

Dynamism and ethos of educational leaders on teachers' motivation: A thematic literature review in the Philippine setting

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Abstract

This review holds an important role in the academe by bringing understanding of how the dynamics and varying characteristics of educational leadership influence teachers' motivation. Thus, it improves teachers' overall well-being and helps them pursue goals and direction in providing quality and effective teaching. To the researcher's knowledge, no literature review collectively synthesizes underlying themes that potentially expose scenarios of educational leadership influence that may influence many aspects of teacher motivation, specifically in the Philippine context. The main objective of this review is to identify themes that would discuss and elaborate on the different characteristics of educational leadership's influence on teachers' motivation. Through a thematic literature review, using the PRISMA flow diagram and search strategy, 39 articles from 2014 to 2025 fit the eligibility criteria. This review has found six (6) key themes, namely, Monitoring, Evaluation, and Feedback, Power Bases/ Leadership Influence, Leaders' Attitude Towards Teachers, Support, and Leadership Styles. Effective leadership is not defined solely by authority, but by the ability to build relationships with teachers, nurture their potential, and create a school climate for everyone where inspiration, motivation, and innovation grow. The findings suggest that leadership training focusing beyond technical competencies, tailored modules to better equip and guide the educational leaders, and continued support among teachers for practical leadership are deemed important and necessary.

Keywords: education, educational leadership, teachers, motivation, Philippines

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1. Introduction

Teaching is the noblest profession, yet many appear to struggle and have felt every inch of the burden. Some had years of endurance of “stress, lack of appropriate support, or may feel unprepared to handle behavioral and academic issues among their students” (Dias-Lacy & Guirguis, 2017). There are many expectations with teachers, such as making a student-centered approach and using varied strategies, maintaining a safe and fair learning environment, and fostering connection and communication with stakeholders, all while exerting efforts to accumulate professional development and growth opportunities. While these scenarios continue to prosper in the learning community, the quality of work being provided could be compromised. Research (Daniels, 2017) suggested that teachers continue to do their work, or their motivation to proceed to perform and remain effective, is influenced by autonomy in the work, meeting the needs of the students, and the relationship with colleagues and educational leaders. Daniels (2017) emphasized that it is important to understand the factors that motivate teachers to maintain their work effectiveness, and similar to what contributes to the loss of their motivation, may help educational leaders make appropriate professional development, personnel, and curricular decisions that support teacher motivation”.

On the other hand, an educational leader is one of the elements in a school's operations and can provide important input in improving the teaching and learning experience (Ediger, 2014). Likewise, educational leaders have three (3) keys to maximize their impact in school settings (Fullan, 2023), one, the role of building professional capacity for all the teachers rather than individuals; two, creating a network that builds engagement outside of their own school where exchange of knowledge, collaboration, shared vision, research, or can learn others' best practices all for strengthening schools capacity and growth; and three, focusing on themselves as leaders to better equip and complement with rigor to support and foster professional capacities on oneself and that of the members of the group.

The role of educational leaders extends beyond the corners of the learning environment where they monitor teachers and students, manage inputs and outputs on school operations, and employ the department's policy and guidelines. Educational leaders have the power to lead institutional innovation, encourage and facilitate professional development, stimulate systemic cooperation among educators, and act as catalysts for transformation. Educational leaders can assist the school in achieving sustainable and continual improvement by strengthening the combined capacity of teachers, creating networks of shared practice, and consistently honing their own leadership abilities. Their influence directly shapes the quality of teaching and learning, and the overall well-being of every teacher, including their motivation, further serving with grandeur work performance and satisfaction, highlighting the critical need for leadership development that emphasizes collaboration, capacity building, and reflective practice. Moreover, the effectiveness of a school leader lies not only in individual accomplishments but in the ability to cultivate individual strengths, interests, and goals across the school community, to bridge connections beyond their own institutions, and to model continuous learning. These actions collectively strengthen the educational environment, ensuring that leadership impact is enduring, transformative, and centered on the continuous advancement of teaching and learning.

The pursuit of this study aims to generalize the understanding of the aspects of educational leaders in the Philippines, of their varying characteristics and referents, and their effect on the overall well-being of teachers in terms of their motivation. For instance, in the dissertation of Mallorie (2024), the study revealed a priori leadership concepts from an initial literature review conducted on studies that focused on Filipino-culture leadership, such as traits, competencies, cultural differences, attitudes, and variation in style. To the researcher's knowledge, no literature review collectively synthesizes underlying themes that potentially expose scenarios of

educational leadership influence that may influence many aspects of teacher motivation, specifically in the Philippine context. More likely, a relatively small amount of research has focused on teachers' motivation as a crucial determinant of their own educational experiences and the interpersonal behaviors geared at students, which in turn affect students' motivation and the quality of their learning. The existing research has only examined and explored the teacher's behavior, actions, or practice within the context of their resulting outcomes and interactions with their students. (Pelletier & Rocchi, 2016).

This review aims to identify and evaluate existing studies in the Philippines for recurring themes. Specifically, to answer the question, what are the underlying themes that exist in the influence of dynamism and ethos of Filipino educational leadership on teachers' motivation?

1.1 Influences of Educational Leadership

Connolly & Fertig (2019) have understood that educational leadership has five (5) things to consider in influencing others, in reference to various sources. First, the influence of educational leaders is shared along with the distributed functions and operations across the institution; second, influence affects both – an interactional nature of leadership – who is being considered as an educational leader and who is being led; third, influence can arise beyond non-spoken words (Hawkins & James, 2017). The influence does not only come directly from the position one is entitled to. This perspective highlights that leadership emerges through collaborative processes and collective actions, where multiple individuals contribute to shaping the school environment and motivating teachers, beyond the boundaries of hierarchical titles. Additionally, when influence is a two-way process, this builds collaboration and trust between members of the organization. Also, there are other pathways to influence others, in subtle and non-verbal ways, simply as greetings, expressions, presence, or any shown attitude. Fourth, influence can be collective, where a group affects an individual. Rost (1989) emphasized that leadership is not limited to the actions or decisions of one; rather, it emerges from a group acting together that can influence an individual. Klasmeier, et. al. (2025) elaborated that an organization that prioritizes shared leadership provokes a positive relationship and outcomes. For example, a majority of decisions come from the collective input and thoughts of teachers on what is best for the school can influence how the educational leaders perpetuate action. Lastly, fifth, influence can likely be a factor of perspective and practice, from various theories or models, where one attempts to embody. This takes on the diversity of educational leaders we have today, while it stakes the effectiveness and debate of one with another.

Understanding these multiple pathways to influence highlights that effective leadership is dynamic, complex, and deeply embedded within the everyday experiences of the school community. As educational contexts continue to change and progress, recognizing and learning to harness these varied forms of influence becomes critical in shaping motivated, collaborative, and resilient institutions encompassing all their members.

1.2 Components of Motivation

American Psychological Association (2018) defines motivation as an impetus or the willingness to exert physical or mental effort that gives purpose or direction to a behavior, in the pursuit of a goal or outcome, and operates on the human conscious and unconscious levels.

