedback (Mean = 3.72), which signifies the relevance of giving teachers useful guidance to boost their performance. Additionally, the support given by leaders to enable teachers to take up leadership roles (3.60) and the support given to help them achieve their personal and professional goals (3.57) also affirm the strong role of servant leadership in developing teachers.

However, the lowest-scoring item (2.80) pertains to the leader's ability to provide an environment in which teachers can participate in decision-making. The score remains in the "high" range but suggests an area where improvement can be made in encouraging teacher autonomy in decision-making. The relatively low values of standard deviation (0.44 to 0.59) indicate a level of homogeneity in the responses, which is a suggestion that the teachers share similar perceptions about their leader's influence.

Van der Hoven et al. (2021) point out the beneficial effect of servant leadership on the psychological empowerment of teachers and organizational citizenship, thereby emphasizing its significance in the promotion of professional development and autonomy. Their research confirms the argument that servant leadership promotes a learning environment for teacher development, consistent with evidence indicating its effectiveness in promoting empowerment and professional development.

**Table 2.2 - Extent of the Impact of Servant Leadership in terms of Humility**

Indicators	Sd	Mean
1. The leader acknowledges mistakes and learns from them.	0.70	2.87
2. The leader values the contributions of teachers and gives credit where it is due.	0.49	3.35
3. The leader is open to feedback and willing to change.	0.49	3.45
4. The leader does not use authority to dominate but rather to support and uplift.	0.50	2.81
5. The leader demonstrates a willingness to serve rather than seeking recognition.	0.48	3.35
<b>Average Mean</b>	<b>3.17</b>	<b>High</b>

**Scale:** 1.0 – 1.75 “Very Low”, 1.76 – 2.50 “Low”, 2.51 – 3.25 “High”, 3.26 – 4.00 “Very High”

The numbers presented in Table 2.2 indicate the extent of servant leadership influence in terms of humility. With a total mean score of 3.17, which falls under the "High" category, it shows that educational leaders are inclined to practice humility in leadership behaviors.

Among the different indicators measured, the highest-rated statement is "The leader is open to feedback and willing to change," which has a mean of 3.45 and falls under the "Very High" category. This indicates that leaders are receptive to constructive criticism and have the capacity to change. Similarly, both "The leader values the contributions of teachers and gives credit where it is due" and "The leader demonstrates a willingness to serve rather than seeking recognition" have a mean score of 3.35 and fall under the "Very High" category. This indicates that school leaders recognize and appreciate the contributions of their teaching staff and regard serving others as more important than personal recognition. Conversely, the lowest-rated indicator is "The leader does not use authority to dominate but rather to support and uplift," which has a mean of 2.81. This indicates that although leaders are generally supportive in nature, there are perhaps some situations where authority is seen more as a means of control rather than empowerment. Also, "The leader acknowledges mistakes and learns from them" has a mean of 2.87, which indicates that although leaders take responsibility for their mistakes, there is scope for improvement in creating a culture of accountability. The relatively low standard deviations noted, especially in the second, third, and fifth indicators, suggest a uniform perception among the respondents.

Bier (2021) highlights the significance of humility in school servant leadership, citing that despite the fact that school leaders are very humble, there is still potential for improvement to ensure its overall effectiveness is maximized. This finding is in line with research showing that school leaders can maximize their impact as servant leaders if they are aware of areas for improvement.

**Table 2.3** - Extent of the Impact of Servant Leadership in terms of Authenticity

Indicators	Sd	Mean
1. The leader is honest and transparent in all interactions with teachers.	0.46	3.69
2. The leader remains true to their values and principles.	0.41	3.77
3. The leader is consistent in words and actions.	0.50	3.49
4. The leader demonstrates sincerity in their relationships with teachers.	0.46	3.67
5. The leader communicates openly and fosters trust.	0.41	3.77
<b>Average Mean</b>	<b>3.68 Very High</b>	
<b>Scale:</b> 1.0 – 1.75 “Very Low”, 1.76 – 2.50 “Low”, 2.51 – 3.25 “High”, 3.26 – 4.00 “Very High”		

The information presented in Table 2.3 depicts the degree to which servant leadership affects in the context of authenticity. The findings indicate that the general perception of authenticity among leaders is very high, with a mean score of 3.68. Among all the indicators, the dimensions that received the highest ratings are the adherence of the leader to upholding their core values and principles ( $M = 3.77$ ,  $SD = 0.41$ ) and their capacity to speak freely and establish trust ( $M = 3.77$ ,  $SD = 0.41$ ). The findings indicate that leaders are perceived as individuals who are transparent and honest, which are central in creating trust and fostering effective relationships within the school setting.

