EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
Volume: 12 | Issue:7 |July 2025

WORK MOTIVATION AND TEACHER OUTCOMES IN PUBLIC SECONDARY SCHOOLS OF PANABO CITY DIVISION

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Article DOI: https://doi.org/10.36713/epra23311
DOI No: 10.36713/epra23311

ABSTRACT

The study explored the relationship between work motivation of teachers and teacher outcomes in public secondary schools of Panabo City Division. Also, it investigated the association of the involved variables and the domains of work motivation of teachers that significantly influence teacher outcomes. With the use of probability sampling, 156 public secondary teachers were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was a high work motivation of teachers and a very high teacher outcomes among the respondents. Furthermore, there was a significant relationship between the two variables. Moreover, all domains of work motivation of teachers were found to have significantly influence the teacher outcomes. Based on the findings, it was further suggested that higher officials in the Department of Education may identify means on how to strengthen the work motivation of teachers which would boost teacher outcomes. More so, future researchers may further explore the involved variables considering other factors and research methods.

KEYWORDS: *Work Motivation; Teacher Outcomes; Descriptive Correlation; Panabo City Division, Philippines*

INTRODUCTION

Teacher outcomes is a key element in the success of school effectiveness and is very important. These are numerical or non-numerical result that results from predetermined goals (Ozgenel & Mert, 2019). It is believed that work motivation is essential for optimal teacher outcomes, as it drives educators to put forth their best efforts in delivering engaging and effective instruction. Unfortunately, challenges with work motivation can significantly hinder teacher outcomes. Problems that teachers face include handling student needs, lack of parental support, and even criticism from a public that can be largely unaware of their everyday lives. Addressing these problems and bringing awareness to the educational environment that our teachers and students face daily can help improve teacher retention, student success rates, and the overall quality of education in our schools (Meador, 2019).

The challenge of declining teacher outcomes is not a localized issue; it reverberates globally (Huda & Muspawi, 2018). In South Africa, a significant number of schools are plagued by dysfunction due to dispirited and underperforming teachers. South Africa's Ministry of Education reported alarmingly high teacher absenteeism rates (Eze et al., 2023). In India, poor outcomes of teachers is manifested on teacher absenteeism. In fact, teacher absenteeism is seen as the most crucial issue plaguing the government school system (Kundu, 2019). There have been repeated criticisms of the poor quality of Indian teachers and the low education quality overall in India (Kumar & Wisemen, 2021). In Pakistan, inefficient principals, unmotivated teachers, lack of essential teaching skills in teachers and students with low socio-economic status lead to poor outcomes among teachers (Taniguchi & Rizwan, 2023).

In the national context, a study of the World Bank reported by Cui (2023) of the Philippine Star found that the lack of teacher's mastery of what they teach, and teacher absenteeism have been the major reasons for the high learning poverty that exists in the Philippines. The findings of the World Bank included the conclusion that Filipino teachers have some of the most ineffective methods in Southeast Asia and that teaching training programs targeted at them have failed to improve their mastery of the content. Also, Marcelo (2023) presented that the government's years of neglect of the pressing problems in the education sector, including the welfare of teachers, led to Filipino students' poor performance in the latest Program for International Student Assessment (PISA). Santos (2023) revealed that Filipino teachers face problems of unmanageable class sizes which results in time-management challenges, and low wages, resulting to poor student performance and teacher outcomes.

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In the local setting, particularly in the Mindanao State University in Tawi-Tawi, Hajilan (2017) disclosed that the problems, and needs encountered by educators in teaching activities are financial support, school plant and facilities, books and instructional materials, faculty and staff development, and student development became obstacles and roadblocks to achieve efficient and effective teaching. Nuezca et al. (2022) reported that public school teachers are not only focused on classroom teaching but also tasked to do a multitude of responsibilities as mandated by the Department of Education (DepEd). This somehow affects their teaching outcomes.

Considering the perennial issues about teacher outcomes and despite the existing studies about teacher outcomes, there still needs to explore teacher outcomes considering their work motivation particularly in Panabo City Division. This research aims to contribute to developing evidence-based policies and strategies that can enhance the quality of education in the Philippines and, ultimately, help pave the path for a more promising future for Filipino students and uplift teaching standards to champion education. Additionally, this academic work is designed to positively impact the larger school community. The researcher also plans to share the findings at international conferences and publish them in a Scopus-indexed journal.