The paper entitled "Motivation Related to Work: A Century of Progress" by Kanfer, Frese, & Johnson (2017) organized the literature of the last century using a heuristic meta-framework, drawing on various inputs and operations involved between motivation and work environment revealed three components, namely, first, content-based motivation which focuses on individual attributes like needs, universal motives, and trait-based preferences; second, context-based motivation which elaborates the influence of work environment, like the nature, culture, and economic conditions of the work; and lastly, process-based motivation includes desire to do an action and the stage of the action to take. This study implies that teachers' motivation can be sourced out from varying conditions and levels, while understanding the scope of the concept helps educational leaders to

recognize and provide a diagnosis of the challenges and strategically imposed strategies to cope with and enhance teachers' motivation in efforts for them to deliver quality education. It could also take into account that motivation does not only imply mere incentives but also goes beyond and broader factors that leadership could fill the gaps while considering teachers' capacity and growth, such as creating a safe and positive school culture and environment, providing support, and other socio-economic contexts.

2. Methods

Review Design - The current study is a thematic literature review to understand patterns of connection or established notions by focusing on the recurring themes in each study. This study also followed a systematic search using the PRISMA flow diagram (Figure 1) as an approach to identify studies that met the eligibility criteria.

Data Collection and Search Strategy - The search for articles was conducted using Google Scholar as the research database, incorporating Boolean Operators as a strategy to filter and narrow down search results from 2014-2025. Search attempts used "educational leadership" AND "teachers motivation" AND "Philippines" AND "secondary" OR "public" (yields 384 studies), and the last attempt uses the following search operations "educational leadership" AND "depd" AND "teachers motivation" (yields 70 studies), respectively. The following articles yielded are sorted based on the PRISMA protocol, and selection is based on eligibility criteria in Table 1. After careful examination of each article with 39 studies eligible for review, MS Excel was used for synthesis.

Eligibility Criteria

Table 1

Database Inclusion and Exclusion Criteria

Criteria	Inclusion Criteria	Exclusion Criteria
Time Frame	Published between 2014-2025	Published before 2014-2025
Locale	Within Philippines	Outside Philippines
Language	English or Filipino	Other than English or Filipino
Data	Related to the Impact or Influence of Educational Leadership on Teachers' Motivation	Do not imply any influence of Educational Leadership on Teachers' Motivation
	Related to Education Setting	Other than the Education Setting

Studies were included in the review if the data presented were focused on the Filipino leaders' practices, styles, specific behaviors, or characteristics of educational leaders and their influence on teacher motivation. Peer-reviewed journal articles, theses, and dissertations published in English were also considered. Studies that did not specifically address educational leadership, teacher motivation, education setting, or were conducted outside the Philippine setting were excluded from the review.

Data Analysis - To identify the underlying themes, the researcher used an inductive coding scheme where themes emerged from the similar patterns or characteristics of the findings extracted from the pre-determined studies for review. Each study's findings were carefully reviewed and categorized based on thematic similarities, ensuring that the analysis remained grounded in the data and reflective of the collective insights across the literature.

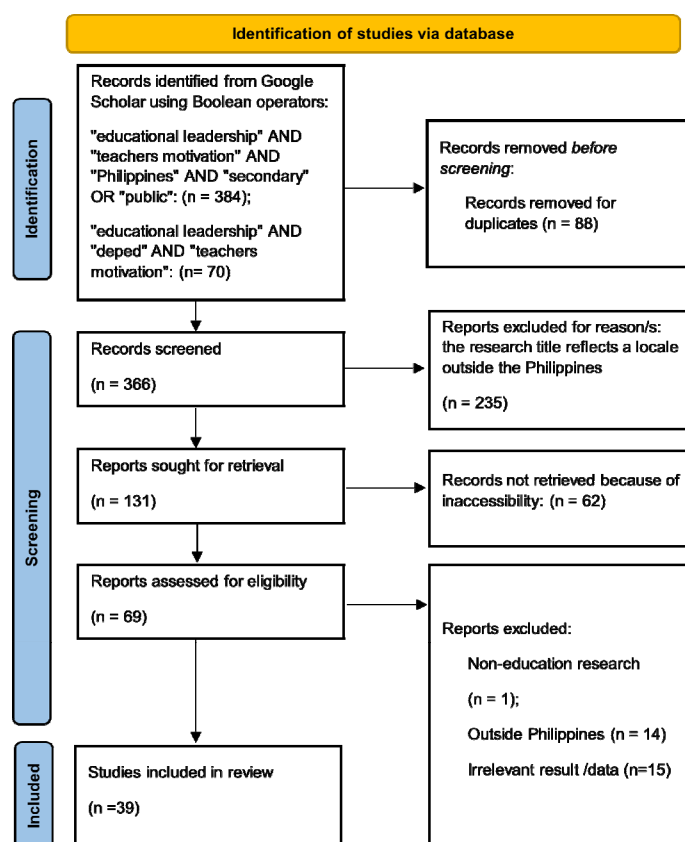
3. Results and Discussion

The search retrieved 454 studies with two attempts, which were then reduced to 366 after duplicates were removed. 131 articles were left after further screening by reading titles and abstracts has been made. The 280 articles had undergone evaluation for eligibility based on the criteria presented in Table 1, and it was decided whether to include certain studies or not. The selection process resulted in the inclusion of 39 articles. The selected articles were subjected to a thematic literature review as described in the following section of the paper.

Figure 1 illustrates the selection process.

Figure 1.

PRISMA Flow Diagram of Selection Process on Studies for Review



3.1 Emerging Themes

Recognizing the fundamental role of teachers in society, this paper delves into the significant influence of educational leadership on their motivation within the specific cultural and societal landscape of the Philippines. Through a comprehensive review and synthesis of existing research, six (6) major themes emerged from the synthesis of the findings in the literature on the influence of educational leadership on teachers' motivation in the Philippine setting. Monitoring, Evaluation, and Feedback, Power Bases/ Leadership Influence, Teacher Empowerment and Professional Growth, Leaders' Attitude Towards Teachers, Support, and Leadership Styles are the themes that generally influence teachers' motivation. The summary of key findings in each theme is shown in Table 2.

Monitoring, Evaluation, and Feedback - School leaders who recognize the importance of taking responsibility in monitoring and evaluating teachers' progress, needs, and overall effectiveness, and providing necessary and appropriate feedback for growth and development, continue to raise the stakes for them (Khachatryan, 2015). The following are the general findings of studies that elaborate on the impact of educational leadership through monitoring, evaluation, and feedback:

Positive feedback results in better performance (Carls, 2020; Nogadas & Apostol, 2024). These papers suggest that teachers become more performing when they receive positive feedback on how well teachers do, because through this, teachers feel valued and recognized. Mireles-Rios, et. al., (2019) in Adarkwah (2021), believe that receiving feedback from the educational leaders can enhance the efficacy of the teachers, which

results in making the learning environment safe and increasing students' engagement. However, other research, like that of Svetieva & Lopes (2022), contradicts this idea and supports that positive feedback only had a positive impact on how subordinates perceive their leaders. Moreover, there have not been many studies conducted or enough reviews in the past years about what kind and types of positive feedback have been employed or had there been opportunities for educational leaders to acquire skills relative to the success of giving positive feedback, thereby suggesting a complete understanding of the impact on teachers' motivation. Further, this only implies that educational leaders' practice of giving positive feedback still varies and is uncertain.