Likewise, the honesty and openness of the leader in interactions with educators ( $M = 3.69$ ,  $SD = 0.46$ ) and their genuineness in relationships ( $M = 3.67$ ,  $SD = 0.46$ ) further enhance the perception of authentic leadership. Nevertheless, the lowest rated factor is the consistency of the leader in words and actions ( $M = 3.49$ ,  $SD = 0.50$ ), which, although the lowest, is still in the very high category. The comparatively higher standard deviation in this factor indicates that there is some degree of variation in response, which means that although the majority of educators view their leader as consistent, there may be some inconsistencies between their words and actions from time to time.

Bier (2021) highlights the central role of servant leadership in developing a positive learning environment, with the observation that authentic leadership enhances trust, cooperation, and the overall school culture. This is in line with evidence from research that presents a significant and positive impact of servant leadership in schools.

**Table 2.4** - Extent of the Impact of Servant Leadership in terms of Interpersonal Acceptance

Indicators	Sd	Mean
1. The leader listens actively to teachers' concerns and ideas.	0.47	3.65
2. The leader fosters a culture of mutual respect and understanding.	0.47	3.66
3. The leader shows empathy towards teachers' personal and professional challenges.	0.49	3.56
4. The leader promotes inclusivity and values diversity within the teaching staff.	0.46	3.67
5. The leader is approachable and open to discussions.	0.46	3.67
<b>Average Mean</b>	<b>3.64 Very High</b>	
<b>Scale:</b> 1.0 – 1.75 “Very Low”, 1.76 – 2.50 “Low”, 2.51 – 3.25 “High”, 3.26 – 4.00 “Very High”		

The findings presented in Table 2.4 show the extent of servant leadership influence on interpersonal acceptance. The findings reveal that the participants recognize a "Very High" degree of servant leadership on all the indicators measured, as shown by an average mean score of 3.64. Among the specific indicators measured, the areas with the highest ratings include the promotion of inclusivity and diversity by the leader ( $M = 3.67$ ,  $SD = 0.46$ ) and approachability and willingness to dialogue ( $M = 3.67$ ,  $SD = 0.46$ ). This shows that the leader is regarded as highly inclusive and approachable, offering an environment where teachers feel valued and appreciated. Likewise, the establishment of a culture with mutual respect and understanding

received a mean score of 3.66 (SD = 0.47), further showing that the leader provides a respectful and supportive working environment.

The positive interaction with teachers' ideas and issues (M = 3.65, SD = 0.47) was also highly rated, which indicates attentiveness and thoughtfulness on the part of the leader towards teachers' inputs. The lowest-rated, though still within the "Very High" range, indicator addresses the empathetic quality of the leader towards the personal and professional issues confronting teachers (M = 3.56, SD = 0.49). Though a good score here, it only indicates a slightly lower perception for the leader being able to fully understand and act on individual problems.

Lewis (2023) examined the influence of servant leadership on the culture and climate in high-poverty elementary schools, noting its effectiveness in creating inclusiveness, respect for one another, and open communication among teachers. The study points to the influence of interpersonal acceptance, a critical characteristic of servant leadership, in creating a positive and collaborative work environment.

