



Motivational Factors and Teaching Performance of Teachers

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Abstract : This study determined the influence of motivational factors on teaching performance and use it as a basis in crafting an intervention program for selected teachers in Libmanan 1 District, Division of Camarines Sur, school year 2024-2025. Specifically, it investigated the following: (1) demographic profile of teachers; (2) status of the teaching performance of the teachers; (3) level of motivational factors; (4) significant difference between teaching performance to their profile; (5) significant relationship between motivational factors and teaching performance ; (6) extent of influence of motivational factors on teaching performance; and (7) intervention program crafted to enhance teaching performance.

This study utilized descriptive-comparative-correlational methods of research. There were 50 respondents involved in the study. Survey questionnaire, instructional interview and documentary analysis were used to gather the needed data from the respondents. To statistically treat the data, frequency mean, Percentage technique, Weighted Mean, Kruskal-Wallis, Pearson Product-Moment Correlation of Coefficient, and Coefficient of Determination were used.

The following were the findings: (1) demographic profile of teachers, in terms of sex 45 or 90% are female and 5 or 10% are male; age 19 or 38% is clustered ranging from 39 years old below; group of 18 or 36% who are grouped on the 40 – 49 years old; 13 or 26% belong to the age from 50 – 59 years old; highest educational background 24 or 48 % bachelor's degree s;19 or 38% have units in the master's Program, and 7 or 14% full-fledged master's degree; plantilla position 21 or 42 % occupies Teacher 1; 7 or 14% are Teacher 2; 17 or 34% are Teacher 3; and 3 or 6% occupies the Master's Teacher 2; and 2 or 4% are Master's Teacher 1; (2) The teaching performance of teachers had an over-all average weighted mean of 4.69; (3) The motivational factor along existence needs had an over-all average weighted mean of 3.48; relatedness needs had an over-all average weighted mean of 3.62 and growth needs had an over-all weighted mean of 3.71; (4) Difference between teaching performance along demographic profile, gender had an h-stat. of 0.53 and a p-value of 0.466; age had an h-stat of 1.95 and a p-value of 0.376; plantilla position had an h-stat. of 14.61 and a p-value of 0.002; number of years in service had an h-stat. 3.77 and a p-value of 0.152 it was interpreted; and highest educational background had an h-stat. of 17.04 and a p-value of 0.002; (5)The relationship between motivational factors and teaching performance; existence needs had a r-value of 0.27, while p-value 0.58; relatedness needs had a r-value of -0.04 while p-value 0.76; growth needs had a r-value of 0.24, while p-value 0.09. (6) Extent of influence of motivational factors on teaching performance; existence needs had an r-value of 0.27 and an r^2 value of 20%; relatedness needs, had an r-value of -0.04 and an r^2 value of 20%; growth needs had an r-value of 0.24 and an r^2 value of 20%; teaching performance average score was 4.69; and (7) intervention program was crafted to enhance teaching performance of elementary teachers.

Conclusions drawn were: (1) Majority of the teachers in Libmanan 1 District are female, in the middle age, and holds bachelor's degrees, occupying Teacher 1-3 plantilla position, and length of service already of more than a decade; (2) Teachers' performance based on the IPCRF rating was very satisfactory; (3) Teachers were highly motivated by the motivational factors relative to existence needs, relatedness needs and growth needs; (4)Teachers' profile in terms of sex, age, educational attainment, plantilla position and length of service were not significantly different with their teaching performance based on the IPCRF rating; (5)There no significant relationship between the level of motivation and teaching performance of the elementary teachers.; (6) The extent of influence of motivational factors on teaching performance was very

weak; and (7) The Intervention program, if implemented properly, could enhance teaching performance of elementary teachers.

Keywords: Motivation, Existence, Relatedness, Growth, Performance of Teachers

INTRODUCTION

Motivation is an important factor that determines the achievement of one's work. Motivational factors are either positive or negative, intrinsic or extrinsic and financial or non-financial motivation. The teacher can be motivated by different means at workplace. A motivated teacher is the willingness of an employee to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment. How well they teach depends on motivation, qualification, experience, training, and management structures in which they perform their role. It suggests that motivation becomes a force that energizes, navigates, and maintains individual actions.

In terms of teaching performance, this is the teacher's ability to integrate the experience, teaching methods, knowledge and skills in delivering subject matter to learners in and outside the classroom. Success and failure of school depend upon the performance of their teachers. The performance of teachers is an essential indicator that determines the extent how teachers are dedicated, proficient, and capable. Additionally, the vision and mission of a school can be achieved through excellent performance of teachers.

A successful educational system lies in high-quality teaching staff. The largest portion of the human capital in the school system is the teachers. Teachers play a vital role in achieving the objectives of the Philippines educational system's vision. A professional teacher must be equipped with the necessary skills, attitude, and universal values to effect change or learning among learners. That is why the profile of teachers in the education system has remained a concern because it determines the performance of the institution.

Therefore, a motivated and performing teachers are inclined to be more productive than non-motivated or non-performing teachers. If a teacher is satisfied and happy, then he/she will do his/her work in an extremely amazing manner. It means that motivated and well performing teachers are best fit for the goals that he/she wants to achieve, as he/she is fully aware of its assumptions. Thus, school administrators can design appropriate motivational strategies to improve teacher performance.

In the study conducted by Sharif et al. (2025), it was focused on relationship between motivation and teacher's performance at the primary school level in Punjab, Pakistan. The findings of the study demonstrated that motivation was positively correlated with teachers' performance. Moreover, it revealed that teachers' motivation and performance differed based on their teaching experience. Hence, school administrator should give enough resources such as incentives, prizes, excellent communication, moral assistance, psychological encouragement and compensation increases are all use to ensure that the instructional staff provides outstanding educational experiences and high performance to develop the relevant system of education.

According to Amir et al. (2021) they said that motivation plays a vital role in teaching. It is an internal process which helps individuals to achieve their goal. A teacher who is considered a builder of the nation if not motivated towards this sacred profession can be a great loss to its individual development and society as well. This makes motivation important in teaching. Thus, motivation is necessary in teaching process. Teachers' motivation affects the students' academic achievements. The teacher should be energetic and devoted to the teaching profession. It affects the performance of the teacher towards the organization. It enhances the abilities and learning of the students. Because of motivation, students they show interest in the process of teaching and learning.

Additionally, Batuigas et al. (2022) stated that in schools, teachers are undeniably considered to be one of the most significant persons. They are expected to execute innumerable and crucial tasks in shaping the youth to become productive members in the community. On this belief, their performance of tasks in the field should be determined to assess whether high or low. Nevertheless, their performance can be affected by several factors. It is noted that effective classrooms are associated with better students' results and their development. Teacher's effectiveness is understood to be an outcome of effective and better performance of teachers and some other aspects.

In line of this, the United Nations Sustainable Development Goals 2024 Progress Reports stated that:

Progress on Goal 4: Prioritizing increased education funding, teacher training, and inclusive and accessible schools are essential, steps along with leveraging technology and bridging the digital divide

to achieve equitable access to quality education.

Nowadays, teachers need to continuously improve themselves professionally to keep abreast of the latest trends, teaching approaches, and techniques in the education field. Teaching performance defines and shapes the success of a school. It determines the quality of services and outputs of the school can provide and produce. That is why the Department of Education had never stopped monitoring the teachers' teaching performance. These efforts help provide adequate resources, prepare teachers to address diverse learning needs, and ensure that all students, regardless of background or ability, can participate in education. Additionally, leveraging technology and addressing the digital divide are critical to ensuring all students have access to modern tools and resources, enabling them to succeed in an increasingly digital world. Together, these steps form a comprehensive approach to building a fair and effective education system for all.

As a result, teachers' their daily activities may influence both their personal and professional lives. Many teachers dedicate all their life to empowering their students and making them better and more successful human beings in their life. However, teaching performance is an important characteristic of employees in a school. In an institution, recognizing a person can help them satisfy what they are doing. Public and private schools differ in work performance due to the following: salary, benefits, and some incentives given by the company. Teaching performance is an important part of a teaching career and can be increased by building a good relationship with a teacher, colleague, supervisor, or manager who guide and help meet their needs and value what they do.

In view of this, the Department of Education issued DepEd Order No. 42, s. 2017 otherwise known as National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST). It states that:

Value personal growth and professional development and exhibit high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity. They value personal and professional reflection and learning to improve their practice. They assume responsibility for personal growth and professional development for lifelong learning.

Therefore, valuing personal growth and professional development ensure that teacher to maintain a high standard of teaching while upholding the dignity of their profession. By fostering qualities like caring, respect, and integrity, teachers contribute to a positive, transformative educational environment. It is an indicator teachers should continuously improve their teaching competence and develop their professional qualities. Furthermore, their commitment to reflection and lifelong learning enables them to adapt to change, inspire their students, and continuously improve as educators.

According to Wahyundi et al. (2023) motivation is the process by which a person's efforts are energized, directed, and sustained to achieve a goal. Effort does not always lead to performance, only profitable work unless the effort is channeled in a direction that benefits the organization. The decrease in employee productivity is one of the impacts, and vice versa. Employees who are motivated are stimulated and motivated to do something well and better. Thus, employees can achieve maximum performance if they have high achievement motives.

Similarly, Shaukat (2021) added that motivation is important in teaching. It influenced students learning and behavior. It directs behavior to goals. It enhances cognitive processing. Low salary packages, stressful environment, overcrowded classes, late payment of salary, economic status of a family demotivate the teachers towards teaching. While appreciation by head teachers, performance bonus, reward on showing good result, incentives motivate the teachers in a positive way, and they worked hard to achieve their goals. When they motivated, they could perform well. The teacher should be energetic and devoted to the teaching profession. It affects the performance of the teacher towards the organization. It enhanced the abilities and learning of the teachers. They showed interest in the process of teaching and learning.

Motivation and performance might be not easy to be differentiated, and motivation is usually contingent from results generated meaning from motivation and less productive, the possibility or less motivation and expected results is usually not taken into consideration. These suggestions of either abandoning motivation or relying on it as a portion of teaching success for empirical contended correlation and interaction observed between teaching performance and motivation may be very crucial. A satisfaction

is another necessary element of motivation, so workers are when satisfied their teaching activities, school conditions, salaries, rewards, wages, then directly obtain motivated and indicate them the next hardworking in the directions of achieving their expectations (Emmanuel 2020).

In Vietnam study, Hung (2020) mentioned the issue of teachers' motivation and quality education has become a matter of debate and concern in educational systems and standards. It is acknowledged that any nation that is aspiring to maintain high quality standards in its educational system must take teachers and their motivational needs with utmost high level of seriousness. Teachers' motivation generally determines their level of involvement in the teaching activities. It is believed that a motivated teacher will work harder, try new techniques and activities, and in general do more for the sake of the learners.

Teachers are likely satisfied when they are motivated. If they are satisfied, they do their duties with their best effort. Highly motivated teachers support their school organization in achieving its targets. Teachers' morale also boosts when they are properly motivated. Motivation can't only boost the morale of teachers but also their productivity in attaining desired goals. It is a tool that activates one's willingness to do work with great potentials and skills.

Moreover, the study of Hua (2024) stated that the performance of a teacher is more directed toward professionals whose jobs or activities necessitate knowledge, proficiency, or standards-compliant abilities, or standards requiring professional training. As a result, whether the organization is excellent or bad is determined by how well its members perform what they are assigned by the obligations allocated to them. The attitude, knowledge, and skills of an individual in carrying out the tasks for which they are accountable determine the quality of work performed by members of an organization. Performance is the outcome or amount of success attained by someone in their field of work based on specific criteria and judged by specific people, most notably the employee in question's supervisors.

Various factors influence teacher motivations in the Philippines. Teachers in the Philippines are motivated by various factors to stay in the profession, such as the influence of others, intrinsic rewards, and an enabling environment, they also face significant challenges, primarily related to inadequate salaries, financial pressures, and heavy workloads. Addressing these challenges is crucial to ensuring the well-being and retention of teachers and providing quality education for students. Efforts to improve salary structures, provide better support systems, and create opportunities for professional growth are essential to attract and retain competent educators in the Philippines (Acosta and Torneo, 2023).

On the other hand, Manalo & Apat (2021) added that the success of any organization lies from the effective work performance of its human assets. There are multitude of factors contributing to the quality of work performance such as efficiency, ability, motivation and organizational engagement. Any of these factors could lead to some work issues. The common indications of poor employee performance are frequency of work transfer, high rate of resignation, dismissal and hiring and high instances of complaints. These could eventually lead to organizational failure in terms of attainment of the objectives. On the other hand, organizations with motivated personnel who are willing to work an extra mile, appreciate the nature of the job and work with passion seemingly manifest proper motivation in the workplace. The motivation in the workplace can be an attribute of an individual's personality.

Similarly, Camughid and Arevalo (2021) in their study explained that many factors exist which promote teachers' motivation. These factors may be viewed as material, psychological, etc. It is also found that a teacher's daily experience on the job determines the activities which are psychologically most rewarding. It is important to note that teacher motivational level can rise when the teaching job enables teacher to satisfy the life supporting elements of his or her physical body like food, water, shelter etc. It can also rise, when the teacher feels useful in his or her job and when he or she feels satisfied with what she or he is doing. Also, in the literature, there are many determinants of teacher motivation. These include teacher status, class size, workload, professional development and salary.