Instructional and curriculum monitoring and evaluation emphasize better and quality teachers' performance (Reambonanza & Tan, 2022; Gella & Quines, 2022; Ebreo, 2024). These papers call to mind that teachers perform better when they are closely monitored during classroom observations. Educational leaders can also secure, through monitoring and supervision, the effectiveness of the teachers' practice and the high-quality of teaching and learning, including the varied teaching strategies and approaches used. Educational leaders can use varied strategies of monitoring and supervision, such as classroom visitations, note writing, or feedback. Basilio & Bueno (2021) identified several issues in instructional supervision, as noted in other studies. While supervision requires a "closer, periodic, and continual" conduct, it is exposed to the limitation of the practice because educational leaders have many teachers to monitor while performing duties in school operations. Issues are also identified in the lack of funds, internal conflicts, shortage of skilled and experienced personnel, inadequate timing, and inadequate facilities. This implies that while issues and limitations hinder the conduct of instructional or curricular supervision, adequacies to foster motivation among teachers will be impeded; there is a need for strategic planning and action.

Reflection encourages competence (Rubio, 2023). This paper suggests that educational leaders who provide feedback can encourage teachers to reflect on their practice. This is also true of the study of Lamb (2017), where teachers use feedback from their superior as a driving force to reflect on their own teaching practice. However, limitations exist in this context where educational leaders may only give general suggestions and have poor competency in terms of supervision (Balyer & Özcan, 2020), and there is limited time for the conduct of feedback conversations that prescribe specific and actionable feedback for teacher to improve their practice (Kraft & Gilmour, 2025). This implies that educational leaders have needs for professional growth and development in terms of equipping themselves to provide teachers with appropriate feedback to better determine what lacks and what needs to be improved in the teaching practice.

Technical assistance (TA) on quality instruction empowers practice and bridges teaching and learning gaps (Ocampo & Chua, 2023; Gonzales, et. al., 2023; Tejero & Aoanan, 2024). According to these studies, educational leaders can provide support, promote high expectations, and connect teachers and the classroom through mentoring and guidance, and technical assistance (TA). Catedral, et. al., (2023) identified that various technical assistance for community practice can be shown through classroom observations, Learning Action Cells, in-service training, and other conferences. As can be noticed, as implied, these TAs are not directly derived and correlated with the personal experience, skill, and competence of the educational leaders themselves, as the majority of the sources come from various people in the community of practice, such as teachers or guest speakers from other schools. This implies that the educational leaders of the school need to improve their competence and skills before they can provide sufficient technical assistance. While external TA can be valuable, its effectiveness in addressing the unique needs of a school may be put at a disadvantage if it doesn't strongly incorporate the insights and capabilities of the educational leaders responsible for instructional quality and operations.

Encouraging the acquisition of new knowledge and learning opportunities inhibits monitoring and evaluation (Cabangbang, 2024). This paper suggests that educational leaders who are continuously interested in opportunities for professional development and growth could inhibit their competence and skills to better monitor and evaluate teaching and learning in school. Rowland (2017) reported that according to research and policy analysis on school (educational) leaders, there are characteristics of effective professional development

tailored for them. These are focused on continuous opportunities for practice, provide educational leaders with high-quality feedback to reflect on their actions and practice on a regular basis, uses research-based content to support grounded evidence of what is effective and can improve community of practice, occurs in a social and collaborative environment, either in person or virtually, and is tailored to the needs, strengths and weaknesses, of each educational leader. This implies that when educational leaders are competent and skilled, they have a stronger influence on promoting teachers' competence as well, thereby resulting in their overall motivation. Simply encouraging learning is insufficient; the how of that learning is crucial for ensuring it enhances, rather than inhibits, leadership skills in monitoring and evaluation.

Constructive criticism encourages commitment and continuous improvement (Kou, 2024; Arezza, 2024). According to these researchers, educational leaders who use constructive criticism as positive reinforcement to point out the needs for improvement in teachers' work are critical in maintaining morale, encouraging continuous improvement, and leading the teachers in the right direction and perspective. Constructive criticism can increase teachers' motivation (Ozcan, 2020; Koşar & Buran, 2019). However, Kraft & Gilmour (2016) recognized the range of perspectives in every educational leader, depending on each principle, purpose, or interpretation. Even so, these findings suggest that when carefully outlined and delivered constructively, feedback by educational leaders can still be a powerful tool for promoting teachers' growth and motivation, even acknowledging that leaders may have different individual approaches to giving feedback.

Power Bases / Leadership Influence - Power Bases (French & Raven, 1959 in SAGE Reference, n.d.) are constructs of power or influence in the workplace. In understanding one's authority to influence other people, colleagues, or in the lower hierarchy makes one more conscious and better function in the organization. The following are the explicit discussions of Power Bases as found in the studies used for review:

Providing recognition and incentives reinforces and encourages work performance (Carls, 2020; Tejero & Aoanan, 2024; Cabangbang, 2024; Arezza, 2024; Aliazas, et. al., 2023; Santos, et. al., 2024; Sumampong & Arnado, 2024). Likewise, studies observed that reward (Akafo & Boateng, 2015) and recognition (Bradler, et. al., 2016) have a positive impact on work motivation and performance. However, other than financial compensation, it may not align with the needs and preferences of the employee, thereby affecting performance (Apriliani & Hubbansyah, 2024). There is limited research on the drivers of motivation in terms of recognition (non-monetary) and incentives, focusing on teachers and how educational leaders provide these. This suggests that although the idea of using rewards to encourage behavior is valid, the kind of reward is important. Since non-monetary rewards and recognition may not always be effective, educational leaders may need to gain a deeper understanding of the factors that drive teachers beyond financial compensation.

Remarkable management and leadership imply motivation (Cubay, 2020; Gonzales, et. al., 2023). The studies suggest that teachers are more likely to be motivated when educational leaders deliver effective management and leadership, and foster collaboration and effectiveness. Huguet (2017) emphasized that effective leadership instills trust and creates a conducive learning environment; teachers are driven to work diligently in addressing the needs of the learners. While studies have emphasized individual strengths and weaknesses of various schemes and styles of leadership, there is still a lack of theoretical understanding of the practice of sustainable leadership dealing with various complexities (Leal Filho, et. al., 2020). This suggests that although the advantages of effective leadership are clear, more research is necessary to determine the long-term, flexible methods for attaining and sustaining such leadership.

Modelling successful practice and competence perceives motivation (Nogadas & Apostol, 2024; Anorico, et. al., 2026; Ocampo & Chua, 2023; De La Cruz & Barrameda, 2023; General & Bautista, 2024). According to these studies, educational leaders who display successful practice, competence, lead learning workshops, and with a high regard for continuous improvement have a significant impact on work task motivation. Lead-by-example is one of the sub-competencies of an effective leader because it emphasizes empowering the members of the community of practice of their autonomy in work and fostering internal motivation and

self-efficacy (Carmeli et al., 2011), including psychological empowerment, organizational commitment, job satisfaction, and innovation behavior (Lin & Ling, 2016). However, according to Chartrand & Bargh (1999) and Barsalou et al., (2003), people may tend to unconsciously and inadvertently “mimic” negative behaviors as well (Mathew, 2024), where in the community of practice, this could be less empowering. This implies that leaders should be careful of their display of behaviors and attitude towards their peers in the workplace.