REVIEW OF SIGNIFICANT LITERATURE

The related literature and studies of this study provided inputs about the work motivation and outcomes of teachers. Also, it presented varied studies showcasing the association of the involved variables in this study. The independent variable is work motivation of teachers. It has two indicators namely: intrinsic motivation and extrinsic motivation (Ramzan & Khurram, 2023). Meanwhile, the dependent variable is teacher outcomes. It has three indicators namely: social presence, cognitive presence, and teaching presence (Buitizon, 2021).

Work Motivation of Teachers

Understanding what motivates an organization's employees is central to the study of industrial-organizational psychology. Need-based theories of motivation focus on an employee's drive to satisfy a variety of needs through their work. These needs range from basic physiological needs for survival to higher psychological needs like belonging and self-actualization. Studies show that those who have a high need for achievement prefer moderate levels of risk, they seek feedback and are likely to greatly involve themselves in their work. Employees would work harder and smarter if they believe that their additional efforts would lead to valued rewards. The key motivation to work is being able to derive satisfaction from the job content. Self-regulation theory presumes that people consciously set goals for themselves and work toward achieving them by making self-evaluation (Rashmi, 2023).

Similar to any organization school employees should also be motivated while doing their job. Schools exist, primarily to educate children. It is for this purpose that teachers are employed in schools. Teachers are, thus, the most important professionals for any nation’s future. However, without adequate support and resources, teachers will not be motivated although they may be highly qualified. It is sad to note that teachers, the most valuable human resource, are often neglected. One should bear in mind that a nation’s strength depends on the high quality of its education system and the strength of such a system, in turn, relies on qualified and motivated teachers. Inspired and motivated teachers are essential in providing quality education (Kharlukhi & Dkhar, 2019).

The teacher is the one who translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration and the overall improvement of the school. Enhancing intrinsic and extrinsic motivation of teachers is important for students to be motivated in the class and for educational reforms to take place. When the teachers are motivated, educational reforms can be realized more easily, changes are easily adapted to and achievement and satisfaction can be increased (Zipagan, 2022).

Several studies found that teacher motivation and job satisfaction play vital roles in the success of teaching and learning process. Teacher motivation and job satisfaction are not only crucial to the long-term growth of any educational system but also very essential in the lives of teachers as they form the fundamental reason for working. Further, teacher motivation is the important factor for classroom effectiveness and school improvement. High levels of job dissatisfaction, stress and burn out negatively influence motivation and job performance (Reshma, 2018).

Previous studies have revealed three basic kinds of teacher motivation namely, extrinsic, intrinsic and altruistic motivation. Teachers who are extrinsically motivated focus on the benefits of teaching such as salary, vacations or other external rewards connected to the job. Teachers who are intrinsically motivated seek lifelong learning opportunities and look for jobs that fit their abilities and competencies. Teachers who are altruistically motivated work for personal satisfaction, their love for children and their aspiration to bring a change in the life of learners. They view teaching as a socially worthwhile and important job, and has a desire to be part of young peoples’ growth and development (Saleem et al., 2021).

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The need to address teacher motivation also derives from teacher shortage reported by many western countries including the US, Australia and some other European countries like the UK, Germany and Norway. A renewed research interest in teachers' motivation to teach and to remain teaching in the past decade has highlighted possible causes of the existing and potential teacher shortages as early teacher attrition, teaching force ageing, imbalance of high demand with less reward, limited career opportunities, less job security and low prestige. The significance of teacher motivation research is also self-evident as it is a crucial factor closely related to a number of variables in education such as student motivation, educational reform, teaching practice and teachers' psychological fulfilment and well-being. Therefore, it is helpful for administrators to determine how to attract potential teachers and how to retain them in teaching (Gul et al., 2020).