In addition, Sala (2020), stated that this is the challenge which faces each school manager to motivate subordinates toward maximum levels of performance. The motivational approach which school leaders employ will determine the attitude which the subordinates bring to the job. The vital role which teachers play in the educative process cannot be overemphasized. The teacher is the single most important factor in education. Her or his far-reaching influence as an agent of constructive change in society is beyond question.

Unfortunately, at present there are so many complaints heard from teachers proving that they were unhappy and sometimes not motivated. Different reasons regarding come up. Some said that he is not capable of the task because he needs professional development. Few pointed out that it is about the salary. But others said that it is because of the students, or the co-workers. Those are the motivational factors affecting the teachers' performance in school. Many had left the profession for those reasons, but still many teachers chose to apply for Department of Education (Rodriguez and Cudiamat 2021).

In the study of Mashaqbah in (2018), the result showed that educational officials must consider developing laws, regulations, and instructions of the conformity or bonuses and rewards equivalent to the needs of the teachers' basic standard of living to achieve a high and outstanding performance among them. In view of the ongoing developments and changes in the educational sector, and the great role played by the teachers in the development of the educational process where the teacher is the cornerstone of this process it is necessary to provide material and non-material incentives to the teacher so that he can perform his mission to the fullest and thus, bring out capable generations to improve their homeland.

In addition, Sala (2020) conducted a study on motivational factors in relation to teachers' performance it found that teachers are very highly motivated by the motivational factors relative to existence needs, relatedness needs and growth needs. The extent to which teachers are motivated by the motivational factors is significantly related to their job performance. It was concluded that the higher is teachers' motivation, the better is their job performance. School heads should maintain a harmonious relationship in school, trust and confidence with one another as to one's ability to do assigned task and should build a happy workplace as these motivate teachers very highly.

Moreover, without motivation, teachers' performance would be highly hindered. The level of motivation of workers will determine the teachers' response to the organizational rules, responsibilities and opportunities. It is important to note that teacher motivational level can rise when the teaching job enables teacher to satisfy the life supporting elements of his or her physical body like food, water, shelter etc. It can also rise, when the teacher feels useful in his or her job and when he or she feels satisfied with what she or he is doing (Camughid & Arevalo, 2021).

Based on the study of Rodriguez and Cudiamat, (2021) showed that the teachers are always motivated in terms of their profession, health wellness, social relationship, and personal attributes. However, if we desire to motivate learners

more effectively, there is an area that should be explored, which is to know learners' sentiment toward motivational strategies used by teachers in class. The primary role of a teacher is to deliver classroom instruction that helps students learn. To accomplish this, teachers must prepare effective lessons, grade student work, and offer feedback, manage classroom materials, productively navigate the curriculum, and collaborate with other staff. But being a teacher involves much more than executing lesson plans. Teaching is a highly sophisticated profession that regularly extends beyond academics. In addition to ensuring that students experience academic success, teachers must also function as surrogate parents, mentors, and counselors, an even almost-politicians. There is almost no limit to the roles a teacher may play.

According to Mololoy-on and Arnaldo (2023) they mentioned that educating the young ones to become a better citizen of the nation is a task that is considered a vital role played by the teachers. However, the idea of how teachers are motivated to perform well their job in school is a good point of interest. Being aware of what motivates the teachers in the academe could be a breaking point in developing faculty programs that surely help other teachers especially the new ones to become more self-managed and self-regulated in the teaching-learning process. A professional teacher is equipped with the necessary skills, attitude, and universal values to effect change or learning among learners. They have a global perspective and respect their students' diverse characteristics and experiences as input in planning and designing learning opportunities.

Also, Anabo (2024), conducted a study to determine the level of motivation and work performance of secondary teachers in Eastern Samar, Philippines. A total of 302 respondents the researcher utilized a survey questionnaire with descriptive correlational research design. Findings revealed that the level of motivation of secondary teachers in Eastern Samar is high motivating with a 3.51 mean score. The work performance of secondary teachers in Eastern Samar is very satisfactory with 77.82% or 235 and 22.18% or 67 for outstanding performance. There is a significant relationship between the variables (spearman rho = 0.515; p-value = 0.26). However, to encourage teachers to motivate more in the workplace there is a need to

provide financial assistance and harmonious relationships with their co-teachers and school administrators. It is highly recommended to provide necessary technical assistance for the development of the teaching and learning process. School administrators should have quality assurance in terms of teaching strategies to motivate them to learn more in the field of education.

Educational organizations need teachers to achieve their organizational objectives, and they use material incentives to motivate their teachers. The success of organizations depends on motivation of their workers. Therefore, at schools which are the smallest unit of educational sectors, teacher motivation is an important subject of research. Increasing teacher motivation can result in improving efficiency both on the part of teachers and students. Thus, educational sectors can achieve their objectives more easily (Zipagan 2021).

With regards to motivation, inspired teachers are more likely to encourage learners to learn in the classroom to ensure the execution of educational reforms and feelings of satisfaction and fulfillment. While teacher enthusiasm is essential to the teaching and learning process, several teachers are not highly motivated. This opinion seriously studies into the factors influencing teacher motivation is therefore essential to complete the educational goals in every institution. Through, the years, however, teachers still complain about their status, pay and welfare with serious consequences on the quality of education. Pupils' learning depends upon effective teaching; hence, determining the factors that help in the enhancement of teachers' motivation is of prime importance to propel them to peak performance.

Performance, on the other hand, is determined by the interaction of a person's motivation, ability, and environment. One of the forces that lead to performance is motivation. Therefore, administrators must understand the psychological processes involved in motivation so that they can effectively direct employees toward fulfilling goals that are based on the premise that people are motivated. Motivation is offered to keep one's work spirit up so that the job can be completed optimally. It is evidently a key component to unlocking and achieving true potential but notes that motivational triggers vary from person to person. Thus, creating a work environment where all employees feel motivated to perform effectively and efficiently is essential (Samaco, 2022).

Moreover, Banua et al. (2022) conducted a study evaluating teachers teaching performance as basis for mentoring and technical support. It aimed at evaluating the teachers' performance in terms of the content knowledge and pedagogy; learning environment and diversity of learners; curriculum and planning; and assessment and reporting. By employing a quantitative-descriptive design, 2351 respondents voluntarily participated the researcher made use of Classroom Observation Tool (COT) Checklists used by the Department of Education. In summary, the teachers were rated to as highly satisfactory in their teaching performance. They use well-connected pedagogical aspects of the indicators consistently aligned with the prescribed DepEd curriculum standards, and students' development that supports them to be successful learners. With these, the study highly recommends the continuous mentoring, monitoring and administrative support to maintain the very satisfactory teaching performance of the teachers.

In addition, Polestico (2024) found out that it is very necessary to uphold the vision and mission of this government agency in so far as instruction and enhancing teachers' performance is concerned. Evaluation standards are part and parcel of the professional assessment of teachers as to efficiency and competence in the performance of their mandate. With the advent of yet another set of teacher evaluation standards in the DepEd, the Philippine Professional Standards for Teachers (PPST), it is a must that teachers understand how the evaluation works. In one way or another, teachers are required to know whether the rating scales are to work for their benefit and subsequently help them achieve their goal of enhancing their teaching performance for the betterment of today's youth.

The role of implementation of Philippine Professional Standard for Teachers (PPST) as a reform agenda came at a perfect time when the Department of Education was instituting improvements to respond to the changing landscape in education. Furthermore, the PPST with the new standards would enable the department to train better competent teachers. The more needs are met, the higher performance will be. In that case, teachers should be provided with adequate and relevant training in professional and personal development/growth for job satisfaction and contentment. With this, teachers play a vital role in enhancing the quality of the teaching and learning situations. Teachers were tasked to perform an all-important role of making the future members of the society, that is, the learners, be self-sufficient (Paz 2021).

Also, Sarabia and Colantes (2020) conducted a study on work related stress and teaching performance of teachers. Teaching performance is mostly the ability to do, or the enactment of the description, duties and responsibilities expected of the position or role. The internal and external forces such as environment, social interaction, and personal motivation can contribute to the quality of teaching performance. With the changes that initiate the improvement of educational system, it is observed that teachers are expected to perform well by simultaneously doing the trend of heavy paper works, behavior management of the evolving population of students, attending numerous seminars, reporting and training which eventually caused psychological issues such as stress, work dissatisfaction, and disengagement. Factors such as gender, position, seminar attended and demand, which are considered as predictors of teaching performance, should be explored in a deeper sense and used as an instrument to improve the teacher performance to promote the quality and effectiveness of their profession.

According to Romo (2018) recommended in her study, thorough classroom observations should be done by the administrators to the faculty to maintain or improve their teaching performance so that they will have an efficient and effective teaching with their clients-the students. Moreover, personality traits of the teachers are more powerful and influential than the course content or instructional strategies utilized in the classroom. A pleasant classroom strategy requires full interest and support from teachers and learners. A teacher who works professionally manifests proper work attitude towards work. He knows what his work is about, always maintain high standards of performance consistent with the strain by his superiors or demanded by his job. So, teachers' work attitudes are significant in understanding and improving educational process.

Additionally, Baluyos et. al (2019) recommended that school heads minimize their supervision on their teachers' teaching performance but maximize their concern over the welfare of their teachers. This is to give their teachers the autonomy and to exercise their self-efficacy that teachers can do tasks by themselves without constant follow-up from their school heads. Teachers also must be assured by the school administrators that they are safe and secured in their job and their future. The teacher's performance improved through attitude modification, work motivation, and favorable organizational culture in schools. Faculty lounge must be provided in schools so that school heads and teachers can talk and plan freely of their welfare in the future.

Furthermore, as cited by Picardal and Rapada (2024) teacher's performance can be interpreted as the state in which teachers demonstrate their ability to perform their jobs and describe the actions teachers take in the teaching process. Therefore, a teacher's performance is related to the teacher's expertise in performing his or her duties. Moreover, teacher effectiveness is the performance of teachers in carrying out the duties and responsibilities of teachers and educators in schools to optimally achieve specific goals. The teacher's work will be good if he or she has implemented the professional elements of teaching. These learning factors include loyalty and high commitment to teaching, acquisition, and development of teaching materials, discipline in teaching and other work, creativity in teaching, cooperation with school members, leadership as a role model for students, good character, and honesty and it includes authenticity, and the purpose is to guide students and fulfill.

Besides that, Abutanmo and Tantiado (2023) conducted a study to determine the teacher's level of motivation and performance and its significant relationship. Results revealed that teachers are highly motivated with existence needs and relatedness needs. Further, most of the teachers have very satisfactory ratings in their performance. Few have outstanding rating, and none got below it. Moreover, there is a significant relationship between teachers' motivation as to their existence and relatedness needs and their performance. Thus, teachers perform better if they are highly motivated. However, it is recommended in this study that teachers' growth needs may also be prioritized like their personal growth and professional development such as participating in trainings, seminars or attending post graduate studies. Growth needs are also important motivation to improve performance not only for themselves but also for their learners as the purpose of their role as teachers. If the teachers contented with their job, they would develop and maintain high level of performance. Teaching learning process makes more efficient and effective that could produce highly competitive learners.

Aside from that, understanding demographic profiles allows educational institutions to design targeted support programs that consider the specific needs and challenges faced by the teaching workforce. The study of Kadtung et al. (2017) aimed to find out the relationship of teaching performance and job

satisfaction among teachers of DepEd Region XII. The relationship of personal profile and job satisfaction was also correlated. A total of 200 teachers teaching in elementary public schools were selected as respondents of the study and descriptive correlation design was used in order to see relationships of the variables included in the study. The study yielded that most of the respondents are female, earned a college degree with master's unit, 11 to 15 years in service and belongs to 31-40 years age bracket. Regarding teacher's performance rating it was rated very satisfactorily. Teachers display a high level of performance related skills, abilities, initiatives and productivity, exceeding requirements in many of the areas of teaching performance. The age, highest educational attainments and length of service were significant to the job satisfaction while sex is noted having significant difference to job satisfaction. Furthermore, if the teachers contented with their job, they would develop and maintain high level of performance. Teaching learning process makes more efficient and effective that could produce highly competitive learners.

Also, Cabahug et al. (2024) conducted a study to assess teachers' profiles, 21st-century skills, performance levels, and the relationship between these factors. Given the active involvement of educators within the age range of 31 to 40, the majority of whom hold the position of Teacher I, educational attainment moderately influenced teachers' assessment of 21st-century skills. Position, teaching experience, and educational attainment moderately affected performance. An instructional development plan was formulated to enhance teaching skills, emphasizing the importance of professional development in digital technology. It is possible to develop targeted professional development programs that cater specifically to the needs and preferences of the teachers. Statistical analysis revealed that collaboration and 21st-century skills had the most significant impact, while digital literacy scored the lowest.

In addition, Alba and Gamozo (2024) pointed out in their study that quality education needs quality teachers to achieve success. Thus, the study determined the factors related to the teachers' performance in delivering new curriculum in the Narra del Sur district, Palawan, Philippines. The findings indicate that most teachers managed a monograde class with an optimal workload and student count, while most exhibited outstanding performance, reflecting their exceptional achievements and contributions within the school. The findings revealed a correlation between the respondents' age and their utilization of teaching materials and ICT, which means that age is a significant factor or variable affecting their performance in teaching materials and ICT. On the other hand, number of pupils taught, position, highest educational attainment, and length of service were related to the respondents' performance. The result implies that those who have worked as teachers longer were more likely to have higher educational attainment, which may help them be promoted and improve their performance.