Positive leadership can influence an individual's socio-emotional competence (Gonzales, et. al., 2023). According to this study, positive leadership encompasses self-awareness, social awareness, self-management, relationship management, and responsible decision-making provides an opportunity for the educational leaders in school to influence teachers' socio-emotional competence. A school, with the help of an educational leader, that promotes socio-emotional capacity can positively influence the way teachers teach and likely help students to develop these competencies (Carmen, et. al., 2022). Therefore, the study of Carmen et. al. (2022) also suggests that teachers need to be trained for socio-emotional competence to improve their teaching performance and develop skills to help them manage the classroom appropriately. This implies that by embodying socio-emotional competence among teachers, educational leaders can foster a positive school climate conducive to teaching and learning. It also emphasizes the need for proactive and planned efforts by educational leaders, thus, schools can nurture these important competencies among teachers and students, as well.

Openness to opportunity, opinion, and criticism builds influence (Nogadas & Apostol, 2024; Sumampong & Arnado, 2024). Educational leaders can build trust and a positive relationship with teachers by being open to communication and input in decision-making, opinions, and criticism. Tyler (2016) concluded that effective communication skills among educational leaders are necessary for building trust with teachers and promoting opportunities for effective instruction. Furthermore, the study suggests that a strategic intervention, action, or program should be crafted, intended for leadership capacity-building to prepare educational leaders to become adept at communication skills. This only shows the importance of investing in professional development opportunities in communication skills of educational leaders to foster this openness and maximize its positive impact.

Strategic vision and articulation inspire individuals and encourage commitment (Rubio, 2023; Arezza, 2024; Sumampong & Arnado, 2024). According to these studies, educational leaders who have the ability to positively gear towards organizational goals with strategic vision and articulation of these goals can motivate and inspire when teachers see this potential. Duberstein (2021) found that educational leaders who were able to connect with teachers on a shared vision were able to put into action and define that vision, build trust, and develop more effective practices in the school (Mombourquette, 2017). While effective strategy and articulation of visions can transpire, from effective educational leadership, and relationships with teachers are well established, there are still factors at play that contribute as challenges, such as enough funding for school infrastructures and other teaching and learning resources and as well as the competence of the teachers to carry out these visions (Atika, et. al., 2022).

Positive traits build trust, impact overall well-being, and secure learning environment (Anorico, et. al., 2016; Bacalso-Baroman & Quirap, 2024; Esplana & Callo, 2024; De La Cruz & Barrameda, 2023). These studies have noted that positive characteristics of educational leaders, such as benevolence, integrity, honesty, and dedication to the well-being of teachers, have a beneficial and overall impact on teachers' happiness. Educational leaders who best establish a secure community of practice and who encourage teachers are reassured in their role and value, bringing out effectiveness and satisfaction. Similarly, Kiarie, et. al. (2017) supported that employees may be afraid to approach leaders who react unpredictably, throw tantrums, shut down ideas, and close in important but negative information. This implies that educational leaders are humans too, who feel various emotions, may show attitudes and behaviors that may contradict those of others, but as leaders, they must still know how to control these mental dispositions to motivate others and attain goals, rather than exhibiting fear or disrespect.

Digital leadership skills impact teacher effectiveness (Ebreo, 2024). This research suggests that educational

leaders' digital leadership skills are clustered under three categories, namely, technology use, managerial skills, and individual skills. Educational leaders possessing digital leadership inspire and create impact for the effectiveness of the teachers. So, it is to say, Basilio & Bueno (2021) emphasized that educational leaders must have the skills and competence to lead teachers, establish school programs and activities, and adapt instructional supervision and assessment that would enhance creativity and innovation so that teachers can adapt to the digital age. Gilli & Guettel (2024) emphasized that as the community of practice or workplace becomes more digitalized, a strong conceptual digitalization skill is necessary – recognizing, adapting, and applying the complexities of technology and their impact. This is likely important, especially that the educational landscape is continuously evolving, where digital technologies are necessary and also becoming part of the learning environment, educational leaders should learn how to integrate with the operations for resources and support for the teaching and learning process.

Demand and negative reinforcement imply tasks to be done, motivation, and engagement in practice. (Cabangbang, 2024; Pacia & Guevarra, 2023). This study revealed that teachers deliberately accomplish tasks because they are asked or required to. Receiving punishments as negative reinforcement can undoubtedly, somehow, contribute to more motivation and engagement in teaching. Educational leaders who use punishment have a significant and positive effect on teachers' discipline (Syuhada, et. al., 2022). These findings imply that this type of leadership strategy, grounded in accountability and consequence, can lead to more structured and goal-directed teaching practices, though educational leaders should also consider providing reinforcement that is balanced with approaches that also support intrinsic motivation.

Teacher Empowerment and Professional Growth - Educational leaders have an important role in empowering teachers and providing necessary professional development and growth opportunities to maximize their potential for effective delivery and quality of the teaching and learning process. A few of these roles, for instance, are emphasized by Balyer, et. al. (2017), including shared decision-making, perception, attitudes and behavior, professional growth, self-efficacy, and autonomy. The following are the findings of this review in terms of teacher empowerment and professional growth as influence of educational leaders on teachers motivation.

Reflective and reinforcing mechanisms boost confidence and practice (Jean, et. al., 2022). Educational leaders who employ various reflective (indirect and non-confrontational methods) and reinforcing mechanisms boost teachers' confidence, promote ownership of solutions to challenges, and increase motivation to perform well in teaching. To further support this, Wei & Yazdanifard, (2014) concluded that positive reinforcement is the most effective way to motivate employees and that they perform better because they know that there is a reward; thus, they make themselves produce more desired behavior and performance. Therefore, it is also important to understand by educational leaders to foster a balance in the workplace of accountability-driven approaches and supportive, reflective leadership practices to create more motivated, disciplined, and empowered teachers.

Professional development and growth opportunities regard proactivity and work-life balance (Aquino, 2023; Gonzales, et. al., 2023; Tejero & Aoanan, 2024; Cabangbang, 2024; Aliazas, et. al., 2023; Rubio, 2023). Educational leaders who encourage and prioritize professional development and growth, especially teacher training or learning, help teachers become more confident in their practice and promote work-life balance. Liu, Hallinger, and Feng (2016) found that leadership that is promoting and focused on learning positively influences teacher professional development, with teacher trust acting as a key mediator. Similarly, a study in Thailand by Piyaman, Hallinger, and Viseshsiri (2017) also confirmed that leadership impacts teacher development while also emphasizing the important role of trust in fostering effective professional growth. These findings only further strengthen the argument that when educational leaders prioritize both professional advancement and relational trust among teachers, they produce an effective community of practice – teachers are empowered, motivated, and competent.

Commendation of efforts and commitment perceives motivation (Nogadas & Apostol, 2024; Abutanmo &

Tantiado, 2023; De La Cruz & Barrameda, 2023; Arreza, 2023). Educational leaders who see the efforts and commitment of teachers by commending them have a significant impact on their motivation. Educational leaders who are focused on steaming the morale and confidence of teachers in the workplace practice consideration, enough cognizance, and recognition. This is also evident in the study of Chiemeka-Unogu (2021) educational leader motivates teachers by emphasizing achievement through task completion within deadlines and by recognizing good performance with cash rewards and commendation letters. These findings imply that consistent and sincere recognition strategies are essential for sustaining teacher morale, engagement, and productivity.

