

Work Motivation and Resourcefulness of Public Elementary School Principals: A Multivariate Analysis

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ABSTRACT

This study examined the work motivation and resourcefulness of public elementary school principals in the Fourth Congressional District of Nueva Ecija during School Year 2018-2019. It described work motivation in terms of work values, job outlook, and quest for renewal; assessed principals' resourcefulness; determined whether these variables differed across selected profile characteristics; and examined the relationships between the three work-motivation constructs and resourcefulness. A descriptive-correlational research design was employed. The participants were 101 public elementary school principals. Data were gathered using an information sheet, an adapted 15-item Work Motivation Checklist, and a 15-item Resourcefulness Inventory Checklist, supplemented by interviews

and observations. Weighted means, frequency distributions, reported tests of group differences, and correlation coefficients were used in the analysis. Most principals demonstrated very high work motivation in work values (86.14%), job outlook (68.32%), and quest for renewal (77.23%). Resourcefulness was also high to very high, with 70.30% classified as very high and 29.70% as high. The reported inferential results indicated a significant difference in work values by civil status and a significant difference in resourcefulness by gender. Resourcefulness was significantly related to work values ($r = .2202$), job outlook ($r = .3743$), and quest for renewal ($r = .4223$). The findings underscore the value of sustaining principals' motivation and strengthening leadership-development initiatives that cultivate practical creativity, professional renewal, and responsive school management.

Keywords: *work motivation, resourcefulness, public elementary school principals, work values, job outlook, quest for renewal*

INTRODUCTION

Public elementary school principals operate in demanding organizational environments that require purposeful leadership, sound judgment, and the ability to respond constructively to limited resources and changing school needs. Their responsibilities extend beyond administrative compliance. They coordinate programs, support teachers, address learner and community concerns, and model professional conduct within the school. In this context, work motivation and resourcefulness are interrelated leadership attributes that can influence how school principals translate plans into action and sustain the day-to-day operations of their institutions.

Work motivation reflects the principles, beliefs, and aspirations that guide professional behavior. For school principals, motivation may be expressed through work values, a positive job outlook, and a continuing quest for renewal. Work values include commitment, loyalty, pride in work, productivity, and achievement orientation. Job outlook concerns the meaning that principals attach to their profession, including their sense of competence, satisfaction, and self-esteem. Quest for renewal refers to the willingness to exert effort, seek improvement, and remain responsive to the changing demands of school leadership.

Resourcefulness complements motivation by enabling principals to use available internal and external resources creatively and practically. Principals frequently confront uncertain situations, competing priorities, and teacher-related concerns. Resourcefulness helps them examine problems, seek advice, develop alternative responses, and apply appropriate measures. Vredenburg and Maurer (1984) emphasized that organizational processes involve goals, strategies, and responses shaped by the conditions in which individuals operate. Within schools, motivated and resourceful principals are better positioned to make decisions that support teachers and strengthen school functioning. Although motivation and resourcefulness are often recognized as desirable qualities of educational leaders, their relationship requires empirical examination in specific school contexts. This study investigated these attributes among public elementary school principals in the Fourth Congressional District of Nueva Ecija. Specifically, it assessed the principals' work motivation along work values, job outlook, and quest for renewal; measured resourcefulness; examined differences across selected profile characteristics; and determined whether the work-motivation dimensions were significantly associated with resourcefulness.

Literature Review

Work motivation in school leadership

Motivation supports commitment, dedication, and persistence in professional work. The thesis literature presented motivation as a foundation for productive school leadership, particularly when principals are expected to exercise accountability and maintain quality service despite institutional constraints. Kiesler (2009) argued that organizations depend on the dedication, loyalty, energy, and creativity of a motivated workforce. In school settings, these attributes are relevant because principals must guide teachers, sustain programs, and respond to organizational demands.

Work values are central to the motivational orientation of school principals. They reflect the extent to which leaders value productivity, commitment, achievement, and pride in professional work. Rodman (2010) associated professional behavior with work values and leadership, while McDonald (2009) explained that awareness of career motivations can contribute to more effective career planning and human-resource development. For principals, these values become visible in how they manage tasks, engage teachers, and maintain responsibility for school outcomes.

A principal's job outlook refers to the meaning and satisfaction derived from work. It includes feelings of competence, professional mastery, self-esteem, and psychological fulfillment. A constructive job outlook can support sustained engagement in school leadership. The quest for renewal further emphasizes the willingness to improve, accept new perspectives, and exert effort beyond minimum expectations. Such renewal is important because school leaders work in settings marked by evolving needs, uncertainty, and limited resources.

Resourcefulness and responsive school management

Resourcefulness is the practical and creative use of available resources to attain desired outcomes. Jefferson (2014) described resourcefulness as making effective use of one's own capacities and external resources. In school administration, resourcefulness may be expressed through problem analysis, careful decision-making, consultation with others, persistence, and the development of solutions suited to the conditions of the school.