The Philippine government is one of the most powerful nations in terms of producing qualified teachers. Every sector in an organization, such as the educational sector, has a need for professional development for their own growth and for promotion. As a result, there are states, universities, and colleges that greatly offer master's and PhD degrees in education specialization to transform individuals into efficient ones. Furthermore, a resource-based model is a key component in achieving the goal of teachers or employees in a government because of its goal to produce well-competitive, knowledge-sharing citizens and work-oriented, efficient employees (Nameron et al., 2023).

According to Aslam et al. (2016), modern technologies, teaching methods, and approaches to facilitating education for students' academic performance would increase their chances of success. The study reveals that the fact that students transfer from one institute to another has shifted the educational paradigm from teacher satisfaction to student satisfaction. Simply by involving students, institutions are constantly interested in assessing, evaluating the effectiveness of the educational system and evaluating individual teacher performance. The top management of schools has been interested in reevaluating the teaching standards, policies, quality, and methodologies, which has resulted in increasing focus being given to student satisfaction. Identifying measures of teaching effectiveness and student satisfaction is therefore very essential. Student competencies are predicted and developed by teachers' expertise and qualifications. A study of teachers' backgrounds and experience made predictions about their students' professional success.

Many studies have shown that the performance of teachers is the major input in the attainment of quality education. It cannot be denied that one-third of a teacher's life each day is spent in his/her work in school. Thus, he needs to be motivated and perform their job properly. Furthermore, if teachers are satisfied with their work, they will develop and maintain a high level of performance. Lack of teacher motivation results in shortages of teachers among schools and deteriorated school performance. Therefore, the motivation of teachers is very important as it directly affects learner performance which is closely related to the quality of education that the learners receive.

Aside from the legal bases, related literature and studies, there were theories which supported the current study: ERG Theory existence, relatedness and growth needs as cited by Yu et al., (2022) as the main theory, Elger's Theory of performance (ToP) as cited by Haramain, (2019) and Attribution Theory by Weiner as cited by Pacuno and Sanchez (2020).

Various theories of motivation help management to understand employee behavior and how reward could be employed to realize organizational growth. From the existing content theories, this study adopts the existence needs include various forms of safety, physiological and material needs., relatedness need include senses of security, belonging, and respect, and growth needs involve needs for self-esteem and self-actualization. The theory of existence, relatedness and growth, commonly known as ERG, is a motivational construct concerned with understanding the factors that contribute to individual human behavior, which evolved from Maslow's hierarchy of needs (Alderfer, 1972). As cited by Yu et al. (2022) Theory of ERG Existence, Relatedness, and Growth needs developed by Clayton Alderfer, categorizes human needs into three core groups: existence, relatedness, and growth. Existence needs include basic material and physiological requirements such as food, water, and safe working conditions. Relatedness needs pertain to the desire for interpersonal relationships and social interactions with family, friends, and colleagues. Growth needs involve the intrinsic desire for personal development, creativity, and achieving one's full potential. According to the existence, relatedness and growth theory, if the organization focuses exclusively on one requirement at a time, this may not successfully motivate the employee.

In view of its less restrictive approach, ERG theory is more suitable for the purpose of this study. This is because individuals' have a positive impact on both motivation factors need. Similarly, employee to be productive, he should be satisfied with these needs otherwise the failure to meet organizational goals. Teachers would also be more motivated if given freedom and power to carry out tasks to give own results. Quality teaching has become the goal of many education systems across the globe. To realize this goal, more attention should be paid to teacher motivation as this motivation pertains to quality teaching and improved learning outcomes in schools. A teacher is the single most important factor in education. Her or his far-reaching influence as an agent of constructive change in society is beyond question. Through the years, however, teachers still complain about their status, pay and welfare with serious consequences on the quality of education. Pupils' learning depends upon effective teaching; hence, determining the factors that help in the enhancement of teachers' motivation is of prime importance to propel them to peak performance.

Another anchorage of this study is the Theory of Performance. To enhance their performance, it is indispensable that they are aware on the different factors that can affect their teaching performance. According to Haramain (2019) The Theory of Performance (ToP) of Don Elger in 2011 developed and related six fundamental concepts to be able to formulate a framework that can serve as basis in explaining performance as well as performance improvements. In his theory, he stated that the level of performance depends holistically on six components namely: Context, level of knowledge, level of skills, level of identity, personal factors, and fixed factors which involve a performer's mindset, immersion in an enriching environment, and engagement in reflective practices. The human relationship, organizational atmosphere, community condition, student behavior, professional growth and development and the technology where in the performance is really essential in attaining the common goal which is the total development of every teacher can be based on the Theory of Performance.

In this view, all teachers have been mandated to do their best to improve their performance and rid themselves from forces affecting their performance. To enhance their performance, it is indispensable that they are aware on the different factors that can affect their performance level. In relation to the study, teachers, perform their tasks assigned to them whatever course they have finished since they have chosen teaching as their profession. The theory is most significant in the determination of how respondents perceived their performance in a kind of task that they have least prepared academically but which they must perform at their best level. The study was enriched by looking at the respondents personal and professional circumstances and how it was affected their performance given the extraordinary demand on them by the organization.

In relation to this, procedures should be devised for early detection of teachers who lack motivation to prevent the loss of skills. Moreover, teachers' happiness is also influenced by motivational factors which have been identified as a key determinant for students' motivation and teaching effectiveness. Through Individual Performance Commitment Reviews (IPCRF), which the Department of Education uses to monitor and evaluate teachers' work performance in-depth, teachers' motivational factors are evident. To pay

more attention to these factors, it is crucial to comprehend what motivates teachers to do their best work. In relation to this, the researcher, who is also a teacher, is pushed to look more into the factors that was increase teachers' motivation in performing the jobs.

Finally, Attribution Theory by Weiner as cited by Pacuno and Sanchez (2020) attribution theory is defined as the way that individuals envision the success or failure of their own behavior of others. Describes how individuals interpret events and how that interpretation influences motivation for learning as well as future learning behaviors. The perceived causes of event outcomes are called attributions; individuals create attributions for the causes of their own actions as well as the actions of others. It focused on the events ordinary people encounter in their lives and whether people attribute the outcomes of these events to internal or external factors. There are four sets of attributions for people's successes and failures: ability, effort, luck, and task difficulty. Ability and effort are internal factors as they come from inside the person while luck and task difficulty are external attributional factors. Weiner termed these two notions of internality and externality as locus of causality which is one of the main attribution dimensions. The other aspect is called stability, that is, whether the factor is stable, or it may be changed. Later, Weiner introduced a third dimension he called controllability which refers to the elements either within people's control or out of their control.

Therefore, attribution theory has significantly contributed to the studies on motivation, consequently for teaching and learning. Recognizing teachers' attributions can help school heads to promote their teachers' success and to understand the causes behind their low performance. The teachers themselves are given the obligation to mold students into learned, competent, responsible, and moral citizens of the country, which is to align with the aim of every educational institution that is to produce competent and excellent graduates. This theory was found to be helpful in the study because the aim of the present study was to determine the significant different of demographic profile of elementary teachers based on the performance, causal attributions for both failure and success.

The purpose of this study was to determine the level of motivational factors on teaching performance of elementary public-school teachers in Libmanan I district. By investigating these variables, this research aims to provide insights about the significant relationship between motivational factors, teaching performance and demographic profile of teachers. The researcher believes that teachers were be more effective and perform well if they possess the motivational factors namely: existence needs, relatedness needs and growth needs. Educating the young ones to become a better citizen of the nation is a task that is considered a vital role played by the teachers. Through a comprehensive analysis of current literature and empirical data, this study will contribute to the ongoing dialogue about improving educational needs and intervention program in the ever-evolving field of education.

Statement of the Problem

This study determined the motivational factors on teaching performance and used it as a basis in crafting an intervention program among elementary public-school teachers in Libmanan 1 District, School Year 2024 - 2025.

Specifically, it answered the following questions:

1. What is the demographic profile of teachers in terms of:
 - a. sex;
 - b. age;
 - c. educational attainment;
 - d. plantilla position; and
 - e. length of service?
2. What is the teaching performance of elementary teacher based on IPCRF rating?
3. What is the level of motivational factors based on;
 - a. existence needs,
 - b. relatedness needs; and
 - c. growth needs?
4. Is there a significant difference in the teaching performance of elementary teachers when grouped according to their profile?
5. Is there a significant relationship between motivational factors and teaching performance of teachers?
6. To what extent does the motivational factors influence teaching performance?

7. What intervention program can be crafted to enhance the teaching performance of elementary teachers designed based on the result of this study?

Assumptions

This study was guided by the following assumptions:

1. Demographic profile of teachers provide relevant information that may help in drawing implications relative to motivational factors and teaching performance.
2. The teaching performance of teachers along teaching can be measured by certain parameters.
3. The level motivational factors based on existence needs, relatedness needs and growth needs can be determined by using certain indicators.
4. Intervention program may be crafted to enhance the teaching performance of elementary teachers based on the result of the study.

Hypotheses

The following hypotheses were tested in this study:

1. There is a significant difference in the teaching performance of elementary teachers when grouped according to their profile.
2. There is a significant relationship between motivational factors and teaching performance of teachers.
3. Motivational factors influence teaching performance.

Significance of the Study

This study will be beneficial to the following individuals, and school entities:

Teachers. The teacher plays an important constituent of professional expertise, subject-matter knowledge, teaching experience and professional development may affect job satisfaction. This study would be beneficial to the teachers to assess the level of motivation factors based on existence needs, relatedness needs, and growth needs and teaching performance.

Learners. The pupils who are the end users of this study will be benefited as they are the direct recipient of a highly motivated teacher. A teacher who is satisfied and motivated in his job will exert more effort to do their best, so that learners are developed in accordance with the goals of education.

School Heads. The data gathered thru this study will enable the school principal to assess the level of motivational factors based on existence needs, relatedness needs, and growth needs and teaching performance of their teachers. The school head will be able to identify the level of motivation factors that can affect the job performance of its teachers, which area was wrong, and which needed improvement.

DepEd Camarines Sur Officials. The Department of Education oversees the dissemination of knowledge among basic education learners in the country. Therefore, they must be aware that teachers as human resources are the most asset in the educational field. They are considered as the foundation of the educational working place. The improvement of learning quality and the consistent function of the educational system depend heavily on effective teaching.

Policy Makers. This study will enable them to provide support through pieces of training, seminars, webinars and other professional development activities to enhance the capacity and competence of the teachers in different learning areas.

Other Researchers. Findings in this study may serve as a reference for future studies related to the level of motivation factors based on existence needs, relatedness needs, and growth needs and teaching performance of teachers. Results of this study can be used in developing plans for establishing conferences among the teachers, school administrators, and researchers.

Scope and Delimitation

This study determines the motivational factors and teaching performance among elementary public school teachers and used it as basis in crafting intervention program in Libmanan 1 District, Division of Camarines Sur, School Year 2024 - 2025.

The study focused on the demographic profile of teachers, level motivational factors based on existence needs, relatedness needs and growth needs and teaching performance based on IPRCF rating. These parameters were manipulated further to determine the significant difference in teaching performance when group according to their profile. Additionally, the significant relationship between motivational factors and teaching performance of teachers was also investigated. From the findings obtained, intervention program was proposed to enhance the teaching performance of teachers.

The study excluded Libmanan 2,3 and 4 districts. All private teachers teaching in Libmanan 1-4 District are not involved as respondents. Moreover, the study did not include the school heads of public schools in Libmanan 1 District. Profile of the out-of-field teachers were not also considered.

Definition of Terms

For clarity, some key terms were defined conceptually and operationally as follows:

Motivational Factors. It refers to a psychological process that facilitates an organization of behavior towards achieving some specific course (Kelvin, 2016). As used in this study it refers to energizes, directs, and sustains what one does. When teachers are motivated, they see teaching not as a job, but as a mission. This enthusiasm is infectious, inspiring learners to set their sights higher and push their boundaries further.

Existence needs. It refers to the needs that are the basic material existence requirements. They are the physiological and safety needs (Sala, 2016). In this study, this refers to the sufficient benefits, compensations, and incentives in school organizations.

Relatedness needs. The term means the need to interact with other people (Sulastri, 2021). As used in this study it refers to their need to feel connected and have meaningful relationships with colleagues, students, and the broader educational community.

Growth Needs. It refers to the intrinsic desire for personal growth. Institutions should provide internal incentives for personal growth, more responsibilities, increased social status, and subsequently job satisfaction and performance at the workplace (Sala, 2016). In this study, this term is about the teachers to achieve certain skills to deal with emerging situations. It gives teachers the chance to set their objectives or goals. Through a schedule for seminars and training planned per year, a teacher can set goals to achieve certain objectives.

Teaching Performance. It refers to a set of instructional behaviors consistent with the educational and instructional objectives of a course (Jin, 2022). In this study, it is used to describe the annual performance rating of teachers adjectival rating as outstanding, very satisfactory, satisfactory, unsatisfactory and poor performance.

Demographic profile. It is a description of a particular type of customer including their sex, age, income etc. (Cambridge Dictionary, 2025). In this study, it refers to teachers' sex, age, educational attainment, plantilla position and length of service in teaching and the performance rating for the year 2024-2025.

Sex. It refers to the characteristics of women, men, girls and boys that are socially constructed (World Health Organization, 2025). In this study, the term described the respondents as whether male or female.

Age. The period of time someone has been alive or something has existed (Cambridge Dictionary, 2025). In this study, it defined as the difference between the date of birth of the teachers and the present school year and the time conduct of this study.