Involvement in decision-making and degree of autonomy in work inspire motivation and engagement (Tejero & Aoanan, 2024; Aliazas, et. al., 2023; General & Bautista, 2024; Aliazas, et. al., 2023). Educational leaders who allow teachers to participate in decision-making and autonomy empower them in their work, especially when these leaders are effective in delegating tasks. However, Lin (2014) found two (2) barriers to teacher involvement. One, teacher capacity, which underscores four components, namely, power, knowledge, information, and reward (Johnson & Boles, 1994 in Lin, 2014). Second, teachers had to change their beliefs and attitudes toward their larger roles outside the classroom and learn how to be more flexible for broader educational goals (Cambone, Weiss, & Wyeth, 1992 in Lin, 2014). Honingh and Hooge (2014) feared that teacher collaboration is often seen not as something valuable on its own, but mainly, and only as a tool for driving change or improvement. These insights imply that for teacher empowerment to be effective, educational leaders must provide both promoting institutional support and a positive school climate that values meaningful collaboration and professional growth.

Two-way communication brings confidence among members of the organization (Carls, 2020; Cabangbang, 2024; Kou, 2024; Sumampong & Arnado, 2024). When two-way communication is established among teachers and educational leaders, teachers often feel valued and respected; when communication is clear and effective, teachers feel the comfort of the approach and concern. Supporting this, de Lange and Mulder (2017) emphasize the importance of dyadic leadership, where leaders intentionally and systematically engage with individuals to understand their perspectives, limitations, and contributions. This implies that educational leaders must not only deliver messages but also listen with purpose, creating communication practices that build stronger relationships, mutual understanding, and shared responsibility.

School Leader's Attitudes toward Teachers - While building rapport among members of the community of practice is important, there are also critical and specific attitudes that educational leaders should display in the workplace. These attitudes or what kind of relationships educational leaders establish are also important in influencing teachers on their motivation to do tasks effectively. The following are the findings of the review on the necessary attitudes of educational towards teachers as a mechanism to influence teachers motivation.

Positive relationships contribute to work performance (Reambonanza & Tan, 2022; Anding, et. al., 2022; Anorico, et. al., 2016; Ocampo and Chua, 2023; Esplana & Callo, 2024; Abuntanmo & Tantiado, 2023; Kou, 2024; De La Cruz & Barrameda, 2024). Teachers' performance is likely dependent on the relationship they have with educational leaders and the personal interaction with them. Such a relationship stems from educational leaders being collegial but not very directive and restrictive, as well as supportive, showing respect, giving consideration, and showing genuine concern for others. Educational leaders who raise the stakes for a conducive and positive working culture, like being considerate, fair, and democratic attitude highlight being supportive and open, thus increasing productivity. This implies that educational leaders must intentionally cultivate a positive organizational culture where relationships are prioritized, communication is respectful, and every team member feels seen, heard, and supported to reach their full potential.

Connecting on an emotional level fosters a stronger sense of value and belonging (Aquino, 2023; Nogadas & Apostol, 2024; Rubio, 2023). The study suggests that when educational leaders are able to connect with teachers on an emotional level, it fosters a strong belongingness and value, which can encourage teachers' passion for their work. For instance, the study (Berkovich & Eyal, 2017) suggests that transformational school

leadership also encompasses the different facets and complexity of emotions because it relates to teachers' emotional change experience for a more positive effect. This implies that effective educational leadership is not only strategic but also emotionally intelligent, which also finds strength in prioritizing empathy, understanding, and human connection to build a resilient and motivated teaching force.

Support - Educational leaders' support in any aspect of teaching and learning and the whole school operation is vital to promote proactivity and efficiently accomplish tasks. The following are findings of the review, consistent among studies, of what support is needed and required from educational leaders to develop teachers' motivation.

Providing instructional and institutional support tends to alleviate performance and motivation (Reambonanza & Tan, 2022; Estudio & Mhunpiew, 2021; Anorico, et. al., 2016; Tejero & Aoanan, 2024; Santos, et. al., 2024; Javar & Ibojo, 2023; Gella & Quines, 2022; Rubio, 2023; Bacalso-Baroman & Quirap, 2024). According to the studies, teachers perform well, increase trust, moderate work exhaustion, and have a high regard for instructional support provided by the educational leaders believed to bring improvement to teaching and learning. Examples of instructional and institutional support, but not limited to, include investigating challenges in classroom procedures and processes, students' problems, and resources for teachers. Gading (2024) points out that certain challenges and gaps exist in the support of educational leaders in instruction, such as the need for more strategic and sustainable, actionable, and specific strategies that help in the feedback mechanisms, emphasis in the importance of seamless routine and implementation to strengthen a substantial coaching and mentoring thus, encourage efficient skill and competence development. Similarly, Lewing (2019) stressed that perceived institutional support has a significant impact on teacher satisfaction and retention. Furthermore, Seno & Paglinawan (2025) revealed that the higher the institutional support, the improved instructional quality there is. These findings imply that educational leaders must go beyond general support and commit to intentional, structured systems that enable continuous professional growth, instructional excellence, and long-term teacher engagement.

Providing support through challenges and reducing burdens tailored to one's unique strengths and interests compels performance and well-being (Tejero & Aoanan, 2024; Bacalso-Baroman & Quirap, 2024; Pacia & Guevarra, 2023). Teachers who are supported by educational leaders of their perceived challenges and burdens they carry, such as encouragement, giving direction and resources, and other chances for professional growth, have an effect on the overall teachers' well-being. The contemporary experience teaching professionals have to deal with in the education sector is tough and challenging. Creagh, et. al. (2025) unveil from the evidence in the literature that teachers experience workload stress and intensification, which resulted in varying impacts, such as mental fatigue, burnout, and teacher attrition. To boost teacher attrition, the literature (Shuls & Flores, 2020) has found several underlying themes, including "having a supportive administration; a culture of trust, openness, and academic freedom; a personalized professional development program; an induction program which includes mentorship for new and beginning teachers; and a leadership training program". These findings imply that educational leaders must move beyond generalized support systems and adopt strategic, individualized, and empathetic practices that protect teacher well-being and promote long-term retention and effectiveness.

Recognizing social motivators creates a collaborative and student-centered environment (Lim, 2024). The study concludes that educational leaders recognized and supported teachers' social motivations, creating a collaborative and student-centered educational environment. Social motivations are human social drives that are complex motives or needs to do something by nature. While teachers' motives have been exposed by numerous studies, it is imperative that educational leaders, as well as teachers to formulate practical strategies to stimulate improved learning outcomes (Han & Yin, 2016). This includes, but is not limited to, designing professional learning opportunities, peer coaching and mentoring, shared leadership roles and responsibilities, and encouraged reflection that validates teachers' professional identities and social contributions. To operationalize this, leaders should implement practical strategies that integrate these social motivators into leadership training programs and institutional frameworks to sustain a culture of collective growth and student-focused innovation.

Leadership Styles - Leadership styles vary across many educational leaders; they vary because of their personal beliefs, opinions towards work and relationship with others, or it was rather influenced by their environment. Leadership has the ability to control, lead, or influence the members of an organization in the direction that is envisioned by these leaders or the common goal. The following are the findings consistent with the studies for review discussing the varying leadership styles of educational leaders to influence teachers in terms of their motivation.