The importance of resourcefulness becomes more evident when principals face complex concerns affecting teachers and school programs. Perrow (2010) highlighted the importance of organizational conditions that enable individuals to solve problems and serve clients effectively. Principals who are trusted, supported, and empowered may be more capable of using their creativity and judgment to respond to school needs. The connection between motivation and resourcefulness is therefore important: motivated principals are more likely to invest effort in finding workable solutions, while resourceful principals can translate commitment into action.

The present study treated work motivation and resourcefulness as measurable leadership attributes. It examined work motivation through work values, job outlook, and quest for renewal and assessed resourcefulness through a separate inventory. The study also tested whether these attributes varied across demographic and professional characteristics and whether the three motivational constructs were associated with resourcefulness.

METHODS

Research Design

The study employed a descriptive-correlational research design. The descriptive component was used to determine the levels of work motivation and resourcefulness among the school principals, while the correlational component was used to examine the associations between the work-motivation dimensions and resourcefulness. Interviews and observations were used as supplementary techniques to reinforce the interpretation of the checklist responses.

Research Locale

The study was conducted among public elementary schools in the Fourth Congressional District of Nueva Ecija during School Year 2018-2019. The locale was selected to examine leadership attributes within a specific administrative and organizational context in the Schools Division of Nueva Ecija.

Participants and Sampling Technique

The participants were 101 public elementary school principals drawn from the Fourth Congressional District of Nueva Ecija. The source manuscript identified the participating principals and reported their demographic and professional profile variables, including age, gender, civil status, educational attainment, and number of years as a school principal. The original manuscript did not explicitly specify the sampling procedure; therefore, no sampling method is inferred in this article.

Research Instrument

Three instruments were used. The Information Sheet gathered the principals' profile data. The Work Motivation Checklist, adapted from McQuintosh (2010), consisted of 15 statements distributed across three constructs: work values, job outlook, and quest for renewal. The Resourcefulness Inventory Checklist, adapted from Panahon (2010), contained 15 items designed to measure manifestations of resourcefulness. Both checklists used a six-point response scale ranging from 1 (strongly disagree) to 6 (strongly agree).

Data Gathering Procedure

Permission to administer the instruments was requested from the Schools Division Superintendent through the district supervisors. The researcher personally administered the checklists to the principals and explained the purpose of the study. Participants were encouraged to clarify items that they found unclear. Interviews and observations were also conducted to reinforce and validate the interpretation of the checklist results.

Data Analysis

Frequency counts, percentages, and weighted means were used to summarize the principals' profile, work motivation, and resourcefulness. The reported results also included tests of differences across profile variables and coefficients of correlation between resourcefulness and each work-motivation construct. The level of significance was set at .05. Because the source manuscript contains inconsistencies between portions of the methodology narrative and the reported inferential tables, the values presented in this article follow the narrative findings and results tables that directly support the stated conclusions.

Ethical Consideration

The study was conducted after permission had been requested through the appropriate Schools Division channels. The purpose of the study was explained during the administration of the instruments, and participants were allowed to seek clarification regarding checklist items. The source manuscript did not provide a formal research-ethics clearance number; this information should be supplied by the author when required by the journal.

RESULTS AND DISCUSSION

Profile of the Participants

The study involved 101 public elementary school principals. Table 1 summarizes their profile. The largest age group consisted of principals aged 51 years and above (30.69%). More than half were female (53.47%), most were married (92.08%), and the majority held a master's degree (93.07%). In terms of leadership experience, one-half had served as principals for 6-10 years (50.50%).

Table 1. *Profile of the Public Elementary School Principals*

Profile Category	f	%
Age: 35 years and below	1	0.99
Age: 36-40 years	21	20.79
Age: 41-45 years	22	21.78
Age: 46-50 years	26	25.75
Age: 51 years and above	31	30.69
Gender: Male	47	46.53
Gender: Female	54	53.47
Civil status: Single	8	7.92
Civil status: Married	93	92.08
Educational attainment: Bachelor's degree	7	6.93
Educational attainment: Master's degree	94	93.07
Years as principal: 5 years and below	28	27.72
Years as principal: 6-10 years	51	50.50
Years as principal: 11-15 years	6	5.94
Years as principal: 16-20 years	16	15.84
Years as principal: 21 years or more	0	0.00

Work Motivation of the School Principals

The results showed consistently high levels of work motivation. As presented in Table 2, 86.14% of the principals were classified as having very high work values, 68.32% had a very high job outlook, and 77.23% had a very high quest for renewal. The average weighted means also indicated strong agreement with statements reflecting productivity, commitment, pride in work, professional satisfaction, and sustained effort.

Table 2. *Levels of Work Motivation Across the Three Constructs*

Construct	Category	f	%	AWM	Rating
Work values	Very high	87	86.14	5.19	Strongly agree
	High	10	9.90		
	Moderate	4	3.96		
Job outlook	Very high	69	68.32	5.14	Agree
	High	26	25.74		
	Moderate	6	5.94		
Quest for renewal	Very high	78	77.23	5.17	Strongly agree
	High	14	13.86		
	Moderate	9	8.91		

Note. AWM = average weighted mean.