Educational attainment. It refers to the highest level of education that a person has successfully completed. Successful completion of a level of education refers to the achievement of the learning objectives of that level, typically validated through the assessment of acquired knowledge, skills and competencies (Statistic Canada, 2021). As defined in this study it is the college course that a teacher has undertaken or finished in his/her baccalaureate years.

Plantilla position. It is defined as permanent position items in the government with corresponding authorized budget allotment in the annual General Appropriations Act (GAA) (Budget Research Department, 2024). It refers to the designated position of teaching personnel in DepEd department.

Length of service. It defined as the number of years an employee has been working for an organization. Some companies like to reward their employees for their length of service by increasing their Leave or Sickness Allowances (Watkins, 2025). As used in this study, it described the record of works experience of an employee in the teaching profession.

Intervention program. It refers to a specialized program to help, to regulate their emotions, improve their social skills and succeed in their field (Indeed Editorial Team, 2025). It defined in the study as

the output, that includes objectives, activities, persons involved, budgetary requirements, time frame, and expected outcome.

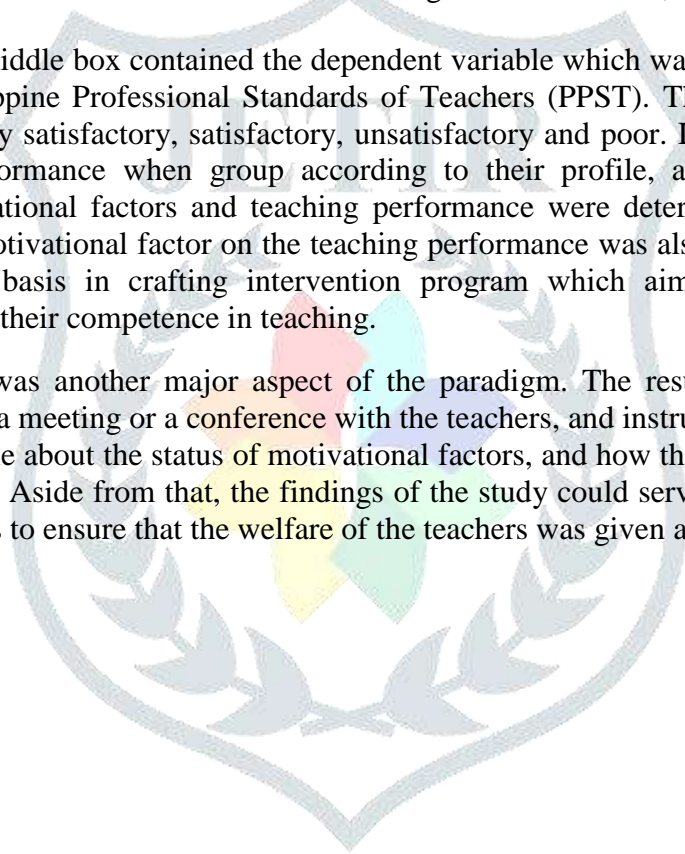
Conceptual Framework

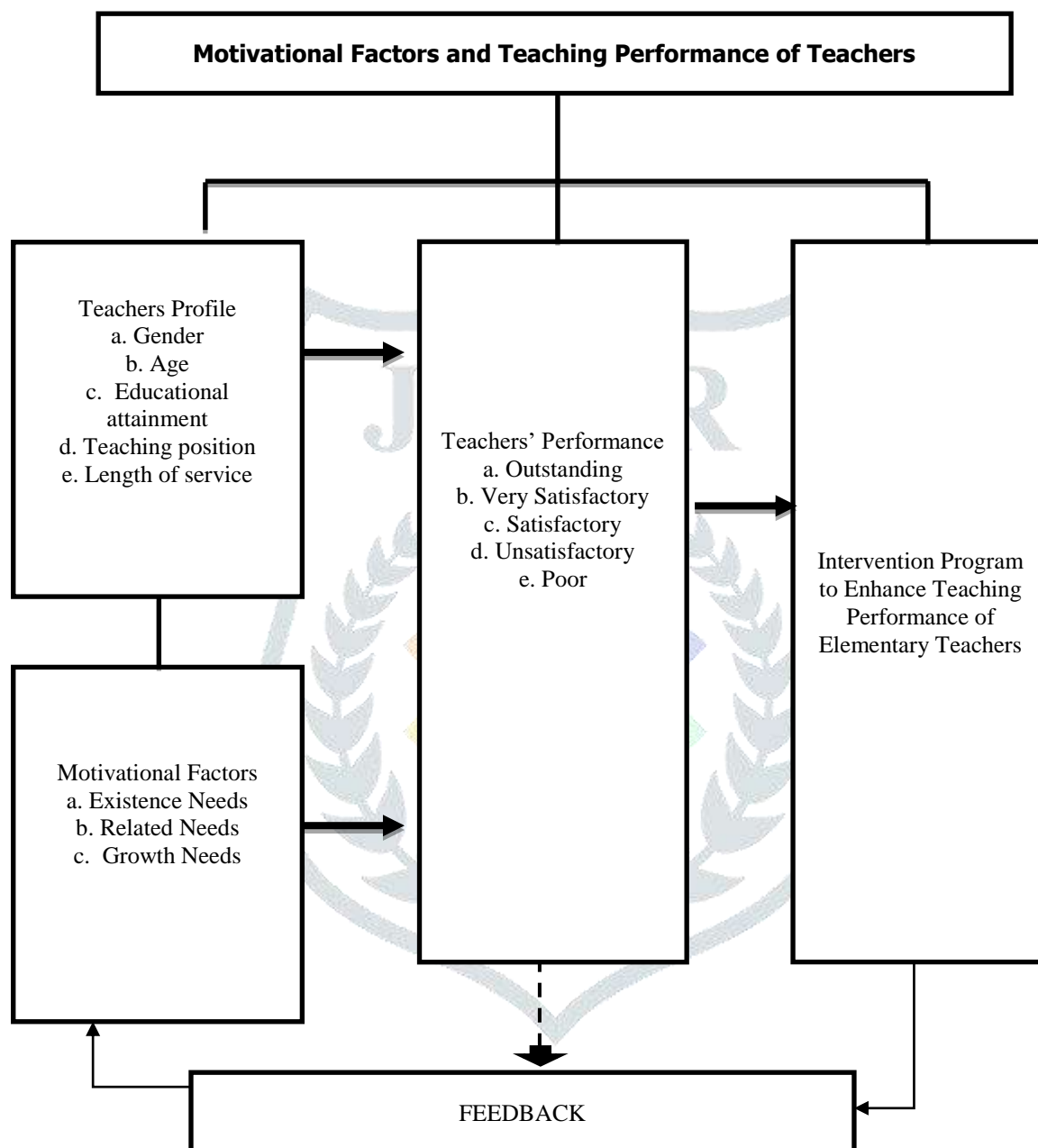
This study determined the motivational factors and teaching performance among public elementary school teachers. The relationship of the variables is illustrated in Figure 1.

The first column contained two boxes reflecting the independent variables. The upper box contained the teachers' profile indicating their sex, age, educational attainment, plantilla position and length of service, while the lower box contained motivational factors showing existence needs, related needs and growth needs.

On the other hand, the middle box contained the dependent variable which was teaching performance of teachers based on the Philippine Professional Standards of Teachers (PPST). The following ratings were considered: outstanding, very satisfactory, satisfactory, unsatisfactory and poor. In addition, the significant difference in teaching performance when group according to their profile, as well as the significant relationship between motivational factors and teaching performance were determined. Furthermore, the extent of influence of the motivational factor on the teaching performance was also taken. Hence, the result of this study became the basis in crafting intervention program which aimed to enhance teachers' performance and to increase their competence in teaching.

The feedback loop was another major aspect of the paradigm. The result of the study could be disseminated by conducting a meeting or a conference with the teachers, and instructional leaders. With this, they would be knowledgeable about the status of motivational factors, and how they influenced the teaching performance of the teachers. Aside from that, the findings of the study could serve as a basis in creating or modifying existing programs to ensure that the welfare of the teachers was given also attention.





Conceptual Paradigm

This illustrates the relationship of the variables which was used as a basis in crafting an intervention program as the output of the study.

METHODOLOGY

This section presents the research methods and procedures used in conducting the research. It also includes the technique used in selecting the respondents of study, the research instruments, the data gathering procedure, and the statistical tools used in processing the data gathered.

Methods Used

This study used descriptive-comparative-correlational methods. The descriptive method was used to describe the demographic profile of the respondents. Likewise, the same method was used to present the motivational factors based on existence needs, relatedness needs and growth needs of the elementary teachers and teaching performance based on Individual Performance Commitment Rating Form (IPCRF) rating. Additionally, the intervention program to enhance the teaching performance based on the result of this study was also described.

The comparative method was used to determine the significant difference in the teaching performance of teachers when group according to their profile. Furthermore, the correlational method was to find out the significant relationship between motivational factors and teaching performance of the study. When the value of correlation was obtained the extent of influence of the motivational factors on teaching performance was determined. The test of correlation was also a way to test the null hypotheses posed in this study.

Respondents of the Study

The primary source of data for this study were the public elementary school teachers in Libmanan 1 District. There were 50 elementary teacher who served as respondents of this study. They were currently teaching during school year 2024-2025. They were purposively chosen since they were teaching during the current school year and that only teachers with more than two years of experience were included. These teachers were Teacher 1-3 and Master Teacher 1-2.

Table 1 shows the distribution of the respondents in every school. These three (3) schools represented big, medium, and small schools. It showed that School A was represented by 32 elementary teachers composed of Teachers 1-3 and Master Teachers Plantilla position. School B had a total of 10 respondents and for School C with 8 teachers. Both school B and C had Teacher 1-3 plantilla position. A total of 50 teachers were involved.

Table 1
Respondents of the Study

Respondents	N	%
School A	32	64.00
School B	10	20.00
School C	8	16.00
Total	50	100

Data Gathering Tools

The study utilized survey-questionnaire, unstructured interview and documentary analysis as the main data gathering tools.

Survey-Questionnaire. Survey-questionnaire was used as the primary research tool in gathering the needed data. There were two (2) parts of the questionnaires used to gather information from the respondents. Part I dealt with the demographic profiles of the teachers. Part II determined the motivational factor of the teachers. This part utilized and adopted it from Comighud (2021). The questionnaire is shown in Appendix B.

A five (5) point Likert scale was used to indicate the responses of the respondents. The weights and interpretation were 5 for very highly motivated, 4 for highly motivated, 3 for moderately motivated, 2 for fairly motivated, and 1 for poorly motivated. To provide a specific description of responses for each indicator, the following scale interval and distribution was used:

Weight	Scale Interval	Description
5	4.21-5.00	Very Highly Motivated
4	3.41-4.20	Highly Motivated
3	2.61-3.40	Moderately Motivated
2	1.81-2.60	Fairly Motivated
1	1.00-1.80	Poorly Motivated

Unstructured Interview. The unstructured interview was used by collecting relevant information for the purpose of the study. Interviews are particularly useful for getting the story behind a participant's experiences.

Documentary Analysis. The documentary analysis was used in gathering the data, especially on the performance level of the teachers for the previous school year. The researcher sought permission from each teacher to use their Individual Performance Rating (IPR) for documentary analysis. Confidentiality of the data was guaranteed among the teachers, and an assurance that the data obtained would be used for research purposes only.

A Five-point Likert Scale was used to determine the performance of the teachers as practiced in DepEd.

Weight	Scale Interval	Verbal Interpretation
5	4.500-5.000	Outstanding (O)
4	3.500-4.499	Very Satisfactory (VS)
3	2.500-3.499	Satisfactory (S)
2	1.500-2.499	Unsatisfactory (U)
1	Below 1.499	Poor (P)

Procedures of Investigation

The following were the procedures observed in the conduct of the study.

Conceptualization of the research problem. In the idea generating phase, the researcher identified why a study on a particular topic was needed. Since the ideas generated were still general, the researcher had to redefine them. This process included identification and definition of the variables to be studied, development of conceptual paradigm of the study, formulation of the major and specific problems to be investigated and the formulation of hypothesis.

Approval of Research Problem. After organizing the introduction and methodology, the researcher submitted the research proposal to the office of Graduate Studies upon the endorsement of the Adviser. The manuscript was presented to the Thesis Committee of the school. After careful deliberation, the research proposal was approved.

Securing permit to conduct the study. The researcher organized a letter addressed to the Public Schools District Supervisors of Libmanan 1. A separate letter was also made for the school heads. These letters were Noted by the Adviser and the Dean of Graduate Studies. These are shown as Appendix A-1 and A-2. When the letters were approved, the researcher went to each school heads in the district to gather data from them.

Preparation of survey questionnaire. After the permit was approved, the researcher immediately prepared the data gathering tool based on the specific problems of the study.

Validation/Dry run. The researcher conducted the dry run of the questionnaire in selected elementary schools in Libmanan 1 district. This was conducted to determine the clarity of the indicators and whether there would be other suggestions given for its improvement.

Administering and Retrieval of Questionnaires. The questionnaire was distributed personally by the researcher. This was resorted to so that if ever some questions would be asked by them, they could be addressed at once. Hence, the questionnaire was answered well. After they were accomplished, the researcher collected them personally, too.

Processing of the Data Gathered. The data gathered were treated using appropriate statistical tools to ensure that correct analysis and interpretation of data was made.