Creative change correlates with a strong work commitment (Magpantay & Callo, 2023). Creative change type of leadership emphasizes breaking free from established patterns and encouraging team members to approach challenges from unique perspectives. This notion explicitly informs that organizational learning, change, innovation, and growth focus have strong correlations with work commitments among teachers. Newman-Storen (2014) also emphasized that leaders need to think and act differently, which in itself is a creative shift, and that does not mean abandoning what works, but embracing new ways, innovative and creative ways perhaps, to navigate complicated and complex problems that arise. Bass & Riggio (2006), in Newman-Storen (2014), also believed that becoming one that shows being a sustainable leader, one must become a creative change agent. This means effective leadership is also derived from encouraging teachers to experiment with new approaches, supporting collaborative problem-solving, and recognizing their efforts in driving meaningful change. Instead of abandoning proven strategies, educational leaders should possess both stability and adaptive thinking, helping teachers confidently navigate through complex challenges. By doing so, educational leaders should create an environment where motivation thrives because educators see their work as dynamic, purposeful, and creatively fulfilling.

Reciprocity-based Leadership has a positive effect on overall school administration (Rubi, 2023). According to this study (Klasmeier, et. al., 2025), this type of leadership can persuade teachers to comply with tasks and uphold ethical behavior through their own behaviors and those of a school administrator who influences them, which promotes trust, confidence, and reliability within the community of practice. The study found that shared leadership among teams and empowering leadership styles actually reinforce each other over time. In other words, when leaders empower their teams, and teams step up to share leadership, it creates a kind of feedback loop—each one strengthens the other. This aligns with adaptive leadership theory, which suggests that leadership isn't just top-down but something that's co-created; both leaders and teams shape the common goal, the outcomes, or the whole organization together. For school leaders, this research highlights a powerful truth that leadership is not just about making and being solely driven decisions, but it is also about building trust and creating partnerships with teachers. When educational leaders become a model for integrity, collaboration, and empowerment, teachers are more likely to take ownership of their work, follow ethical guidelines, and contribute to a positive school culture, thus increasing their motivation in work.

Self-efficacy leadership has a mediation effect between job satisfaction and motivation (Ebrero, 2024). The impact of educational leaders' confidence, of their own capacity and leadership abilities, on teacher involvement is entirely exposed by how it affects teacher satisfaction and motivation. The review of Dwyer (2019) revealed that leadership self-efficacy has been one of the focuses of research for various criticisms. In most cases of research, the effectiveness of leadership self-efficacy is positively correlated with potential, performance, and behavioral ratings, but there are also some recent studies questioning some assumptions that having high leadership self-efficacy is always a positive leader attribute. For educational leaders, these findings highlight three essential practices. First, it is about developing genuine confidence and not just one's abilities, but also about recognizing and building up the team's collective strengths. Second, maintaining openness to feedback is crucial; true leadership self-efficacy means balancing confidence with humility, never letting strong self-belief become an obstacle to learning and growth. Third, and perhaps most importantly, one must actively prioritize teachers' voices by collaborating with decision-making and fostering a school climate of engaged and motivated teachers because the leadership directly shapes their overall well-being.

Collegial leadership has a significant influence on teachers' commitment and performance (Esplana & Callo,

2024; Nalipay, et. al., 2021; Manla, 2021). This type of leadership is open, friendly, and supportive, yet holds high expectations for the performance, active participation, and commitment of teachers. According to Shapira-Lishchinsky and Levy-Gazenfrantz (2016) that mentor-mentee relationships are strengthened when sharing decision-making, ensuring involvement in planning, imparting autonomy, and conferring responsibility or collegiality are established, thus equal power is shared (Zulkifly & Ismail, 2020). For educational leaders, this research underscores a critical insight of how leading matters just as much as accomplishment. Furthermore, the research collectively implies that such collegial approaches not only enhance individual teacher performance but also contribute to the development of more cohesive and effective learning communities. These findings also suggest that leadership training programs should emphasize the development of interpersonal skills, collaborative techniques, and strategies for balancing support with accountability in school management practices.

Authoritative leadership has the highest significance to teachers' work stress, but together and everything is working and accomplished (Ocampo & Chua, 2023; Mendez, 2022). According to this study, autocratic educational leaders ensure that members of the community of practice work together to accomplish everything, which proves that teachers are driven to take on tasks and adhere to performance standards. However, there are inconsistencies in studies on the impact and effect of autocratic/ authoritative leadership on teachers. Other studies show that autocratic/ authoritative leadership shows positive and substantial influence on teachers' success (Purwanto, 2020), while others show a significant negative relationship (Nyagaka, 2018). Evidences imply that while authoritative leadership may be effective in certain contexts requiring clear direction and immediate results, its overuse could undermine teacher morale and sustainability. Educational leaders should therefore completely understand when and how to employ authoritative practices, ideally combining them with other progressive leadership styles and practices to mitigate potential negative effects. Future leadership development programs might emphasize adaptive leadership strategies that maintain productivity while reducing excessive stress on teaching staff.

Contingency leadership correlates with teachers' motivation (Ocampo & Chua, 2023; Arezza, 2024). The ability of an educational leader to adapt to a specific situation encompasses all the strengths of any of the leadership styles, which correlates with teachers' motivation. Valero & Ching (2024) found that “contingency practices such as clear task structures and positive leader-member relations foster an environment conducive to success and growth” have a significant influence on organizational performance in educational settings. For educational leaders, this implies that nothing is a one-size-fits-all in leadership, but being able to develop situational awareness and the capacity to adjust leadership strategies is rather important. These findings suggest that leadership training programs should emphasize the skills for educational leaders to assess school environment situations and be able to respond with appropriate strategies or approaches of leadership. Furthermore, the research indicates that contingency leadership's positive correlation with teacher motivation may stem from its inherent responsiveness to educators' changing needs and circumstances, reinforcing the importance of leadership adaptability in dynamic educational environments. Educational leaders aiming to enhance teacher motivation and institutional performance may benefit from intentionally incorporating contingency principles into their leadership practice while maintaining the foundational elements of task clarity and positive professional relationships.

Strategic leadership enables a strong school overall climate (Gonzales, et. al., 2023). This type of leadership style enables a school climate of strong connections between the physical environment, relationship with teachers, and parental involvement. Moreover, educational leaders who practice strategic leadership should have other elements of behavior or attitude, or personality, such as achievement motivation, creating an organizational atmosphere and culture to manage an efficient and effective organization, with a wide vision (Saengsawang & Wongprasit, 2021). Furthermore, Carvalho, et. al., (2021) found that there are still limitations and a scarce understanding of strategic leadership, which the study suggested that further research in education should be established. For educational leaders, this highlights the importance of adopting a strategic approach to many aspects and situations of school operations to create a cohesive and supportive learning environment.

Educational leaders must acquire strategic thinking skills, with particular attention to how they can align daily practices with long-term vision while encouraging positive relationships across the school community. These findings also collectively suggest that leadership preparation programs should incorporate training on strategic planning, change management, and systems thinking to better equip administrators for the complex challenges of contemporary school leadership. The research also implies that schools may benefit from establishing structures that support strategic leadership development at all levels of the organization.