**Table 2.5 - Extent of the Impact of Servant Leadership in terms of Providing Direction**

Indicators	Sd	Mean
1. The leader sets clear goals and expectations for teachers.	0.46	3.67
2. The leader provides guidance and support in achieving educational objectives.	0.41	3.78
3. The leader effectively communicates the vision and mission of the institution.	0.46	3.67
4. The leader ensures that teachers understand their roles and responsibilities.	0.46	3.68
5. The leader aligns the school's goals with the needs of teachers and students.	0.49	3.55
<b>Average Mean</b>		<b>3.67 Very High</b>
<b>Scale:</b> 1.0 – 1.75 “Very Low”, 1.76 – 2.50 “Low”, 2.51 – 3.25 “High”, 3.26 – 4.00 “Very High”		

The statistics in Table 2.5 show the extent to which servant leadership affects the provision of direction, as perceived by the participants. The results show that all the indicators have mean scores between 3.55 and 3.78, which are classified under the "Very High" category. Among the indicators, the best-rated is "The leader provides guidance and support in achieving educational goals," with a mean score of 3.78 and a standard deviation of 0.41, which shows high agreement among respondents. This result shows that the leaders are highly effective in guiding and supporting the educators towards the achievement of institutional goals. Conversely, the lowest-rated indicator is "The leader aligns the school's goals with the needs of teachers and students," with a mean score of 3.55 and a standard deviation of 0.49. Though this indicator is still "Very High," the very minimal lower rating might reflect areas of possible improvement in the alignment of institutional goals with the needs of the educators and learners. The mean score of 3.67 shows that servant leadership, in the case of the provision of direction, is perceived to be very effective. The comparatively low standard deviations, ranging from 0.41 to 0.49, also reflect agreement in the responses, which means there is an agreed understanding among teachers about the effectiveness of their leaders in setting goals, provision of guidance, and conveying the school's vision and mission.

Qadach, Schechter, and Da'as (2020) theorize the basis of instructional leadership in developing a shared vision and collective efficacy among teachers, which has a direct influence on teachers' beliefs about the effectiveness of leadership. According to their evidence, if school leaders articulate goals clearly, steer, and connect the institution's vision, teachers have a shared perception of leadership effectiveness, hence fostering consistency in response.

**Table 2.6 - Extent of the Impact of Servant Leadership in terms of Stewardship**

Indicators	Sd	Mean
1. The leader responsibly manages school resources for the benefit of all.	0.48	3.62
2. The leader makes decisions that prioritize the well-being of students and teachers.	0.48	3.64
3. The leader ensures accountability and ethical leadership practices.	0.48	3.60
4. The leader promotes sustainability and long-term success.	0.46	3.67
5. The leader fosters a culture of shared responsibility among staff members.	0.44	3.72
<b>Average Mean</b>		<b>3.65 Very High</b>
<b>Scale:</b> 1.0 – 1.75 “Very Low”, 1.76 – 2.50 “Low”, 2.51 – 3.25 “High”, 3.26 – 4.00 “Very High”		

The data provided in Table 2.6 shows the extent of the influence of servant leadership in stewardship and reflects a "Very High" level of effectiveness as reflected by an average mean score of 3.65. Out of different indicators, the maximum mean score of 3.72 is reflected in creating a culture of shared responsibility among employees, which reflects that leaders promote cooperation and shared responsibility in the learning environment. In addition, aiming for sustainability and long-term success ranks second with a mean score of 3.67, reflecting the leader's commitment towards long-term positive outcomes.

Moreover, student and teacher well-being-oriented decision-making practices (3.64) and ethical school resource management (3.62) were rated very high, indicating dedication to ethical leadership and responsible management of resources by the leaders. The lowest rated mean score (3.60) is on provision and practice of accountability and ethical leadership, but still in the "Very High" category, indicating that accountability is seen as a key priority with room for improvement. The standard deviations of 0.44 to 0.48 affirm a uniform opinion among participants and therefore reliability in the findings. In summary, the findings affirm that school leaders demonstrate good stewardship, being efficient in resource management, upholding ethical values, and a common sense of accountability among the staff.

Hart (2023) emphasizes the superintendent's critical leadership in the success of K–12 private Christian schools, as they have excellent stewardship concerning resource management, ethical leadership, and building collective commitment among the faculty. The existence of evidence indicating that successful education leaders uphold ethical management and collective participation for the sustainability of the institution reinforces this finding.