Analysis of the Result. After the data were analyzed and interpreted, the researcher continued to make sense out of the collected data by interpreting the results in terms of how they aid in responding to the research problem posed at the beginning of the study, and how the answer contributed to the body of knowledge in the field.

Writing of the research report. The quantified data were placed in tabular forms to facilitate discussion. Analysis and interpretation of data were also presented together with their implications or inferences drawn. Related studies were used to support or negate the findings in this study.

Oral Defense of the Research Report. The researcher revised the manuscript following the suggestions and recommendations made by the panel members during the title proposal. The findings, conclusions and recommendations were presented. With the endorsement of the adviser, the manuscript was submitted for examination and approval.

Submission of the Final Copy. After the research was defended and approved, it was revised following the suggestions and recommendations of the panel members. Finally, the research was ready for reproduction and submission.

Journal Publication in IMRAD Format. The manuscript was revised following the IMRAD format and the requirements of the chosen online publisher of referred journals.

Statistical Tools

The following statistical tools were used to treat and quantify the data gathered.

Frequency count. It was used to show the number of respondents based on their demographic profile in terms of their sex, age, educational attainment, plantilla position and length of service.

Percentage Technique. This technique was used to quantify the distribution of the respondents according to the profile of the teacher and the performance rating of the teachers.

Weighted Mean. This tool was used to determine the average of the responses in motivational factors.

Kruskal- Wallis. This method was used to determine if there is a significant difference in the teaching performance of teachers when group according to their profile.

Pearson Product Moment Correlation of Coefficient. This was used to obtain the significant relationship between motivational factor and teaching performance of the teachers.

Coefficient of Determination. This was used to determine the extent of influence of motivational factors on the teaching performance of the teachers.

RESULTS AND DISCUSSIONS

This section shows the results generated from the data gathered. It is sequenced based on the statement of the problem as presented in the Introduction. It presents the results of descriptive and inferential analysis.

Profile of Elementary Teachers

The results of the study provide the baseline information of the profile of teachers in Libmanan 1 District in terms of gender, age, highest educational attainment, plantilla position and number of years in service. The forecited profile items were taken primarily because of the assumption that these could possibly influence teaching performance. Tables 2 show the data on the profile of elementary teachers.

Sex. In terms of sex, of the 50 teachers, a great majority comprising of 45 or 90% were females and 5 or 10% were males. Data clearly show the dominance of female teachers in the teaching profession.

Based on the data presented, it could be analyzed that female teachers' dominate in teaching than male teachers. This data affirms that the teaching profession is still a women's world. The Civil Service Commission (CSC) as cited by Oco (2022) 84.2% percent of the teachers' population were female teachers. Concluding that female teachers covered 80.9 percent population resulting in a 1:4 male to female ratio. Filipinas dominated their male counterparts in the education and training sectors from primary (87%), secondary (76%), and tertiary education (56%).

Moreover, it could be also inferred that teaching has become a feminized profession, especially in elementary level, where it is regarded as women's work. The whole question of teaching is not about gender but about ability and character. Equal role is the idea that all individuals should have the same opportunities and rights, regardless of their background or social status. Encountering both male and female teachers in classrooms give students the opportunity to learn from teachers who they perceive as being similar to themselves.

Table 2
The Profile of Respondents

Profile	Variables	Frequency	Percent
Gender	Male	5	10
	Female	45	90
Total		50	100
Age	39 years old below years	19	38
	40-49 years	18	36
	50-59 years	13	26
Total		50	100
Average of Age	41.9		
Highest Educational Background	Bachelor's Degree	24	48
	With M.A. Units	19	38
	Master's degree	7	14
Total		50	100
Plantilla Position	Teacher I	21	42
	Teacher II	7	14
	Teacher III	17	34

	MT I	2	4
	MT II	3	6
	Total	50	100
Number of years in service	2-4 years	2	4
	5-7 years	6	12
	8-10 year	10	20
	11 years and above	32	64
	Total	50	100
Average of years in service	9.96		

The result to the study of Gabriz and Mackie (2023) who determined the extent of classroom management practices of public elementary school teachers along instructional management practices, development of instructional materials, assessment of students learning and management of student behavior. This study looked into the profile of the respondents in terms of age, sex, civil status, highest educational attainment, current position, number of years teaching, and number of related trainings attended. The study revealed that the public school teachers are dominated by females indicating 77 or 82 percent while 17 or 18 percent were males. This means that the male group of respondents was outnumbered by the female group considering that teaching is a female dominated profession as observed in the different public schools in the country as well as in other countries.

Age. Out of the 50 teachers, the biggest percentage was comprised of 19 or 38% clustered on the age group ranging from 39 years old below. This was followed by 18 or 36% who were 40 – 49 years old bracket. There were 13 or 26% whose range from 50 – 59 years old. Summing up, the teachers have an average age of 42 years old.

Based on the data presented, it could be noticed that majority were young teachers. However, both younger or older teachers usually cultivate students' curiosity and interest in learning. Teachers are the most influential component in achieving quality learning and education process. In the learning system, teachers become an inseparable part of the process of achieving educational goals. Without teachers, education will not function properly. The success of the learning process is determined by the ability of the teacher in implementing the learning process.

Moreover, it could be also inferred that the distribution of teachers' ages from younger to older indicates a balanced workforce. This mix is beneficial as it combines fresh ideas and energy from younger teachers with the wisdom and experience of older educators, creating opportunities for mentorship, innovation, and professional collaboration. With a large portion in the 40–49 age bracket and an average age of 42, many teachers are in their prime working years, often more stable in their careers and open to taking on leadership or administrative roles. This creates a good foundation for succession planning within schools.

The result is corroborated by the study of Oco (2022) who emphasized that most of the respondents, sixteen 16 or 39.02% belong to the age bracket of 30 years old and below. These teachers were the young group, hence they were less experienced but had the desire to learn. The age bracket of 31–40 years old ranked second with 10 or 24.39% followed closely by the 41–50 years old respondents. These were the adult group who had sufficient experiences and had developed a social relationship with their co-teachers.

Highest Educational Background. As regards to participants' highest educational attainment, results showed that the biggest percentage was comprised of 24 or 48 % who holds a bachelor's degree; 19 or 38% showed to have units in the master's program, and the remaining 7 or 14% were full-fledged master's degree.

Based on the data presented, shows that the largest group, comprising 24 teachers, holds only a bachelor's degree. This suggests that nearly half of the teaching workforce is at the foundational qualification level, which, while meeting minimum requirements for many teaching positions, may indicate room for professional growth and development. A significant number (19 teachers) have taken graduate level courses and were actively pursuing a master's degree. This reflects a strong commitment to professional advancement, and positions them for deeper content knowledge, instructional leadership, or promotion in the future. A smaller portion (7 teachers) have completed a master's degree, marking them as the most academically qualified in the group. These individuals are likely to be seen as leaders or mentors within the institution and are well-positioned for supervisory or specialist roles.

Furthermore, it could also be inferred that teachers with graduate level of education often bring deeper content knowledge, research-based instructional strategies, and broader perspectives to the classroom. Increasing the number of fully credentialed graduate teachers can have a direct positive impact on student learning outcomes. To ensure that students are taught by highly qualified teachers, countries across the globe have devoted substantial resources and implemented educational policies designed to improve and assess teacher quality. The quality of instruction provided by any educational institution is largely dependent on the academic qualification and training of its faculty members

The result is aligned to the study of Numeron et al. (2023) that investigated the impact of public school teacher qualifications and teaching experience on students' academic performance and satisfaction. The participants in the study were 50 randomly selected public elementary teachers. There were 22 teachers who have completed college level, and some of them have gathered the units in master's degree. There were 7 teachers who have obtained a CAR for their master's degree while 5 of them obtained a master's degree. The previous study also showed that teacher qualification predicted student satisfaction more accurately than teacher experience.

Plantilla position. In terms of plantilla position, out of the 50 teachers, the biggest percentage comprising of 21 or 42 % were Teacher 1; 7 or 14% were Teacher 2; 17 or 34% were Teacher 3; while 3 or 6% were position of Master Teacher 2; and 2 or 4% were Master's Teacher 1.

Plantilla are permanent position items in the government with a corresponding authorized budget allotment. Based on the data presented, it shows that many teachers are clustered in the lower to mid-level plantilla positions. Fewer have reached the Master Teacher ranks. This trend needs for enhanced career development initiatives, promotion support programs, and professional recognition systems to encourage upward mobility in the teaching profession. Teacher rank also plays a role in career advancement and professional growth, allowing teachers to take on new responsibilities and leadership roles within the education system.

The findings imply that the quality of education is largely determined by the quality of the teaching thorough continuous professional development opportunities available to teachers. Professional development and teachers' effectiveness have a positive impact on school reforms and increased learning. Moreover, teachers play a central role in realizing educational goals. Therefore, the quality of teachers in every field needs to be developed in terms of teachers' competencies and skills. Having the required teaching competence is the responsibility of professional teachers who are willing to take educational and teaching tasks.

The result is supported to the study of Sarabia and Colantes (2020) who determined the predictor of teaching performance among the components of work-related stress. It described the participants demographic characteristics, level of work-related stress, and teaching performance, and likewise compared the work-related stress of the participants. It was revealed that teachers with higher teaching position tended to have a higher teaching performance. It can be noted that almost all of the teacher respondents had the minimum requirement for entry level for the teaching position of Teacher I. It was noticed that only a few percent of the teachers were promoted from their original position of Teacher I to Master Teacher III. The result suggested that the participants had difficulties on earning a higher position that might be due to the non-availability of the trainings, seminars, workshop, and opportunity to pursue higher education.

Number of years in service. Relative to teaching experience, out of 50 teachers, the least percentage comprising of 2 or 4% claimed to have a teaching experience of 1-3 years; 6 or 12% disclosed an experience ranging from 4 – 6 years; 10 or 20% declared an experience which ranges from 7 – 9 years; while the biggest percentage comprised 32 Or 64% are 10 years and above experience. Their average years of teaching experience was 10 years.

Based on the data, it could be said that the bigger number of teachers in Libmanan 1 District were matured for they have been quite long in the teaching profession. As teachers gain experience, their students not only learn more. As measured by tests, they are also more likely to do better on other measures of success, such as school attendance. More-experienced teachers support greater student learning and support for their colleagues and their school, as well as for their own students.

The findings imply that experienced and qualified teachers are expected to be better equipped to adapt the changes and provide effective instruction, meet diverse learning needs, and maintain a positive classroom environment. The teaching experience encompasses a teacher's years in the classroom, working with students from diverse backgrounds and facing various instructional challenges. As teachers gain experience, they acquire valuable knowledge and skills that contribute to their professional growth. They become familiar with effective teaching strategies, develop classroom management techniques, and learn to adapt their instructional practices to meet the needs of different learners. Additionally, experienced teachers

often serve as mentors for novice educators, further enhancing the overall quality of instruction within schools.

This could be linked to the study conducted by Numeron et al. (2023) who conducted a study that investigated the impact of public school teacher qualifications and teaching experience on students' academic performance and satisfaction. Based on their findings, the linear regression analysis was applied to investigate the relationship between teachers' experience, qualifications, and the level of students' satisfaction. It was stated that the r^2 value of public teacher experience was 0.512 and their qualifications were 0.611, whereas the students' satisfaction score of 0.877 had significantly increased based on their perceived interest in the teaching methods of the teachers in the actual setting. The findings show that teacher qualification predicts student satisfaction more accurately than teacher experience. The association between teachers' experience and qualifications and student satisfaction was somewhat mediated by teacher methods, skills, and knowledge-sharing efficiency.

From the data presented in this study it could be analyzed that most of the teacher in Libmanan 1 District has dominance of female in teaching profession. They fall within the middle-aged, which suggests that a significant portion of teachers are likely experienced educators who have been in the profession for a considerable period of time. Additionally, the data showed that the older age groups, specifically those aged 50-59, are the least represented among the respondents.

Furthermore, it could be inferred that most teachers hold bachelor's degrees, a significant number have pursued master's degrees. However, only a small percentage have completed master's degree. Meanwhile, the respondents' demographic profile shows that most of the respondents still hold the Teachers I-III positions and Master Teacher positions was quite few, which can be attributed to the promotion system in the Department of Education. On the other hand, the respondents' number of years in service indicated that majority were already more than a decade working in public school teaching.

The result could be linked to the study of Pablo et al. (2025) who conducted study with the purpose of looking into the demographic profile of public teachers. It also considered educational institutions to design targeted support programs to address the specific needs and challenges faced by the teaching workforce. The study revealed that most respondents were 31 to 40 years old, primarily females, hold Teacher I-III positions, have been in the teaching profession for less than ten years, with bachelor's degree and a portion pursuing or having completed masters' degrees. A considerable number of teachers with experience indicated a relatively young workforce. Regardless of demographic background, teachers have the skills to develop, design, and manage the different school resources contributing to student learning. The school and the institution can tap these skills to produce more quality, needs-based materials.

Huelar and Barrios (2022) mentioned that teacher's position demonstrates the critical value of successful teaching and learning. As a result, it is fair to say that students would not gain anything from studying if their facilitators are incompetent. Teachers in the classroom are one of the most primary determinants of students' academic performance: their academic credentials, related professional training, and job experience, among other items. A teacher's task is to prepare instruction with the intention of assisting students in overcoming obstacles to learning.