In the domain of teachers' competence and professional development, motivational dispositions are of great importance. Work motivation and job satisfaction are moderating factors of the teaching process, as well as teaching social interaction, professional self-actualization, and professional development. Furthermore, results of research which confirmed that motivation levels, rather than teachers' professional competence, play the more important role in student learning. According to Kumari and Kumar (2023), improvement in teachers' motivation has benefits for students as well as teachers. Some motivational sources for teachers include feeling safe in school, the success of students, enjoying their job, high self-esteem, thinking they have a respectable status in society, obtaining good inspection results, self-realization, a positive climate in school, cooperation, positive relations and solidarity with colleagues, the perception of themselves as competent in their field, self-worth and self-respect, a good school ranking, recognition of their value effective communication with school members, adequate pay, and support . Teachers' motivation is an important factor in successful teaching, which has a knock-on impact on students' learning. If teachers are psychologically empowered, they possess a positive attitude towards their job. Thus, the findings of the related study showed that when teachers feel psychologically empowered, they become loyal and committed towards their organization and ready to put their best efforts into the betterment of their organization (Toropova et al., 2021). The lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. According to Mupwaya et al. (2021), lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines are not kept, resistance to contributing more than what is required of them and development of arguments between colleagues. Performance of a given school depends more on the teacher 's effort and if that a given teacher is unhappy with his/her job, he/she will not put emphasis into his/her teaching. Bong (2023) found that over a sustained period of time, the loss of experienced teachers hurts the quality of instruction and drives up the costs of recruiting and training new teachers.

STATEMENT OF THE PROBLEM

This study determined the relationship between the work motivation and outcomes of public secondary teachers in Panabo City Division. More specifically, it sought to answer the following questions:

1.What is the level of work motivation of public secondary teachers in terms of:
   1.1 Intrinsic motivation; and
   1.2 Extrinsic?
2. What is the level of outcomes of public secondary teachers in terms of:
   2.1 Social Presence;
   2.2 Cognitive Presence; and
   2.3 Teaching Presence?
3. Is there a significant relationship between work motivation and teacher outcomes?
4. Which domains of work motivation significantly influence teacher outcomes?

METHODOLOGY

This chapter provides an overview of the methodology for this study, encompassing the research design, research participants, research tools, data collection procedure, and data analysis to be utilized in this investigation.

Research Design

This research employed a quantitative approach, specifically utilizing the descriptive correlational method. Quantitative research focuses on gathering and analyzing numerical data to describe, predict, or manage specific variables. It helps in exploring causal relationships, making forecasts, and extending findings to larger groups. The objective is to evaluate a given theory or hypothesis and determine its validity based on the data. This method is used to analyze data trends over time and identify patterns (Sreekumar, 2023).

Descriptive-correlational research plays crucial roles in helping researchers make informed decisions in their fields. This approach is essential elements of descriptive correlational studies. Descriptive research involves systematically observing and objectively detailing characteristics to gain a thorough understanding of phenomena or groups. In contrast, correlational research examines and forecasts natural relationships between variables without manipulating them to establish causation (Bhat, 2024). This research was classified as quantitative, employing numerical data for analysis and interpretation. It used

a descriptive method to assess work motivation and teacher outcomes. Additionally, it was categorized as correlational, investigating the relationship between work motivation and teacher outcomes in public secondary schools within the Panabo City Division.

Research Respondents

This research focused on 156 public secondary teachers within the Panabo City Division. Using the Slovin Formula with a margin error of .05, the total number of 256 teachers who have two years teaching experience and a very satisfactorily performance in the IPCR was reduced to 156 respondents. Determining sample sizes involves considerations of resources and statistical requirements. For large populations, a sample size of 100 was generally seen as the minimum needed. Nonetheless, the choice of data analysis methods and expected response rates can impact the required sample size. Most statisticians concur that a sample size of 100 was essential to achieve meaningful results (Akman, 2023). Hence, the 156 respondents were sufficient to address the intention of the study.

In this study, the researcher utilized a probability sampling technique known as cluster random sampling. This approach allows researchers to study a large population by dividing it into smaller, manageable groups, or clusters, without needing to survey everyone. It is cost-effective, efficient, simplifies analysis, and is typically reliable. By randomly selecting clusters and then sampling within them, this method ensures that the sample accurately represents the larger population. It involves choosing participants randomly to ensure that every group has an equal chance of being included in the study (Mahmutovic, 2021). Hence, the researcher in this study ensured that identified schools have well-represented samples. In the inclusion, exclusion, and withdrawal criteria, the researcher focused only on teachers with at least two years of teaching experience and a very satisfactorily performance in the IPCR as it provided a more accurate assessment of work motivation and teacher outcomes. These educators had sufficient time to adapt to their roles and demonstrate their effectiveness. Teachers with this level of experience were likely to have established their teaching methods, faced various classroom challenges, and developed a clearer understanding of their motivational drivers. More so, respondents had the right to withdraw from the study at any point without facing any negative consequences or having to provide a reason. This ensures that their participation is entirely voluntary and respects their autonomy throughout the research process.