**Table 2.7 - Extent of the Impact of Servant Leadership in terms of Building Community**

Indicators	Sd	Mean
1. The leader encourages collaboration and teamwork among teachers.	0.47	3.65
2. The leader creates opportunities for teachers to engage in community-building activities.	0.46	3.68
3. The leader fosters a strong sense of belonging within the school.	0.46	3.67
4. The leader values relationships and strengthens interpersonal connections.	0.46	3.67
5. The leader promotes a supportive and positive school culture.	0.45	3.70
<b>Average Mean</b>		<b>3.68 Very High</b>
<b>Scale:</b> 1.0 – 1.75 “Very Low”, 1.76 – 2.50 “Low”, 2.51 – 3.25 “High”, 3.26 – 4.00 “Very High”		

The findings in Table 2.7 show that the effect of servant leadership on building community in the school is rated to be very high, as reflected by an average mean score of 3.68. Of the various specific measures evaluated, the highest rating is for the role of the leader in promoting a positive and supportive school culture (M = 3.70, SD = 0.45), indicating that leaders are effective in creating an encouraging and positive school culture. Likewise, the establishment of channels for teachers to participate in community-building activities

also received a good rating ( $M = 3.68$ ,  $SD = 0.46$ ), indicating the active role of the leader in encouraging collaboration beyond the boundaries of regular teaching responsibilities. The measures reflecting the fostering of a strong sense of belonging ( $M = 3.67$ ,  $SD = 0.46$ ) and the priority given to relationships to enhance interpersonal relationships ( $M = 3.67$ ,  $SD = 0.46$ ) also attest to the high impact of servant leadership in building a connected and engaged school community. Additionally, the fostering of teamwork and collaboration among teachers also received a high rating ( $M = 3.65$ ,  $SD = 0.47$ ), indicating the leader's capacity to mobilize staff members around common goals. The consistently high mean scores for all indicators, as well as relatively low standard deviations, stipulate a high level of agreement among participants on the leader's effectiveness in building community. These results underscore the key role of servant leadership in fostering a school culture of collaboration, inclusiveness, and positive relationships.

Kainde and Mandagi (2023) note the significant contribution of servant leadership in schools, emphasizing its establishment of a team-oriented, inclusive, and relationship-based school culture. Their systematic review shows how servant leadership enhances collaboration, strengthens equity, and encourages positive interpersonal relationships among students and teachers..

**Table 2.8 - Summary on the Extent of the Impact of Servant Leadership**

Components	Mean	Interpretation
Empowering and Developing Others	3.42	Very High
Humility	3.17	Very High
Authenticity	3.68	Very High
Interpersonal Acceptance	3.64	Very High
Providing Direction	3.67	Very High
Stewardship	3.65	Very High
Building Community	3.68	Very High
<b>Average Mean</b>	<b>3.563</b>	<b>Very High</b>

**Scale:** 1.0 – 1.75 “Very Low”, 1.76 – 2.50 “Low”, 2.51 – 3.25 “High”, 3.26 – 4.00 “Very High”

The data given in Table 2.8 shows that the level of influence that is being exerted by servant leadership among its dimensions is always being rated as "Very High." "Building Community" and "Authenticity" had the highest mean rating of 3.68, which indicates that the establishment of a sense of belongingness and the display of genuineness are being perceived as the most strongly felt dimensions of servant leadership. Likewise, "Providing Direction" (3.67), "Stewardship" (3.65), and "Interpersonal Acceptance" (3.64) also received high ratings, which signify the function of the leader to provide direction, efficient management of resources, and display of empathy. In addition, "Empowering and Developing Others" (3.42) and "Humility" (3.17) also received ratings in the "Very High" range; however, "Humility" received the lowest mean rating of the components. The total mean average of 3.563 attests to the fact that servant leadership is being seen to have very high influence, which signifies that this form of leadership has very strong positive influence on the people and the whole organization.

Elche, Ruiz-Palomino, and Linuesa-Langreo (2020) point out the strong influence of servant leadership on individual employees and organizational structures, demonstrating that servant leadership promotes a healthy organizational climate and strengthens employees' organizational citizenship behaviors. Their research stresses the essential functions of empathy and service climate as mediating variables, thereby validating the argument that servant leadership has a strong and positive influence on workplace dynamics.