Also supported the findings of the study is also supported by the Attribution Theory by Weiner as cited by Pacuno and Sanchez (2020), Attribution theory is defined as the way that individuals envision the success or failure of their own behavior or others. It describes how individuals interpret events and how that interpretation influences motivation for learning as well as future learning behaviors. The perceived causes of event outcomes are called attributions; individuals create attributions for the causes of their own actions as well as the actions of others. It focused on the events ordinary people encounter in their lives and whether people attribute the outcomes of these events to internal or external factors. There are four sets of attributions for people's successes and failures: ability, effort, luck, and task difficulty. Ability and effort are internal factors as they come from inside the person while luck and task difficulty are external attributional factors. Weiner termed these two notions of internality and externality as locus of causality which is one of the main attribution dimensions. The other aspect is called stability, that is, whether the factor is stable, or it may be changed.

Performance of Teachers

Teaching performance is the result of the teacher's work in the process of interaction with learners in the classroom in providing knowledge to improve the quality of better teaching.

The performance profile of teachers was based from the Individual Performance Commitment Rating Form (IPCRF). The rating for teachers is a 5-point scale with their corresponding verbal equivalent, as outstanding, very satisfactory, satisfactory, unsatisfactory and poor rating. Table 3 shows the data on the teaching performance of teachers.

From the data presented, it is worthy to note that almost all, comprising of 25 or 50% were assessed to have very satisfactory in their teaching performance based on the criteria; There were 21 or 44 % who obtained an outstanding rating; while 4 or 6% was rated to be satisfactory rating.

Based on the data, it could be seen that the teachers' performance rating was very satisfactory. Through this, teachers were able to apply mastery of content knowledge and its application across learnings areas.

Table 3
Teachers Performance Rating

Adjectival Rating	Description	Frequency	Percentage
4.500-5.000	Outstanding	21	44
3.500-4.499	Very Satisfactory	25	50
2.500-3.499	Satisfactory	4	6
1.500-2.499	Unsatisfactory		
Below 1.499	Poor		
Total		50	100

Legend:

<i>Scale Interval</i>	<i>Interpretation</i>
4.500-5.000	Outstanding (O)
3.500-4.499	Very Satisfactory (VS)
2.500-3.499	Satisfactory (S)
1.500-2.499	Unsatisfactory (U)
Below 1.499	Poor (P)

They facilitated learning using appropriate and innovative teaching strategies and classroom management practices. They managed environment conducive to learning and address learning diversity. Based upon these duties and responsibilities of teachers, they can now realize the big role to play in the development of students in elementary school. Furthermore, teachers' performance in the classroom is assessed using classroom observation tool which becomes the basis in determining their teaching performance.

In addition, it could also be inferred that the goal of determining the factors that affect teachers' performance is to improve the quality of instruction by clarifying expectations for effective teaching and learning among teachers and learners, thereby meeting those expectations through high-quality feedback and support. Proficiency, commitment, and performance all go together in that these virtues motivate and drive teachers to always be at their best in accomplishing their tasks. Teachers who manifest these traits are more likely to accomplish better results in so far as teaching performance in class is concerned. Committed, diligent, and efficient teachers produce creative and imaginative learners with a touch of passion.

The result could be linked to the study of Batugias et al. (2022). They conducted comprehensive description of the factors affecting the teaching performance of the teachers in school. Sources of data were obtained from teachers' ratings of classroom observation last school year 2018 -2019. Meanwhile, their teaching performance, with 4.40 computed mean was revealed as very satisfactory. Considering the findings, the study concluded that attaining higher education and attending training courses improve teaching quality performance. This study would be very important to the Department of Education to improve the delivery of basic education by improving the teaching performance of the teachers, thereby attaining quality education. Moreover, the results would serve as basis for intervention needed for teacher's development program.

Also, in the study of Hasbay and Altindag (2018), it revealed that teacher performance was affected mostly by management factors, followed by working environment and wages. Hence, the wage factor did not show any effects that directly increase teacher performance. It was determined that the right attitude of school managers, with proper and efficient communication and career investments and developments for teachers, must be increased. The performance of teachers' increased by providing them with working conditions in which they can feel comfortable and under no pressure.

The Elger's Theory of Performance (ToP) as cited by Haramain, (2019) also supported the findings of the study. The theory of performance challenges educators to improve their performance through empowerment to help others learn effectively and grow. In this view, all teachers have been mandated to do their best to improve their performance and rid themselves of forces affecting their performance. In order to enhance their performance, it is indispensable that they are aware of the different factors that can affect their performance level.

Motivational Factor

Teacher motivational factors are in line with ERG theory Existence, Relatedness and Growth needs theory of motivators. It is important that employers are well informed with the various theories of motivation, and apply the theories in their work setting to motivate their employees for improved quality of output.

Existence Needs. The influence of motivational factors in terms of existence needs on teachers' motivation. These needs are the basic material existence requirements. Table 4a shows the data on the motivational factors on existence needs.

As shown on the table, living a happy and contented life with family who foster strong relationship was 1st rank with the highest weighted mean of 3.98 as perceived by the teachers. It could be inferred that teachers are living with contentment while fostering happy and strong relationship with their respective family members. It was followed by 3.64 weighted mean, for feeling contented, fulfilled, and satisfied with my job. Next is for sufficient benefits and compensations at par with other organizations with a weighted mean 3.58. In terms of engaging in a convenient lifestyle and satisfying leisure activities, it had a weighted mean of 3.54. These factors suggest that personal satisfaction, compensation, and work-life balance significantly impact motivation. Moreover, enjoying high prestige and social standing in work was on the 5th rank with weighted mean 3.52. Working for stable and secured future through position was in 6th rank with a weighted mean 3.48. Furthermore, financial incentives through fringe benefits and bonuses was in 7th rank with a weighted 3.38. When employees receive rewards and incentives, employers and employees can both benefit. When workers are acknowledged for their performance and productivity, their job happiness, morale, and desire to help the institution reaches its objectives all improve. Rank 8th eight with weighted mean 3.33 was about adequate salary with respect to nature of work or teaching profession. It was followed by primary needs such as durable house with amenities with a weighted mean of 3.24.

On the other hand, the item which obtained the lowest mean score of 3.22 was the wide range of health benefits. It could be inferred that public school teachers do not have enough and sufficient access to wide range of health benefits promoting their physical well-being and wellness. Finally, the average weighted mean was 3.48, and it was also interpreted as highly motivated level.

Table 4a
Motivational factors of the Respondents in the Area of Existence Needs

Indicators	Mean	Interpretation	Rank
Living a happy and contented life with my family whom I foster strong relationship.	3.98	HM	1
Feeling contented, fulfilled and satisfied with my job.	3.64	HM	2
Sufficient benefits and compensations which are at par with other organizations.	3.58	HM	3
Engaging myself in convenient lifestyle and satisfying leisure activities.	3.54	HM	4
Enjoying high prestige and social standing in my work.	3.52	HM	5
Working for a stable and secured future through my profession.	3.48	HM	6
Financial incentives through fringe benefits and bonuses.	3.38	HM	7
Adequate salary with respect to the nature of my work or the teaching profession.	3.33	MM	8
Primary needs such as durable house with amenities.	3.24	MM	9
Wide range of health benefits like that of medical care.	3.22	MM	10
Average Weighted Mean	3.48	Highly Motivated	

Legend:

Scale Interval	Interpretation
4.21-5.00	Very Highly Motivated (VHM)
3.41-4.20	Highly Motivated (HM)
2.61-3.40	Moderately Motivated (MM)
1.81-2.60	Fairly Motivated (FM)
1.00-1.80	Poorly Motivated (PM)

Based on the data, it could be analyzed that teachers desire to have good working conditions as they lead to more physical comfort. A strong and hygienic working environment is essential. Temperature, humidity, ventilation, lighting and noise, hours of work, cleanliness of the workplace, and adequate tools and equipment are the features that affect job satisfaction. Poor working conditions do become a source of

job dissatisfaction when taken for granted, simply because they lead to physical discomfort and physical danger. Additionally, it could be inferred that salaries and financial incentives as well as several benefits are determining factors in promoting the level of teachers' motivation in performing his/her assigned duties.

Furthermore, it could also be inferred that teacher motivation stands out as an important component of teacher quality. Teacher motivation is necessary for the education and training process to motivate students to learn, to realize educational reforms through teachers, and to ensure teachers' own personal satisfaction. Teacher motivation positively affects all factors related to the education and training process. Therefore, considering the prominent role of the teacher in the education process, it can be said that teacher motivation is an important factor affecting the quality of education.

The result could be linked to the study Sala (2017) who found out that financial incentives are often given in the form of money, that is money can be seen as part of the reward system designed to reinforce behavior and therefore to motivate people to work towards the achievement of goals and those of the organization. She further asserted that people work primarily for money, and they are motivated to do only that which provide them with the greatest rewards. When someone is motivated, he or she tries hard. The quality of the effort as well as its intensity must be considered. Effort that is directed and consistent with the organization's goal is the kind of effort that should be sought.

Another study that supported the findings was conducted by Kelvin (2016), who revealed that teacher motivation encompasses forces both within and external to the individual. The internal teacher motivation comprises of the needs, wants and desires which exist within an individual as such influence the teachers thought which in turn leads to a positive change behavior toward improving learning. Teacher motivational level can rise when the teaching job enables teacher to satisfy the life supporting elements of his or her physical body like food, water, shelter etc. It can also rise, when the teacher feels useful in his or her job and when he or she feels satisfied with what she or he is doing.

The Theory of Existence, Relatedness and Growth need (ERG) as cited by Yung et al. (2022) supported the findings of the study. It described existence needs various forms of safety, physiological and material needs. Safety needs mainly refer to the prevention from fear, anxiety, threat, danger, tension, and so on. Physiological needs refer to an individual's pursuit of satisfaction at the vitality level, such as leisure, exercise, sleep. Material needs refer to resources required for an individual's living, including food and clothing. There are variety of ways to motivate employees through their style of management compensation plan role definitions and organization activities. In order to be able to provide physiological motivation, an organization should ensure that it provides for example sufficient breaks and offer salaries that enable the workers to be able to meet their basic needs. Safety needs can be provided through the creation of a conducive environment which is safe, provision of job security and a feeling that workers are safe from any threat.

Relatedness Need. This is the need for affiliation. It is the desire to seek approval from others conform to their wishes and expectations and avoid conflict and confrontation. People with a strong need for affiliation try to project a favorable image of themselves. They tend to actively support others and try to smooth out workplace conflicts. Table 4b shows the teachers' perception on the level of motivation in relatedness.

As shown in Table 4b, organization practices immediate feedback to manage expectations of members which was on the 1st rank and had a weighted mean of 3.92. It was followed by fosters supportive climate to its member and promotes trust and confidence in the workplace 2.5th rank, both had a weighted mean of 3.76. Organization promotes good working condition through the presence of camaraderie was on the 4th rank had a weighted mean of 3.74.

Furthermore, promotion of teamwork and cooperation among member in work activities was on rank 5th and had a weighted mean of 3.66. In addition, organization values and its contributions of each member for better performance management was on rank 6th had a weighted mean 3.58. Moreover, on rank 7th, organization pays due attention to the needs of its members for better work engagement had a weighted mean of 3.54. Rank 8th, was organization promoting public acknowledgement for better work accomplishment had a weighted mean 3.52.

Table 4b
Motivational factors of the Respondents in the Area of Relatedness Needs

Indicators	Mean	Interpretation	Rank
The organization practices immediate feedback to manage expectations of its members.	3.92	HM	1
Organization fosters supportive climate to its members.	3.76	HM	2.5
The organization promotes trust and confidence in the	3.76	HM	2.5

workplace.			
The organization promotes good working conditions through the presence of camaraderie.	3.74	HM	4
The organization promotes teamwork and cooperation among its members in work activities.	3.66	HM	5
The organization values the contributions of each member for better performance management.	3.58	HM	6
The organization pays due attention to the needs of its members for better work engagement.	3.54	HM	7
The organization promotes public acknowledgement for better work accomplishments.	3.52	HM	8
Friendly and congenial are my peers or colleagues in the office or in the workplace.	3.46	HM	9
The organization demonstrates social acceptance and belongingness.	3.34	MM	10
Average Weighted Mean	3.62	Highly Motivated	

Friendly and congenial in peers or colleagues in the workplace was on the 9th rank with weighted mean of 3.46. On the other hand, the item which obtained the lowest weighted mean score of 3.34 was on organization demonstrates social acceptance and belongingness. From rank 1 to 9th it was interpreted as highly motivated, except the last item with moderately motivated level. Finally, the average weighted mean was 3.62, and it was also interpreted as highly motivated level.

From the result, it could be inferred that teachers' relationship to their colleagues, other people, it could be the stakeholders are good enough who can motivate them to perform well in their jobs. An essential prerequisite for teachers' wellness, work happiness, and ultimately their ability to teach successfully is the fulfilment of their desire for relatedness. It is evident that good social status and working conditions of teachers considerably impact on their morale and thereby, motivate them. The more teachers are motivated to work once socially accepted by their school heads maybe, or by their stakeholders. A workplace where employees feel socially accepted and included leads to higher motivation and retention. Improving this area will help create a more supportive and engaging work culture where every employee feels they truly belong. The satisfaction of teachers' need for relatedness is an important pre-condition for teachers' wellbeing. Receiving social support plays an important role in satisfying the need for relatedness.