Instructional leadership has a significant effect on teachers' participation (Gonzales, et. al., 2023; Silverio & Guhao, 2024). This study has shown that instructional leadership has a significant effect on participation in coaching, mentoring, collegiality, and professional development among teachers. The findings of the study (Demirdag, 2021) showed a significant relationship between instructional leadership and motivation based on teachers' perceptions, while the educational leader exhibits the following characteristics: framing and communicating the school goals, supervises and evaluates instruction, monitors student progress, protects instructional time, maintains high visibility, provides incentives for teachers and learning, and promotes professional. Kilag & Sasan (2023) also emphasized a few issues on effective implementation of instructional leadership, such as the need for more resources, lack of support and time to engage in professional development, and some educational leaders may lack awareness and understanding of effective instructional leadership practices. Furthermore, the research calls for a reevaluation of leadership preparation programs to ensure they equip educational leaders with the skills to translate instructional leadership theory into actionable, context-responsive strategies. Through addressing these issues, educational leaders may optimize their influence on teacher engagement and, eventually, student performance. All of the results point to the need for a well-rounded strategy in which instructional leadership is both visionary and practical, creating an atmosphere that encourages teachers to succeed in their positions.

Transformational leadership enhances dedication and engagement in work (Gonzales, et. al, 2023; Tejero & Aoanan, 2024; Bacalso-Baroman & Quirap, 2024; Valentino, 2020; Manlapaz, 2022; Morales, 2022; Sumampong & Arnado, 2024; Obidiente, et. al., 2024). Transformational leadership encourages teachers to become innovative and come up with new teaching practices for better success in teaching and learning. With this kind of leadership, educational leaders create and encourage a school climate of openness, support, initiative, innovation, and problem-solving, which inspires and motivates teachers in their work. This type of leadership is mostly explored and emerging among other leadership practices and approaches. Studies show that educational leaders demonstrate a high level of practice of transformational leadership that also increases the level of intrinsic and extrinsic motivation and performance among teachers (Abdullah, et. al., 2018; Andriani, et. al., 2018), builds organizational awareness, and develops an attitude of belonging and a sense of responsibility for achieving the highest achievement (Rachmad, 2023). These findings imply the need to refine skills through leadership programs and training on empathetic communication, visionary thinking, and capacity-building while maintaining focus on classroom-level impacts. The research collectively positions transformational leadership not as a replacement for other approaches, even traditional ones, but as a complementary approach that can strengthen the teaching profession and create a positive and meaningful school climate.

Democratic leadership has significance for teachers' work stress (Mendez, 2022). The study proved that the leadership style of educational leaders can significantly affect the kind of stress teachers experience. This is also true in the study of Safrida, et. al. (2023) that indicated that high democratic leadership would improve teacher performance, including professional development (Nabi, et. al., 2022) and effective classroom teaching (Baqi, 2024). Given the strong link between leadership style and teacher stress levels, as well as performance and classroom effectiveness, it becomes important for educational institutions to understand, take action, and prioritize leadership development that values collaboration and inclusivity. Educational leadership preparation programs and training should incorporate democratic principles into their frameworks and develop skills among educational leaders that require them to listen actively, share authority, and engage teachers in meaningful dialogue. In doing so, the learning environment can become healthier, more productive spaces where teachers are not only less burdened by stress but also more motivated to grow and succeed.

Table 2*Summary of Key Findings on the Influence of Educational Leaders on Teachers' Motivation*

Theme	Study/ Author(s)	Key Findings
Monitoring, Evaluation, and Feedback	Carls (2020); Nogadas & Apostol (2024)	Positive feedback results in better performance.
	Reambonanza & Tan (2022); Gella & Quines (2022); Ebreo (2024)	Instructional and curriculum monitoring and evaluation emphasize better and quality teachers' performance.
Power Bases/ Leadership Influence	Rubio (2023)	Reflection encourages competence.
	Ocampo & Chua (2023); Gonzales, et. al. (2023); Tejero & Aoanan (2024)	Technical assistance on quality instruction empowers practice and bridges teaching and learning gaps.
	Cabangbang (2024)	Encouraging the acquisition of new knowledge and learning opportunities inhibits monitoring and evaluation.
	Kou (2024); Arezza (2024)	Constructive criticism encourages commitment and continuous improvement.
	Carls (2020); Tejero & Aoanan (2024); Cabangbang (2024); Arezza (2024); Aliasas, et. al. (2023); Santos, et. al. (2024); Sumampong & Arnado (2024)	Providing recognition and incentives reinforces and encourages work performance.
Teacher Empowerment & Professional Growth	Cubay (2020); Gonzales, et. al. (2023)	Remarkable management and leadership imply motivation.
	Nogadas & Apostol (2024); Anorico, et. al. (2026); Ocampo & Chua (2023); De La Cruz & Barrameda (2023); General & Bautista (2024)	Modelling successful practice and competence perceives motivation.
	Gonzales, et. al. (2023)	Positive leadership can influence an individual's socio-emotional competence.
	Nogadas & Apostol (2024); Sumampong & Arnado (2024)	Openness to opportunity, opinion, and criticism builds influence.
	Rubio (2023); Arezza (2024); Sumampong & Arnado (2024)	Strategic vision and articulation inspire individuals and encourage commitment.
School Leader's Attitude Towards Teachers	Anorico, et. al. (2016); Bacalso-Baroman & Quirap (2024); Esplana & Callo (2024); De La Cruz & Barrameda (2023)	Positive traits build trust and impact overall well-being, and secure learning environment.
	Ebreo (2024)	Digital leadership skills impact teacher effectiveness.
	Cabangbang (2024); Pacia & Guevarra (2023)	Demand and negative reinforcement imply tasks to be done, motivation, and engagement in practice.
	Jean, et. al. (2022)	Reflective and reinforcing mechanisms boost confidence and practice.
	Aquino (2023); Gonzales, et. al. (2023); Tejero & Aoanan (2024); Cabangbang (2024); Aliasas, et. al. (2023); Rubio (2023)	Professional development and growth opportunities regard proactivity and work-life balance.
	Nogadas & Apostol (2024); Abutanmo & Tantiado (2023); De La Cruz & Barrameda (2023); Arreza (2023)	Commendation of efforts and commitment perceives motivation.
	Tejero & Aoanan (2024); Aliasas, et. al. (2023); General & Bautista (2024); Aliasas, et. al. (2023)	Involvement in decision-making and degree of autonomy in work inspire motivation and engagement.
	Carls (2020); Cabangbang (2024); Kou (2024); Sumampong & Arnado (2024)	Two-way communication brings confidence among members of the organization.
	Reambonanza & Tan (2022); Anding, et. al. (2022); Anorico, et. al. (2016); Ocampo and Chua (2023); Esplana & Callo (2024); Abuntanmo & Tantiado (2023); Kou (2024); De La Cruz & Barrameda (2024)	Positive relationships contribute to work performance.