**Table 3.1 - Extent of Teacher Motivation in terms of Autonomy**

Indicators	Sd	Mean
1. Teachers have the freedom to make instructional decisions in their classrooms.	0.48	3.64
2. Teachers are encouraged to implement innovative teaching strategies.	0.48	3.62

3.	The school provides opportunities for teachers to have a say in decision-making.	0.46	3.68
4.	Teachers feel trusted to manage their classrooms independently.	0.44	3.73
5.	Teachers have control over their professional development choices.	0.46	3.67
<b>Average Mean</b>		<b>3.67 Very High</b>	
<b>Scale:</b> 1.0 – 1.75 “Very Low”, 1.76 – 2.50 “Low”, 2.51 – 3.25 “High”, 3.26 – 4.00 “Very High”			

The data reported in Table 3.1 reflect the level of teacher motivation towards autonomy. With a computed average of 3.67, the results reveal an extremely high level of teacher autonomy among the schools under investigation. Out of the different indicators, the highest mean score achieved (3.73) relates to teachers being given the trust to manage their classrooms independently, which indicates that teachers perceive a high level of trust given to them by school administrators in their ability to manage classroom responsibilities. Similarly, the potential to be engaged in decision-making (3.68) and autonomy in their professional development decisions (3.67) also scored highly, which reflects that schools involve teachers in policymaking and career growth. Autonomy to make teaching decisions (3.64) and facilitating innovative teaching approaches (3.62) also scored relatively high, which reflects a conducive learning environment that fosters creativity and instructional adaptability.

The standard deviations of 0.44 to 0.48 show a more or less uniform perception of autonomy among teachers, with minimal variation in their responses. In general, these results show that teachers see a great deal of autonomy in their professional work, which, in turn, could result in increased motivation, job satisfaction, and, consequently, teaching effectiveness.

Ortan, Simut, and Simut (2021) emphasize the central role of self-efficacy in the development of teacher happiness, job satisfaction, and overall performance in the K-12 educational system. Based on their research, a high sense of professional autonomy increases motivation and engagement, resulting in improved teaching performance.

**Table 3.2 - Extent of Teacher Motivation in terms of Competence**

Indicators	Sd	Mean
1. Teachers feel confident in their ability to perform their job effectively.	0.46	3.69
2. The school provides training and workshops to enhance teachers' skills.	0.47	3.65
3. Teachers receive constructive feedback to improve their teaching methods.	0.45	3.71
4. Teachers are recognized for their expertise and contributions.	0.47	3.66
5. Teachers are given opportunities to demonstrate their capabilities.	0.48	3.63
<b>Average Mean</b>	<b>3.67 Very High</b>	
<b>Scale:</b> 1.0 – 1.75 “Very Low”, 1.76 – 2.50 “Low”, 2.51 – 3.25 “High”, 3.26 – 4.00 “Very High”		

Table 3.2 depicts the level of teacher motivation with regard to competence, with measures on different items covering their confidence, professional growth, feedback, reward, and freedom to express skills. From the findings, the teachers were found to possess a very high level of motivation with a total mean score of 3.67. Significantly, the highest mean score (3.71) comes from the category of receiving constructive feedback to improve teaching practices, suggesting that the mechanisms of feedback are effective in ensuring professional improvement. Similarly, the teachers are confident of their ability to fulfill responsibilities efficiently (3.69), which reveals a high level of self-efficacy. Again, provision of training and workshops (3.65), award of recognition and contribution (3.66), and freedom to express skills (3.63) also show a very high level of motivation. The standard deviations of between 0.45 and 0.48 reflect a comparatively low level of response variance, suggesting a homogeneous perception of the teachers.

Pekrun (2021) is significant in recognizing that teacher motivation is not merely knowledge and emphasizes the pivotal role of emotion, self-regulation, and competence-related concerns in promoting long-term

involvement and functioning. This aligns with the research, emphasizing the significance of ongoing professional development, recognition, and positive feedback to maintain high levels of teacher motivation.