In addition, the findings imply that the cooperation of teachers with each other, the sharing of knowledge between them, the discussion of ideas, and the joint contribution to solving problems are becoming more important. Those who believe in the cooperation of teachers think that they influence each other by improving school achievements and student results. Some of the teachers' interactions can be working in teams, sharing responsibilities, giving different opinions and comments, as well as forming and increasing trust in each other. Therefore, more teachers are being asked to work in a team, and school leaders are to be the leader of this team. Working together helps the school more progressive and successful.

The findings could be linked to the study conducted by Adamu (2020) who pointed out that teachers perceived social status rises and their dedication to their work also grows. This suggests that dedication to their work grows when teachers achieved high status. The social standing of teachers' level will be enhanced. The impact of workload reduction, student cooperation, teachers as active reformers, enlarged community role, teachers as employees, and public appreciation factors are some of the key factors influencing teachers' views of their social standing. Regarding the idea of teachers as active reformers, it means that, absent teacher involvement, a lack of professional autonomy might severely impact the social standing of the profession. Regarding the issue of public recognition, it suggests that when teachers have society's support, they experience a positive perception of their standing. Hence, factors like workload reduction, student partnership, teachers as active reformers, enlarged community role, teachers as employees, and public recognition should be taken into consideration in order to provide teachers with a high social standing.

Additionally, Aguado et al. (2015) noted that the teachers' support given is a way of appreciating their efforts from the school management. It is important for the faculty members to help others and having good contact with fellow workers. Having good contact is an important aspect of keeping an open communication for long lasting rapport among professionals. Mentors guide new members of the faculty as they transition from new inexperienced teachers to seasoned professionals. Furthermore, this constitutes higher priority in gaining prestige in the teaching profession as part of personal gratification and self-motivation and as valuable substance of academic institutions.

The Theory of Existence, Relatedness and Growth Need (ERG) as cited by Yung et al. (2022) supported the findings of the study. It described related needs include senses of security, belonging, and

respect. Sense of security involves the mutual trust of humanity. Sense of belonging refers to prevention from all forms of suffering, such as isolation, loneliness and distance. People normally wish to be accepted and become members of a group. The needs for belonging include love given to others or caring accepted from others. Sense of respect simply means feeling of respect from others, such as popularity, social status, superiority, importance and compliment. Such a need gives people value to their existence. The person must feel important and must receive recognition from others. As these feelings are developed, they also produce self-esteem, self-confidence, prestige and power. Thus, whenever a worker accomplished a good job, it is good to recognize such accomplishment by praising or rewarding him so he would be motivated to do a good job always.

Growth Needs. This is an intrinsic desire for personal growth. Institutions should provide internal incentives for personal growth, more responsibilities, increased social status, and subsequently job satisfaction and performance at the workplace. Table 4c shows the data on the motivational factor in growth needs.

As shown on the table, work related activities to enhance skills and abilities was on the 1st rank with the highest weighted mean of 3.88. It was followed by opportunities to engage in feedback system mechanism to the top-level management to enhance organizational practice with a weighted mean of 3.82. Opportunities to learn new things through attending seminar, workshops and training activities was on 3rd rank with a weighted mean 3.8. Recognition for promoting professional growth and development was in 4th rank with weighted mean 3.72. Leadership in the organization and make necessary contributions and opportunities for promotion to higher positions through career progressions and prospect was in same rank 5.5th with weighted mean 3.7. In addition, promotion of abilities contributing to research undertakings and other development was in 7th rank with weighted mean 3.68. Breaks to use special skills in working as part of a team and in a variety of work commitments was on 8th rank with weighted mean 3.66. Moreover, remarks or constant feedback regarding work progress and development for better work engagement was in 9th rank with weighted mean 3.56.

Table 4c
Motivational factors of the Respondents in the Area of Growth Needs

Indicators	Mean	Interpretation	Rank
Work related activities to enhance my skills and abilities.	3.88	HM	1
Opportunities to engage in feedback system mechanism to the top-level management in order to enhance organizational practices.	3.82	HM	2
Opportunities to learn new things through attending seminars, workshops and training activities.	3.8	HM	3
Recognition for promoting professional growth and development.	3.72	HM	4
Leadership in the organization and make necessary contributions as part of it.	3.7	HM	5.5
Opportunities for promotion to higher positions through career progressions and prospects.	3.7	HM	5.5
Promotion of my abilities contributing to research undertakings and other developments.	3.68	HM	7
Breaks to use my special abilities in working as part of a team and in a variety of work commitments.	3.66	HM	8
Remarks or constant feedback regarding my work progress and development for better work engagement.	3.56	HM	9
Prospects for career advancements through study leave benefits, scholarship grants and graduate degree obtained.	3.54	HM	10
Average Weighted Mean	3.71	Highly Motivated	

Lastly, prospect for career advancements through study leave benefits, scholarship grants and graduate obtained had a weighted mean of 3.54. From rank 1 to 10th, it was interpreted as highly motivated. The average weighted mean was 3.71, and it was also interpreted as highly motivated.

Based on the findings, it could be said that the growth needs show a highly motivated level. It means that teachers are highly motivated because of their growth needs. This refers to the internal esteem and self-actualization needs which is a desire to grow as an individual professionally and personally. These are the desires that motivate an individual to reach his full potential in the present scenario. Moreover, the indicator, work related activities enhance skills and abilities, has the highest mean and interpreted as having a strong influence on their performance. The result may mean that these teachers really aim for incentives

professional growth. They are so motivated by their performance because they want to work related to their skills and implement new knowledge and abilities to advance their professional goals and position. Teachers are preparing themselves to take increased responsibility by developing their abilities and being proactive.

In addition, it could also be inferred that professional development has been a part of the teaching profession for many years and includes some form of instructional coaching from a peer or administrator. Teachers must get quality professional development to improve their abilities, subject knowledge, and teaching strategies. Designing focused and effective professional development programs for teachers requires determining their developmental requirements across various professional standards. School heads should prioritize teachers' professional development.

The current study supported the findings of Comighud and Arevalo (2021) showing that teachers should be motivated to enroll in graduate programs leading to master's and doctorate degrees to advance their careers in teaching and earn higher salaries in addition to increasing their knowledge of instructional planning, the teaching-learning process, and classroom management. They should also go to professional development training courses.

Another study that supported the findings was conducted by Sala (2016) who cited in her study that as stipulated under R. A. 4670, otherwise known as Magna Carta for Public School Teachers, teachers in the public schools shall be entitled to a study leave with full pay not exceeding one (1) school year after every three (3) (7) years of service to pursue a graduate study in education or allied courses. This has been supported by the findings shared by Cadalso (2019) who indicated on the teachers' misunderstanding of some office duties and refusal to work and chairmanship. Along with it, it has been revealed that teachers lack requirement for professional growth which led to the occurrence of the negative interpretation of feedback. This is effective for boosting teachers' motivation through training. The teachers are motivated to accomplish their tasks and perform their responsibilities because they regard teaching as a noble profession and consider it to be their passion and calling.

The Theory of Existence, Relatedness and Growth need (ERG) as cited by Yung et al. (2022) supported the findings of the study. It described growth needs include involve needs for self-esteem and self-actualization. The need for self-esteem refers to self-productive effects such as the ability to pursue, to seek knowledge, to achieve, to control, to build confidence, to be independent and to feel competent. Self-actualization refers to self-accomplishments including achieving an individual's goals and developing his or her personality. The abilities to realize one's potentials and to support the growth of others are also included. Professional teachers grow and develop professionally by attending graduate studies, read professional journals, magazines and books. He added that the teachers like the pupils must grow, and this growth must be long line both professional and general.

Difference between Teaching Performance According to their Profile

Table 5 shows the data on difference of teachers' performance when the respondents are grouped according to their profile.

As shown on the table, along sex had an H-stat. of 0.53 and a p-value of 0.466 and was interpreted as not significant. Age had an H-stat of 1.95 and a p-value of 0.376 and was interpreted as not significant. Plantilla position had an H-stat. of 14.61 and a p-value of 0.002 and was interpreted as significant; number of years in service had an H-stat. 3.77 and a p-value of 0.152 and was interpreted as not significant; highest educational background had an H-stat. of 17.04 and a p-value of 0.002 and was interpreted as significant.

Based on the data, it could be deduced that the p-value column is used to determine whether the differences are statistically significant. A p-value less than 0.05 indicates a significant difference, meaning the teacher's profile factor has a measurable impact on teaching performance. A p-value greater than 0.05 indicates no significant difference, meaning the factor does not significantly affect teaching performance.

Table 5

Difference between the Teaching Performance According to their Profile

Profile	H-Stat.	p-value	Intr.
Gender	0.53	0.466	Not Significant
Age	1.95	0.376	Not Significant
Position	14.61	0.002	Significant
Number of years in service	3.77	0.152	Not Significant
Highest Educational Background	17.04	0.002	Significant

Legend:

In addition, it could also be inferred that sex, age and number of years in service show not significantly difference in teaching performance of teachers. This result indicates that regardless of gender, age and years in service, the teachers are doing high performance in their teaching field as reflected in Table 3. Significant difference in terms of plantilla position and highest educational background, meaning teachers indicating that the position of teacher impacts teaching performance and the higher education level does translate to better teaching performance.

Moreover, it could be also inferred that a teacher's performance in school and satisfaction in education is both crucial parts for a teacher to perform well in school. Teaching performance is one of the factors that must be considered. If the teacher is performed well with the work environment, an environment with inclusivity, excellent communication, and high levels of morale will make the teachers perform at a high level. Teachers' performance in school is the key roles for a teacher to be productive.

The result could be linked to the study of Comighud (2020) who found out that plantilla position and years of service significantly impact teaching performance. While sex, age, and educational background do not have a statistically significant effect. It suggests that experience and job position play a more crucial role in teaching performance compared to demographic factors like age, gender, or level of education attained.

Another study that supported the findings was conducted by Batuigas et al. (2022), who revealed that the factors such as age, civil status, highest educational attainment, teaching experience and monthly salary were found as significant factors on the teaching performance of the faculty members. On other hand, gender had no significant difference with the teaching performance of the faculty members. It was also shown that their membership in professional organizations is significantly related with teaching performance of faculty members.

The Elger's Theory of Performance (ToP) as cited by Haramain, (2019) also supported the findings of the study. The theory of performance challenges educators to improve their performance through empowerment to help others learn effectively and grow. In this view, all teachers have been mandated to do their best to improve their performance and rid themselves from forces affecting their performance. In order to enhance their performance, it is indispensable that they are aware on the different factors that can affect their performance level.

Relationship Between Motivational Factors and Teaching Performance

After looking into the difference of teaching performance of the teacher to their profiles, the researcher also looked into the relationship between motivational factor to teaching performance. Table 6 shows the data on the relationship between motivational factors to teaching performance.

In terms of motivational factor to teaching performance, existence needs had a r-value of 0.27 and the degree of correlation was low. With a p-value 0.58, and it was interpreted as not significant. Relatedness needs had a r-value of -0.04 showing that degree of correlation was negligible while the p-value 0.76 indicates no significant relationship. Growth needs had r-value of 0.24 and the degree of correlation was low while its p-value of 0.09 and it was interpreted as not significant. The overall rating for teaching performance was 4.69 in relation with motivational factors.

The data imply that none of the motivational factors (existence needs, relatedness needs, growth needs) have a statistically significant relationship with teaching performance. Teachers' performance might be correlated to other factors like experience, professional training, school leadership, curriculum quality, and institutional support rather than motivational factors. As seen in Table 5, plantilla position and highest educational background significantly impact teaching performance, suggesting that experience and role responsibilities are stronger predictors than motivation.

Table 6
Relationship Between Motivational Factors and Teaching Performance

Motivational Factors	Teaching Performance	r-value	Degree of Correlations	P-value	Int.
Existence needs	4.69	0.27	Low	0.58	NS
Relatedness needs	4.69	-0.04	Negligible	0.76	NS
Growth Needs	4.69	0.24	Low	0.09	NS

Legend:

Less than ± 0.20

Negligible Correlation

± 0.20 to ± 0.39	<i>Low Correlation</i>
± 0.40 to ± 0.69	<i>Moderate Correlation</i>
± 0.70 to ± 0.89	<i>High Correlation</i>
± 0.90 to ± 1.00	<i>Very High (Perfect) Correlation</i>

Even if teachers feel motivated, they might face challenges such as limited resources, high workloads, or administrative constraints that prevent them from improving their performance. The correlations are weak or negligible, meaning that teacher motivation based on these factors does not strongly predict teaching performance. This suggests that other factors (such as teaching experience, or institutional support) might play a more significant role in influencing teaching performance.

Adriani et al. (2018) pointed out, that teachers' performance in school was influenced by their motivations in life. In this study the respondents are highly motivated with the satisfaction of their needs or because of the desire they have for their needs. They are performing in school because there are things that motivate them to perform. Motivation has a substantial impact on teachers' performance, which implies that as this area improves, so does teachers' performance.

Additionally, Abutanmo et al. (2023) conducted a study to determine the teachers' level of motivation and performance and its significant relationship. The study utilized the descriptive-correlational technique of research which used an adopted questionnaire of Gayomale-Sala (2020) to determine teachers' motivation levels and evaluate their performance based on the IPCRF rating for the school year 2021–2022. Results revealed that teachers were highly motivated with existence needs, and relatedness needs. Further, most of the teachers had Very Satisfactory ratings in their performance. Few had outstanding rating, and none got below it. Moreover, there was a significant relationship between teachers' motivation as to their existence and relatedness needs and their performance. Thus, teachers perform better if they are highly motivated. On the other hand, growth need is not significant in relation to teachers' performance which means that teachers have taken for granted this needs in the sense that they are solely focusing and contented on the two needs which are existence and relatedness needs. Their desire to grow as an individual professionally and personally has been neglected which may be due to financial matter and limited time. It may also be counted as reasons that teachers are given less opportunity to attend seminars, workshops, and scholarship grants for master's and doctoral degrees. This implies that teachers depend on the Department of Education for assistance, especially with a variety of activities related to their responsibilities in the classroom, professional development, and their desire to grow. Growth Needs are also important motivation to improve performance not only for themselves but also for their learners as the purpose of their role as teachers.