Research Instruments

For gathering data, this study used a specially designed survey questionnaire tailored to its research goals. The questionnaire was organized into two distinct parts: the first part aimed to assess teachers' work motivation, while the second part evaluated their outcomes.

Data Analysis

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

Mean

This was used to measure the level of work motivation and teacher outcomes.

Pearson r

This was utilized to determine the relationships between work motivation and teacher outcomes.

Regression Analysis

This was employed to assess the significant influence of work motivation on teacher outcomes.

RESULTS AND DISCUSSIONS

This chapter presents the results of the study. These are the findings of the problems raised in the previous chapter. They are presented both in the textual and tabular forms.

Level of Work Motivation of Teachers in terms of Intrinsic Motivation

Table 1 reflects the level of work motivation of teachers in terms of intrinsic motivation. It shows that the overall mean 4.17, in a high level. This means that the level of work motivation of teachers in terms of intrinsic motivation is oftentimes evident.

It can be gleaned from the data that all 8 statements reveal an extensive result. When arranged chronologically according to mean scores, the items are as follows: having a purposeful life in teaching (4.20), learning new teaching skills at the workplace (4.18), and being free and empowered at the workplace (4.17). These items prove that the work motivation of teachers in terms of intrinsic motivation is oftentimes evident.

The data reveals that the level of intrinsic work motivation among teachers is high. This suggests that teachers often find personal satisfaction and intrinsic rewards in their work, which plays a significant role in their overall motivation. The results indicate that teachers derive a sense of purpose from their teaching

roles, as reflected by the high mean score for the statement having a purposeful life in teaching. Additionally, the ability to learn new teaching skills and feel empowered at work are also factors that contribute to their intrinsic motivation, as these aspects promote a sense of personal growth and autonomy.

Furthermore, the consistently high scores across all eight statements demonstrate that intrinsic motivation is a critical component of teachers' work motivation. Teachers appear to value not only the external rewards of their profession but also the internal satisfaction they derive from their work. The mean scores for learning new teaching skills and feeling free and empowered suggest that professional development opportunities and the freedom to innovate in the classroom contribute significantly to teachers' motivation. These findings highlight the importance of creating an environment where teachers can continuously develop their skills, experience autonomy, and find deeper meaning in their teaching, all of which are essential for maintaining their intrinsic motivation.

The high intrinsic motivation of teachers affirmed the notion of Olouch and Gogo (2022) asserting that teacher intrinsic motivation as a predictor of student engagement to perform and found that student engagement in performance was predicted significantly by primary school teachers' intrinsic motivation. Teachers who have a higher level of Academic Intrinsic Motivation (AIM) have a high likelihood of practicing teaching as a profession. Hence, they are likely to produce better results. These findings indicate that there is a relationship between intrinsic teacher motivation and student academic performance.

Moreover, Zou et al. (2023) asserted that for teachers, intrinsic motivation is often described as coming from the intellectual responsibility and fulfillment in working within a particular discipline and its pedagogical requirements, from the interpersonal relationships developed with students, peers, parents, or educational leadership within the school community, or from the sense of contributing to a greater social good. Kumari and Kumar (2023) believed that intrinsically motivated teachers concentrate on the benefits of activities directly related to teaching, emphasizing the intrinsic satisfaction they derive from their work.

CONCLUSION AND RECOMMENDATIONS

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between work motivation of teachers and teacher outcomes in public secondary schools. The study was conducted in the selected public schools of Panabo City Division. There were one hundred fifty-six (156) teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adapted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The level of work motivation of teachers is high. This suggests that they are generally engaged and driven in their roles, which is crucial for effective teaching. This motivation likely contributes to their commitment and overall performance in the classroom. Such levels of motivation, especially in terms of intrinsic and extrinsic factors, can positively influence the quality of teaching and the achievement of educational goals.