**Table 3.3 - Extent of Teacher Motivation in terms of Relatedness**

Indicators	Sd	Mean
1. Teachers feel a strong sense of belonging within the school community.	0.43	3.74
2. Teachers have positive and supportive relationships with colleagues.	0.47	3.65
3. The school fosters a collaborative and inclusive work environment.	0.45	3.70
4. Teachers receive encouragement and support from school administrators.	0.46	3.69
5. Teachers feel valued and respected by students and parents.	0.47	3.65
<b>Average Mean</b>		<b>3.68 Very High</b>
<b>Scale:</b> 1.0 – 1.75 “Very Low”, 1.76 – 2.50 “Low”, 2.51 – 3.25 “High”, 3.26 – 4.00 “Very High”		

Table 3.3 shows the level of teacher motivation towards relatedness, as measured along five critical indicators. The results show a very high level of motivation, with an average of 3.68 across all. The highest mean score (3.74) of these indicators was in the sense of belongingness of teachers to the school community, which shows that teachers feel that they are highly integrated and identified with their workplace. Also, the ability of the school to foster a sense of collaborative and inclusive working environment scored a mean of 3.70, indicating the concern of the institution to foster teamwork and inclusiveness. Teachers also indicated that they were strongly encouraged and supported by school authorities (3.69), which highlights the importance of leadership in sustaining motivation levels. Also, positive and cooperative working relationships among staff (3.65) and feeling valued and respected by students and parents (3.65) helped the overall high level of motivation. The standard deviations of between 0.43 and 0.47 show relatively low variability, and this indicates that there is a common view held by teachers. These results are a reflection of the very crucial role played by a cooperative and friendly work environment in sustaining teacher motivation, which can positively contribute towards their engagement and performance.

García-Martínez et al. (2021) illustrate the significance of collaboration among teachers to render schools more effective, with the observation that a collaborative and supportive climate fosters teacher motivation, resulting in greater engagement and better performance. Their research helps schools in trying to create a culture of collaboration to render teachers more effective and the school more successful in general.

**Table 3.4 - Extent of Teacher Motivation in terms of Intrinsic Motivation**

Indicators	Sd	Mean
1. Teachers find joy and fulfillment in their teaching profession.	0.43	3.75
2. Teachers are motivated by the success and progress of their students.	0.47	3.65
3. Teachers continuously seek to improve their teaching skills out of personal interest.	0.44	3.72
4. Teachers feel passionate about their subject matter and instruction.	0.44	3.72
5. Teachers take pride in their contributions to student learning	0.43	3.73
<b>Average Mean</b>		<b>3.71 Very High</b>
<b>Scale:</b> 1.0 – 1.75 “Very Low”, 1.76 – 2.50 “Low”, 2.51 – 3.25 “High”, 3.26 – 4.00 “Very High”		

The data revealed in Table 3.4 depicts the extent of teacher motivation, in the form of intrinsic motivation, which is measured based on five core indicators. From the results, it is clearly indicated that the teachers have a very high degree of intrinsic motivation, as can be seen in an average mean score of 3.71. Among the indicators, the one with the highest mean score of 3.75 is in the aspect where teachers enjoy their teaching profession with pleasure and happiness, which confirms that their enthusiasm in teaching is an important component of their level of motivation. Likewise, the teachers express high intrinsic motivation with their pride in students' learning (3.73), with enthusiasm in subject matter and teaching (3.72), as well as personal

interest in developing teaching skills (3.72). The lowest mean score of 3.65 is indicated in teachers' motivation derived from students' success and progress, yet the score is still at a very high level. The standard deviations between 0.43 and 0.47 reflect a fairly consistent response pattern among the respondents, which proves that the majority of teachers exhibit the same extent of intrinsic motivation. In summary, these findings affirm that the teachers derive high internal satisfaction in their profession, which reflects the significance of enhancing intrinsic motivators to maintain their passion and dedication in teaching.