The theory as cited by Yu et al. (2022) Theory of ERG Existence, Relatedness, and Growth needs developed by Clayton Alderfer, categorizes human needs into three core groups: existence, relatedness, and growth. Existence needs include basic material and physiological requirements such as food, water, and safe working conditions. Relatedness needs pertain to the desire for interpersonal relationships and social interactions with family, friends, and colleagues. Growth needs involve the intrinsic desire for personal development, creativity, and achieving one's full potential. According to the existence, relatedness and growth theory, if the organization focuses exclusively on one requirement at a time, this may not successfully motivate the employee. The factors that influence teacher motivation and performance, relates to the work itself, rewards and compensation, the working environment and professional growth and development opportunities. Employers should ensure that these factors are well cultivated as they serve as motivators for teachers to work optimally and improve school performance.

Extent Influence of Motivational factors on Teaching Performance

Table 7 shows the data on the extent of motivational factor on teaching performance. Along motivational factor of existence needs, it's influence on teaching performance, had an r^2 value of 20% and it was interpreted to have a very weak influence. Relatedness needs influence on teaching performance, had an r^2 value of 20% and it was interpreted to show very influence. Growth needs influence of teaching performance had an r^2 value of 20% and it was interpreted to have a very weak influence.

Table 7
Extent Influence of Motivational factors
to Teaching Performance

Motivational Factors	Teaching Performance	r-value	r^2 value	Interpretation
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Existence needs	4.69	0.27	20%	Very Weak
Relatedness needs	4.69	-0.04	20%	Very Weak
Growth Needs	4.69	0.24	20%	Very Weak

Legend:

<i>r²-value</i>	<i>Interpretation</i>
81% - 100%	Very Strong
61% - 80%	Strong
41% - 60%	Moderate
21% - 40%	Weak
00 - 20%	Very Weak

Based on the data, it could be deduced that motivational factors have very weak influence on teaching performance. None of the motivational factors significantly impact performance. Low r^2 values indicate that almost all variation in teaching performance is due to other factors. Other factors may be more important. Since motivation explains very little of performance, other factors may have a stronger impact, such as teaching experience and position. Improving motivation alone may not improve performance. Increasing salary, relationships, or career growth may not significantly boost teacher performance. More effective interventions may include professional training & mentorship programs. Classroom management support and workload management of teachers.

In support to this, Vlasova et al. (2019) noted that executing updated professional activities is necessary for teachers to be successfully motivated, like undergoing training and retraining for implementing activities in a changing professional and learning environment. Furthermore, Abuntanmo and Tantiado (2023) also cited that it was important to take seriously teachers' motivational factors if social transformation was to be achieved through the educational system. Regarding teachers' motivational factors, it is important to acknowledge the different contributions that teachers provide to individuals and society at large so that the teachers can achieve higher performance since such practice leads to a sense of fulfillment and self-actualization. Additionally, Comighud and Arevalo (2021) stated that teachers need to take part in professional development training. The Department of Education may address the development requirements of teachers by providing In Service Trainings and Learning Action Cell Sessions at the school levels in addition to requiring them to take graduate-level coursework and training sessions.

The Elger's Theory of Performance (ToP) as cited by Haramain, (2019) also supported the findings of the study. The theory of performance challenges educators to improve their performance through empowerment to help others learn effectively and grow. In this view, all teachers have been mandated to do their best to improve their performance and rid themselves from forces affecting their performance. In order to enhance their performance, it is indispensable that they are aware on the different factors that can affect their performance level. The key factor to attain better improvement and productivity of the organization lies upon the hands of employees. Relatively, employees in organizations such as schools need their capacity to enhance the performance of the department. It is important that teachers must be committed to their jobs to be able to have better and higher performance to contribute to significant growth and progress of the school.

Intervention Program to Enhance Teaching Performance of Elementary Teachers

Nowadays, teachers need to continuously improve themselves professionally to keep abreast of the latest trends, teaching approaches, and techniques in the education field. Keeping up-to-date and relevant is key to address adequately students' learning needs and helping them reach successfully their full potential. However, despite the department's efforts and policies on improving the country's education, challenges still significantly affect the teachers' performance in delivering instructions to the learners. One great example is the shift from the K-12 curriculum to MATATAG curriculum. The sudden shift in the curriculum has brought many challenges to the learners and the teachers, specifically. The teachers needed help delivering quality instructions due to inadequate content knowledge, limited resources and references, and a lack of materials and equipment. Teachers needed to improvise their approach and strategies in delivering instructions.

Teacher performance refers to a teacher's capacity to foster an educational learning environment for their charges. They are expected to execute innumerable and crucial tasks in shaping the youth to become productive members in the community. Teacher performance and student outcomes are intimately related. Therefore, the quality of teaching must be constantly enhanced in order to provide students with the best learning experience possible and help them achieve their academic goals successfully. It is for this reason

that the researcher looked into intervention program for teaching performance. Thus, an intervention program is created which aims to enhance teaching performance of teachers.

TEACHER INTERVENTION PROGRAM to Enhance Teaching Performance

I. Rationale

As one of the fountains of knowledge, teachers play vital roles in nation building. This fact is difficult to refute, that is why, evaluating the teachers' teaching performance should be on top priority of school heads in order to give the support and resources which the former need. But to understand why we need to evaluate teachers, what constitutes teacher quality and quality teaching can help us improve this important aspect of education and ensure our classrooms are staffed with the best. In this study, as reflected on the data, the teachers' teaching performance manifested very satisfactory. With these, the study recommends an intervention program to enhance teaching performance of the elementary teachers.

A teacher's performance is a demonstration of the work they have done while performing their roles as qualified educators. Professional educators will significantly decide the quality of education since they are the ones who are always in close contact with the student in the whole learning process in the classroom. Therefore, it is an indicator that teachers should continuously improving their teaching competence and developing their professional qualities. As the intervention program of this study a classroom observation is suggested to enhance the teaching performance of the teachers. Classroom observation is part of every classroom setting, observations continue throughout a teacher's career, whether they are part of supervision or routine monitoring by school heads. Providing a positive critical framework for evaluating one's practice, improving skills, and developing strengths can be considered as advantages of conducting classroom observation.

Classroom observation was mandated in the Philippine Professional Standards for Teachers-Results-Based Performance Management System (PPST-RPMS). It also became more objective and standardized. This is so since it is used for mentoring, coaching, performance review, and evaluation. This supports the teachers' on-going professional development.

In this connection, the public elementary school teachers' public schools of Libmanan I District are slated to a School Based Learning and Action Cells (SLAC) session on classroom observation, specifically focusing on the demonstration teaching practices of educators. This proactive approach seeks to foster a culture of continuous improvement and development among the teaching staff. This SLAC session will engage teachers in demo teaching to collaborative sessions to solve shared challenges encountered during the teaching learning process. It will carry monthly and is expected to capacitate the elementary teachers in their day-to-day work and will help them deliver quality and accessible education to all learners. Moreover, the teachers need also to have a pre-conference before the actual teaching. During the pre-conference, the following criteria are being asked to the teachers: the general characteristics of the class, general academic progress the class made, the goals and objectives of the lesson and the procedures and materials to be used. Then, after the actual teaching, the post conference is conducted by the school head. The school head asked questions on the development of the lesson made by the teacher, the strategy used in the successful conduct of the lesson and the things went well during the teaching- learning process. Then, the school head after all questions has been answered, queries clarified, the comments and suggestions to improve the teaching-learning is given to the teacher as form of technical assistance. Likewise, the teaching –learning process will flow smoothly because of the established learning environment.

Finally, improving the teaching performance of teachers through classroom observation is a complex challenge. However, there are several strategies that can help more effective, reduce pressure and tensions, and improve overall effectiveness because of regular observation.

II. Objectives

The following objectives are to be attained at the end of the school year:

1. Inform the teachers, and school leader about the result of the study particularly on teaching performance.
2. Incorporate strategies that will enhance teaching performance during COT classroom observation.
- 3.) To provide feedback for the betterment of teachers during classroom observation period.
4. Allot more budget for intervention program to enhance the teaching performance.

III. Period of Implementation: whole year

IV. Mode of Implementation

A. Among Teachers:

1. Orient teachers on the result of the study; and
2. Equip them with the needed skills to improve their teaching performance.

B. Among School Leaders:

1. Inform them about the result of the study; and
2. Create programs, introduce innovations to address issues relevant to teaching performance in an effective and efficient manner.

V. Source of Fund: Donations, and Other Stakeholders

VI. Strategies of Implementation

Who	What	How	Success Indicators
Teachers	Orient teachers on the result of the study	During teachers' conference, the researcher will inform other teachers about the result of the study, as well as the content intervention program.	100% attendance of teachers
	Equip them with the needed skills to improve their teaching performance	Coaching and mentorship relationships are invaluable for teachers. Experienced mentors provide guidance, share wisdom, and offer constructive feedback to help less-experienced teachers grow.	100% of the teacher teaching performance are improved.
		It is recommended to produce sessions for monitoring and as well as documentation to further prioritize the teaching performance for the improvement of the teachers. The school conduct SLAC/Classroom observation sessions per month to have a collaborative strategy performance for the teachers. Learning from colleagues is a powerful form of professional development, as it enables teachers to observe other teachers' classrooms, exchange ideas, and provide constructive feedback. SLAC/Classroom observation sessions will be recorded as well as the minutes that will be submitted to the head department for observation and evaluation.	

School Leaders	<p>Inform them about the result of the study</p> <p>Create programs, introduce innovations to address issues relevant to teaching performance in an effective and efficient manner.</p>	<p>School leaders are present in the conference facilitated by the researcher.</p> <p>Teachers need to understand the need and preferences of the learners and prepare the lesson plan accordingly to meet the learning objective of all learners rather than certain individuals.</p> <p>Consider adjusting class schedules to prevent teacher burnout. Ensure there is an appropriate balance between teaching periods, breaks, and time for collaboration. Avoid overloading teachers with back-to-back classes, giving them time to reflect and adjust their teaching methods.</p> <p>Encourage flexibility in how teachers manage their classroom and deliver lessons. Giving teachers more freedom to implement creative and diverse approaches can make their work more enjoyable and manageable.</p> <p>Shift administrative tasks to administrative assistants or employ technology to handle routine tasks, allowing teachers to focus more on teaching especially in primary grade level.</p>	<p>100% attendance of school leaders</p> <p>100% of teachers take proper lesson planning</p> <p>100% of classes have adjusted schedules</p>
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VII. Monitoring and Evaluation

To ensure the success of this intervention program, the school head monitored whether the program were properly implemented or not. Aside from that, the academic performance of the students was also checked to determine if there was an increase, a decrease, or it was maintained after the improvement of teaching performance of teachers. Finally, at the end of the school year, the teachers and the school head evaluated the success of implementation and identified areas to be modified and retained for the next cycle of implementation.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were derived. Furthermore, recommendations were advanced to achieve the study's purpose of motivational factor and teaching performance of teachers.

Conclusions

The following conclusions were drawn based from the findings of the study:

1. Majority of the teachers in Libmanan 1 District were female, in the middle age, and holds bachelor's degrees, occupying Teacher 1-3 plantilla position, and length of service already of more than a decade.
2. Teachers' performance based on the IPCRF rating was Very Satisfactory.
3. Teachers were highly motivated by the motivational factors relative to existence needs, relatedness needs and growth needs.
4. Teachers' profile in terms of sex, age, educational attainment, plantilla position and length of service were not significantly different with their teaching performance based on the IPCRF rating.
5. There is no significant relationship between the level of motivation and teaching performance of the elementary teachers.
6. The extent of influence of motivational factors on teaching performance was very weak.
7. The Intervention Program, if implemented properly, could enhance teaching performance of elementary teachers.

Recommendations

Based on the findings and conclusions, the following were the recommendations offered:

1. School heads may strive to make the teachers motivated to perform well regardless of their profile. Teachers may be given recognition for the positive contribution to the organization as they desire to contribute to school improvement and performance management which could be done through awarding ceremonies for recognizing well performing employees in the conduct of DepEd events.
2. School heads may provide support to build and sustain a high level of career aspirations of their teachers to promote positive attitude towards their teaching performance.
3. School heads may maintain a harmonious relationship in school, trust and confidence with one another as to one's ability to do assigned task and should build a happy workplace as these motivate teachers very highly.
4. Administrators may encourage teachers to pursue career advancement and professional growth, not only to ensure the best learning outcomes for their students, but also to be more effective and satisfied in other aspects of their work.
5. School heads may minimize their supervision on their teachers' teaching performance but maximize their concern over the welfare of their teachers.
6. School administrators may provide technical assistance in terms of teaching strategies to motivate them to learn more in the field of education.
7. School leaders and teachers are encouraged to monitor the implementation of Intervention Program to ensure that the aim of enhancing the teaching performance of elementary teachers is attained.

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