Meanwhile, the level of teacher outcomes is very high. This indicates that teachers are consistently achieving positive results in terms of their impact on students and the classroom environment. This suggests a strong alignment between their efforts and the desired educational goals, such as student engagement, learning outcomes, and overall classroom dynamics. The consistently high outcomes also reflect the effectiveness of teachers in creating an environment conducive to learning and student development.

It was found out that there is a significant relationship between work motivation and teacher outcomes. Also, all domains of work motivation significantly influence teacher outcomes. This highlights the importance of motivated teachers in achieving positive results in the classroom. Both intrinsic and extrinsic motivation are key drivers of teacher performance, demonstrating that motivated teachers are more likely to foster improved student engagement and outcomes. This finding underscores the need for educational policies and practices that support and enhance teachers' motivation to further improve their effectiveness in the classroom.

Conclusions

Based on the findings of this study, the following conclusions were offered: The level of work motivation of teachers means that it is oftentimes evident. Specifically, intrinsic motivation and extrinsic motivation are oftentimes evident. Meanwhile, the level of teacher outcomes is very high. In fact, social presence, cognitive presence and teaching presence are always evident.

Based on the findings, work motivation and teacher outcomes are related. All domains of work motivation are linked and significantly influence teacher outcomes. This leads to the rejection of the null hypothesis.

The significant and positive correlation between work motivation and teacher outcomes supports the principles established in the Herzberg's Two-Factor Theory proposed by Herzberg (1959). Mulang (2021) claimed that a highly motivated teacher will attempt to accomplish his goals and complete the task in the interim. Competence, motivation, and the learning environment either directly or indirectly have a favorable and significant impact on teacher outcomes and antecedent relationship variables on educational quality. Sutrisno and Sunarsi (2019) stated that the motivation is to create the driving force behind the stimulation of work to collaborate, work effectively, and integrate into their job satisfaction efforts.

Recommendations

The following suggestions were offered based on the conclusions of the study:

Based on the findings, DepEd officials are encouraged to focus on strategies that enhance both intrinsic and extrinsic motivation for teachers to further improve teacher outcomes. Since intrinsic motivation and extrinsic motivation are both significantly linked to positive teacher outcomes, it is important to provide teachers with opportunities for professional growth, recognition, and a supportive work environment. Additionally, fostering an environment that encourages autonomy, creativity, and meaningful professional development can enhance intrinsic motivation, while providing appropriate extrinsic incentives such as performance-based rewards or career advancement opportunities can further boost motivation. DepEd may also consider integrating teacher motivation into the overall school improvement plans to maximize the impact on teaching effectiveness and student outcomes.

Moreover, school heads may prioritize fostering both intrinsic and extrinsic motivation among teachers to further enhance teacher outcomes. To support intrinsic motivation, school heads may create a positive and stimulating work environment by providing opportunities for professional development, recognizing teachers' efforts, and encouraging a sense of purpose in their roles. For extrinsic motivation, offering performance-based rewards, incentives, and clear pathways for career advancement may also be beneficial. School heads may also focus on creating a culture of support and collaboration, where teachers feel valued and connected, as this will improve their social, cognitive, and teaching presence, ultimately leading to better student engagement and performance.

Furthermore, teachers are encouraged to further cultivate both intrinsic and extrinsic motivations to enhance their professional outcomes. To boost intrinsic motivation, teachers may seek out meaningful and fulfilling teaching experiences, set personal goals, and focus on the intrinsic rewards of teaching, such as student success and personal growth. Additionally, maintaining a high level of extrinsic motivation through external incentives, such as recognition, career advancement opportunities, and a supportive work environment, may help teachers stay engaged and motivated. By continuously developing both forms of motivation, teachers may strengthen their social, cognitive, and teaching presence, fostering a more engaging and impactful learning experience for their students.

Lastly, future researchers are encouraged to explore the specific mechanisms through which intrinsic and extrinsic motivation influence various teacher outcomes, particularly social, cognitive, and teaching presence. Longitudinal studies may provide deeper insights into how these motivational factors evolve over time and their long-term effects on teacher performance and student outcomes. Additionally, investigating the role of external factors, such as school culture, support systems, and policy interventions, may offer a more comprehensive understanding of how work motivation is shaped and sustained. Future studies may also explore how different teaching contexts (e.g., subject areas, grade levels, or teaching environments) impact the relationship between motivation and teacher outcomes, offering targeted strategies for enhancing teacher effectiveness in diverse settings.

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