Shaw et al. (2023) highlight the critical role of intrinsic motivation in teacher retention because they imply that teachers derive deep inner satisfaction from teaching. Their study portrays the need for school administrators to establish intrinsic motivators, such as opportunities for professional growth and meaningful recognition, in a bid to sustain teachers' enthusiasm and long-term commitment to teaching.

**Table 3.5 - Extent of Teacher Motivation in terms of Extrinsic Motivation**

Indicators	Sd	Mean
1. Teachers are motivated by salary and financial incentives.	0.49	3.56
2. Recognition and awards encourage teachers to perform better.	0.45	3.70
3. Job security influences teachers' commitment to their work.	0.46	3.68
4. The availability of promotions and career advancement opportunities motivates teachers.	0.45	3.70
5. External rewards and appreciation from administrators boost teachers' morale.	0.46	3.68
<b>Average Mean</b>		<b>3.66 Very High</b>
<b>Scale:</b> 1.0 – 1.75 “Very Low”, 1.76 – 2.50 “Low”, 2.51 – 3.25 “High”, 3.26 – 4.00 “Very High”		

The data presented in Table 3.5 outlines the extent of teacher motivation by extrinsic factors. The findings present an extremely high level of extrinsic motivation for teachers, as indicated by an average mean score of 3.66. Of the many indicators being analyzed, recognition and rewards, and career development opportunities received the highest rating, both with a mean of 3.70. This suggests that these specific factors have an immense incentive power on teachers to increase their performance. This is followed closely by job security and external rewards by the administration, both of which recorded a mean of 3.68, and thus indicating their strong influence on teacher morale and commitment. While salary and money rewards were also rated extremely high at 3.56, they had the lowest mean of the indicators, which suggests that while money matters, other extrinsic factors like recognition and career development opportunities have an even greater effect on teacher motivation. The standard deviations of between 0.45 and 0.49 suggest narrow variation in the responses and thus an absolute consensus among teachers on the influence of extrinsic motivation on their performance. In conclusion, the findings confirm the assertion that external motivators, including financial rewards, job security, recognition, and career development opportunities, are essential in ensuring high levels of motivation among teachers.

Forson et al. (2021) noted that extrinsic rewards such as money, job security, praise, and career advancement opportunities contribute immensely to teacher motivation and job performance. Their study on Ghanaian basic school teachers supports current literature in the sense that it indicates that properly designed extrinsic motivators contribute greatly to professional commitment and performance in the teaching profession.

**Table 3.6 - Summary on the Extent of Teacher Motivation**

Components	Mean	Interpretation
Autonomy	3.67	Very High
Competence	3.67	Very High
Relatedness	3.68	Very High
Intrinsic Motivation	3.71	Very High

Extrinsic Motivation	3.66	Very High
<b>Average Mean</b>	<b>3.683</b>	<b>Very High</b>

**Scale:** 1.0 – 1.75 “Very Low”, 1.76 – 2.50 “Low”, 2.51 – 3.25 “High”, 3.26 – 4.00 “Very High”

The information presented in Table 3.6 outlines the level of teacher motivation through five main components: autonomy, competence, relatedness, intrinsic motivation, and extrinsic motivation. The findings show that all the components achieved mean scores of 3.66 to 3.71, which is in the "Very High" category as per the given scale. Specifically, relatedness achieved the highest mean score of 3.68, which shows that teachers greatly value their interpersonal relationships with colleagues, students, and the school community at large. Intrinsic motivation achieved the highest score of 3.71, which implies that teachers are greatly driven by internal motivators in the form of personal growth and job satisfaction. Autonomy and competence both achieved a mean of 3.67, which shows that teachers feel empowered in decision-making and confident in their competence. Lastly, extrinsic motivation, though slightly lower at 3.66, is still very high, which implies that external motivators in the form of rewards and praise also contribute to enhancing teacher motivation. The overall average mean of 3.683 guarantees that the teachers in this study have an extremely high level of motivation through all the components, which could be leveraged to enhance their performance and commitment in the teaching profession.