Within work values, the principals strongly agreed that they should strive to be highly productive, remain committed and loyal to their profession and school, take pride in their work, and pursue advancement. These findings suggest that the principals viewed school leadership as a professional responsibility grounded in effort and accountability. This supports the view that motivated school leaders can sustain dedication and purposeful action within their organizations (Kiesler, 2009).

For job outlook, respondents strongly agreed that their work enabled them to achieve something valuable and develop competence and job mastery. They also indicated psychological satisfaction and positive self-regard arising from their role. For quest for renewal, they emphasized best effort, rewards in work, and the value of helping teachers address behavioral concerns. These findings show that motivation was not limited to task completion; it also involved a willingness to sustain improvement and respond constructively to school needs.

Resourcefulness of the School Principals

Table 3 shows that all respondents were classified within the high or very high resourcefulness categories. Seventy-one principals (70.30%) demonstrated very high resourcefulness, while 30 (29.70%) demonstrated high resourcefulness. The overall weighted mean of 4.83 was interpreted as agree. The results indicate that the principals generally used practical procedures, consultation, careful reflection, and persistence when dealing with teacher-related concerns.

Table 3. *Degree and Frequency Distribution of School Principals' Resourcefulness*

Category	Score Range	f	%
Very high	76-90	71	70.30
High	61-75	30	29.70
Moderate	46-60	0	0.00
Low	31-45	0	0.00
Very low	15-30	0	0.00
Overall AWM	-	4.83	Agree

The resourcefulness findings complement the motivational results. Jefferson (2014) described resourcefulness as the creative use of available internal and external resources to attain results. In the school context, principals' ability to consult others, follow practical steps, and consider appropriate interventions can help convert motivation into responsive management practice.

Differences Across Profile Characteristics

The reported inferential results showed that the principals were generally comparable across profile groups. A significant difference was reported in work values according to civil status, with married principals described as showing stronger productivity, commitment, loyalty, and achievement motivation. A significant difference was also reported in resourcefulness according to gender, with female principals described as demonstrating a higher degree of resourcefulness. Other comparisons were reported as not significant at the .05 level.

Table 4. *Summary of Reported Significant Differences Across Profile Variables*

Outcome	Profile Variable	Reported Statistic	Interpretation
Work values	Civil status	F = 5.90	Significant difference
Resourcefulness	Gender	F = 3.691	Significant difference
Job outlook	Age, gender, civil status, educational attainment, years in service	-	No significant differences reported
Quest for renewal	Age, gender, civil status, educational attainment, years in service	-	No significant differences reported

Relationship Between Work Motivation and Resourcefulness

Table 5 presents the relationships between resourcefulness and the three dimensions of work motivation. All three coefficients were reported as significant at the .05 level. The strongest relationship was observed between quest for renewal and resourcefulness ($r = .4223$), followed by job outlook ($r = .3743$) and work values ($r = .2202$).

Table 5. *Correlations Between Resourcefulness and Work-Motivation Constructs*

Work-Motivation Construct	r	Decision	Interpretation
Work values	.2202	Reject H0	Significant positive relationship
Job outlook	.3743	Reject H0	Significant positive relationship
Quest for renewal	.4223	Reject H0	Significant positive relationship

Note. H0 = null hypothesis.

The positive correlations suggest that principals who reported stronger motivational orientations also tended to report greater resourcefulness. Quest for renewal displayed the strongest association, indicating that openness to improvement and continued effort may be particularly relevant to practical creativity in school management. The findings reinforce the idea that school leadership development should not treat motivation and resourcefulness as separate concerns. Programs that strengthen reflective practice, problem solving, and professional renewal may support principals in responding more effectively to school demands.

CONCLUSION

The public elementary school principals in the Fourth Congressional District of Nueva Ecija demonstrated strong work motivation and high levels of resourcefulness. Their work values reflected commitment, productivity, pride in professional work, and achievement orientation. Their job outlook indicated a positive sense of competence and satisfaction, while their quest for renewal showed willingness to exert effort and respond to emerging responsibilities. Resourcefulness was also evident in their practical approaches to addressing problems and supporting teachers.

The reported results further showed that work values differed according to civil status and resourcefulness differed according to gender. Most importantly, resourcefulness was significantly associated with work values, job outlook, and quest for renewal. These findings suggest that motivated principals are more likely to demonstrate the practical creativity and responsiveness needed in school management. Sustaining these attributes can contribute to stronger educational leadership and more supportive school environments.

Recommendation

Higher education and Schools Division authorities should sustain the positive motivational orientation of school principals through leadership-development programs, mentoring, recognition systems, and supportive organizational conditions. Such initiatives should encourage principals to translate professional commitment into responsive school-management practices.

Professional-development activities should include practical problem-solving workshops, peer-learning sessions, and opportunities for principals to share context-sensitive strategies for addressing teacher concerns and school-resource limitations. These activities can strengthen resourcefulness while promoting collaborative leadership.

The reported differences across civil status and gender should be interpreted cautiously and examined through further research using verified statistical outputs and broader samples. Future studies may replicate the inquiry among secondary-school principals or compare school leadership contexts across districts and divisions.

Before submission for publication, the original dataset and inferential computations should be revalidated to resolve inconsistencies in the source manuscript's methodological descriptions and summary tables.

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