Theme	Study/ Author(s)	Key Findings
Support	Aquino (2023); Nogadas & Apostol (2024); Rubio (2023) Reambonanza & Tan (2022); Estudio & Mhunpiew (2021); Anorico, et. al. (2016); Tejero & Aoanan (2024); Santos, et. al. (2024); Javar & Ibojo (2023); Gella & Quines (2022); Rubio (2023); Bacalso-Baroman & Quirap (2024) Tejero & Aoanan (2024); Bacalso-Baroman & Quirap (2024); Pacia & Guevarra (2023)	Connecting on an emotional level fosters a stronger sense of value and belonging. Providing instructional and institutional support tends to alleviate performance. Providing support through challenges and reducing burdens tailored to one's unique strengths and interests compels performance and well-being.
Leadership Styles	Magpantay & Callo (2023) Rubi (2023) Ebrero (2024) Esplana & Callo (2024); Nalipay, et. al. (2021); Manla (2021) Ocampo & Chua (2023); Mendez (2022) Ocampo & Chua (2023); Arezza (2024) Gonzales, et. al. (2023) Gonzales, et. al. (2023); Silverio & Guhao (2024) Gonzales, et. al (2023); Tejero & Aoanan (2024); Bacalso-Baroman & Quirap (2024); Valentino (2020); Manlapaz (2022); Morales (2022); Sumampong & Arnado (2024); Obidiente, et. al. (2024) Mendez (2022)	Creative change correlates with a strong work commitment. Reciprocity-based Leadership has a positive effect on overall school administration. Self-efficacy leadership has mediation effect between job satisfaction and motivation. Collegial leadership has a significant influence on teachers' commitment and performance. Authoritative leadership has the highest significance to teachers' work stress but together and everything is working and accomplished. Contingency leadership correlates with teachers' motivation. Strategic leadership enables a strong school overall climate. Instructional leadership has a significant effect on teachers' participation. Transformational leadership enhances dedication and engagement in work. Democratic leadership has less significance for teachers' work stress.

4. Conclusion

This review aims to identify existing themes between how or what could influence teachers' motivation through educational leadership in the Philippine setting. So far, this review has revealed that Monitoring, Evaluation, and Feedback, Power Bases/ Leadership Influences, Teacher Empowerment and Professional Growth, School Leaders' Attitudes Towards Teachers, Support, and Leadership Styles are among the themes. Moreover, there are limitations or gaps that have been identified across each theme, which is important for future directions to fully understand and realize effective educational leadership and its impact on teachers' motivation.

On Monitoring, Evaluation, and Feedback, there is limited research on what types of positive feedback are most effective and how leaders acquire feedback-related skills, making its implementation varied and uncertain. Constraints such as lack of time, insufficient personnel, funding shortages, and internal conflicts hinder effective monitoring and evaluation. Educational leaders may provide vague suggestions or lack the competence to deliver actionable, specific feedback due to time limitations and poor supervisory training. Technical assistance often comes from outside sources rather than from well-equipped school leaders, potentially making it less relevant or

sustainable. While encouraged, leaders' learning pursuits can sometimes fail to translate into improved supervision if not well-structured and strategically applied.

On Power Bases/ Leadership Influence, while recognition and incentives improve motivation, non-monetary rewards may not meet teachers' needs, pointing to a lack of tailored motivational strategies. Although effective leadership is generally linked to motivation, there is still a theoretical gap regarding how to sustain such practices over time. Leaders may unconsciously model undesirable behaviors, which can diminish motivation and trust in the community of practice. Educational leaders' influence on emotional intelligence in teachers requires structured training and support, which is not always present. These educational leaders also often lack the strategic training to practice open communication effectively, limiting trust-building and influence. Even with strong strategic visions, external limitations such as insufficient funding and teacher readiness can hinder execution.

On Teacher Empowerment and Professional Growth, while reflective practices help, overly accountability-driven environments without support can diminish motivation. Not all teachers are ready or equipped for autonomous roles or involvement in decision-making, requiring more support and mindset change. Some leaders view collaboration only as a means to an end, rather than as a valuable practice in itself. When leaders fail to engage in true two-way communication, teachers may feel undervalued or misunderstood.

On School Leaders' Attitudes Toward Teachers, not all leaders are equipped to build strong emotional relationships, potentially missing opportunities to foster belonging and motivation. There is an underlying need for training in empathy and emotional responsiveness among leaders.

On Support, many leaders provide general support but lack structured, sustainable systems tailored to teacher needs. Teachers often need support tailored to their unique strengths and challenges, which is not always offered. Despite the importance of teachers' well-being, strategies to reduce teacher burnout and attrition are not consistently prioritized or implemented. There is limited practice in systematically leveraging social motivations to promote a collaborative, student-centered culture.

On Leadership Styles, while it can drive performance, it may also increase stress and reduce morale if not balanced with supportive strategies. High self-efficacy among leaders can backfire if it leads to overconfidence and a lack of openness to feedback. Leaders are not always trained to assess situations and apply the most effective style based on context. Many leaders lack training in strategic planning, systems thinking, and change management. Leaders may struggle to translate theory into practice due to time, resource constraints, or limited understanding of effective implementation. Therefore, leadership development programs must equip current and future educational leaders with the emotional intelligence, cultural sensitivity, and strategic skills needed to create supportive, engaging, and resilient teaching communities. Investing in these leadership capacities is not merely a managerial concern, it is a moral and professional imperative for sustaining teacher motivation and elevating the quality of education.

Implications - While this review supported the importance of the role of educational leaders in motivating teachers to provide significant work, strengthening certain actions is necessary. This review could provide actionable insights among educational leaders and key people in the Department of Education on providing more substantial support for teachers, beyond monetary compensation, thereby fostering a more motivating work environment for them. More so, this review will also serve as, provision of six (6) themes for future reference of educational leaders' impact on teachers' motivation, the framework to reflect on and improve leadership approaches. The findings suggest the necessity for leadership development programs for educational leaders to acquire and possess various adaptive and progressive approaches, building on collective competencies in attitudes, work ethics, technical and supervisory skills, and research-based initiatives. The findings can also guide the Department of Education (DepEd) in revising leadership competency frameworks to include emotional intelligence, mentorship, and teacher support systems. When these insights are given emphasis, teachers' burnout and attrition will be solved along with improved learner outcomes, deeming educational leadership effective.

Moreover, these findings filled the gap in the literature that systematically synthesized how educational leadership influences teachers' motivation. Previous studies have merely focused on individual strategies, approaches, or specific attitudes of educational leaders on teachers' motivation; thus, this review is valuable for more strategized and localized policy and practice implications. The six themes provide a conceptual framework for future studies exploring leadership and teacher motivation, pushing for more avenues of research into various aspects of educational leadership and contexts of teachers' motivation, such as the role of cultural contexts and factors in the leadership and teachers' relationship, sustainable leadership practices, or further investigation on the long-term effect of leadership training programs on overall teachers' well-being. This review is a practical guide for further improving the quality of leadership and education in the Philippines to create a more supportive and effective educational system.

Recommendation - Based on the discussed findings and limitations, the following are the recommendations:

- Leadership development programs in the Philippine educational context should be restructured to go beyond technical competencies and integrate a more holistic, human-centered approach. Specifically, these programs should provide systematic training in feedback delivery, reflective supervision, emotional intelligence, and culturally responsive communication. Additionally, programs must prioritize adaptive and strategic leadership skills that allow leaders to respond effectively to contextual challenges such as limited resources, diverse teacher readiness levels, and growing emotional and professional demands. Ultimately, building emotionally intelligent, inclusive, and strategically competent educational leaders is vital not only for improving teacher motivation and retention but also for cultivating resilient and collaborative school environments where both teachers and learners thrive.
- Tailored resources should be designed to help educational leaders understand and apply motivational strategies that go beyond generic rewards, enabling them to recognize and nurture the unique capacities of individual teachers.
- Institutional support must also include structures for ongoing mentoring, peer learning, and practical leadership simulations to bridge the theory-practice gap.

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