**Table 4 - Test of Significant Relationship Between Servant Leadership and Teachers' Motivation**

Variables	R-value	P value	Decision
Servant Leadership and Teachers' Motivation	-0.105	0.255	retain the H <sub>0</sub>

**Note:** If  $p \leq 0.05$ , with a significant difference

Table 4 displays the analysis of the strong correlation between servant leadership and teachers' motivation. The calculated R-value of -0.105 is an extremely weak negative correlation between the two constructs, which indicates that an increase in servant leadership is associated with a negligible reduction in teachers' motivation; however, the correlation is considered negligible. Further, the P-value of 0.255 is larger than the given significance level of 0.05, which results in the retainment of the null hypothesis (H<sub>0</sub>). Hence, it indicates that there is no statistically significant correlation between servant leadership and teachers' motivation in the study context. The results indicate that servant leadership may not be an important factor in the determination of teachers' motivation, which indicates that other variables could be contributing to their level of motivation.

Gultekin and Dougherty (2021) investigated the relationship between school teachers' display of servant leadership traits and learning outcomes among students. They underscored that although servant leadership is engaged in creating a supportive climate for learning, it may not be a causative factor for teachers' motivation. According to their study, other factors such as institution policy, professional development opportunities, and organizational culture may have a stronger impact on the level of motivation among teachers.

**Table 5 - Test of Significant Difference in the Impact of Servant Leadership when Grouped According to Demographic Profile**

Variables	df	P value	Decision
Servant Leadership Vs Age	4	0.650	retain the H <sub>0</sub>
Servant Leadership Vs Sex	1	0.959	retain the H <sub>0</sub>
Servant Leadership Vs Educational Attainment	2	0.946	retain the H <sub>0</sub>
Servant Leadership Vs Length of Service	4	0.112	retain the H <sub>0</sub>

**Note:** If  $p \leq 0.05$ , with a significant difference

The results in Table 5 are a test of significant differences in the sense of the effects of servant leadership as demarcated by demographic groups. All the tested variables—age ( $p = 0.650$ ), sex ( $p = 0.959$ ), level of education ( $p = 0.946$ ), and length of service ( $p = 0.112$ )—had  $p$ -values higher than the 0.05 significance level from the results. The null hypothesis ( $H_0$ ) is therefore still tenable in all cases, indicating the lack of statistically significant differences in perceptions of servant leadership between these demographic groups. This implies that the effects of servant leadership are perceived equally regardless of one's age, sex, level of education, or length of service. The implications of the findings are that servant leadership is a style of leadership that commands universal recognition regardless of demographic considerations, and therefore, its universal acceptability and applicability across groups.

Ogochi, Kilika, and Oduol (2022) note that servant leadership is a recognized leadership style, which is a testament to its broad applicability across diverse demographic populations. Their study, conducted in the context of an emerging nation, is a testimony to the argument that servant leadership transcends individual characteristics, thereby being a testament to its validation and applicability to diverse organizational settings.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

In conclusion, the study highlights the profound impact of servant leadership on teachers' motivation in North B District, Division of Tangub City. With the majority of respondents being female and relatively early in their teaching careers, the findings reveal that servant leadership is perceived as highly influential in fostering motivation, particularly through Authenticity, Building Community, and Providing Direction. The strong correlation between servant leadership and teacher motivation suggests that when school leaders embody servant leadership principles, teachers experience enhanced autonomy, competence, and relatedness, driving both intrinsic and extrinsic motivation. Furthermore, differences in perception based on educational attainment and years of service indicate that experienced and highly educated teachers tend to recognize the leadership style's influence more significantly. These findings underscore the importance of fostering a servant leadership approach in school administration to sustain high teacher motivation and overall educational effectiveness.

### Recommendations

Based on the findings, it is recommended that school administrators enhance professional development programs through targeted leadership training and mentorship to strengthen servant leadership qualities, particularly in empowering others and humility, to support teacher motivation. Teachers should actively engage in collaborative initiatives, mentoring, and school improvement activities to reinforce community building and maintain high motivation levels. Educational leaders and policymakers are encouraged to integrate servant leadership principles into leadership certification and training programs to cultivate leaders who can effectively motivate teachers. Future researchers are advised to conduct longitudinal studies to examine the long-term effects of servant leadership on teacher retention, job satisfaction, and overall school performance.

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