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TEACHERS' MOTIVATION AND EFFICACY AS PREDICTORS OF TEACHERS' PERFORMANCE

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ABSTRACT

This study utilized a descriptive-correlational research design to examine how teachers' motivation and self-efficacy influence their overall job performance among secondary teachers in the Tagum City Division. Adapted survey instruments, which were both validated and tested for reliability, served as the primary data collection tools. Data were analyzed using statistical methods such as the mean, Pearson correlation, and regression analysis. Results revealed that teachers reported high motivation, self-efficacy, and job performance. Moreover, motivation and efficacy were found to have a significant positive relationship with job performance, with their combined effect showing a highly significant influence. Based on these findings, it is recommended that educational institutions and school leaders implement strategic programs to boost teacher motivation and self-efficacy. These may include professional development workshops, mentoring initiatives, and promoting a supportive organizational culture. In addition, establishing regular performance evaluations and feedback systems will help identify areas where educators may need additional guidance and training. Emphasizing work-life balance and fostering a healthy workplace environment can further enhance teacher effectiveness and well-being.

KEYWORDS: *MAED Educational Management, Teacher Motivation, Teaching Efficacy, Teacher Performance, Secondary Teachers.*
SDG #4 Quality Education
SDG #8 Decent Work and Economic Environment

INTRODUCTION

Teacher performance refers to a teacher's effectiveness in instructional delivery, student engagement, and classroom management (Stronge, 2018). Teachers play a crucial role in students' academic achievement and overall development. However, several issues and concerns surrounding teacher performance challenge the educational system. One significant issue is the variability in teacher effectiveness and the quality of education provided. Blazar (2019) confirmed that teachers influence academic outcomes and significantly affect student behavior, motivation, and attitudes. The variation in these effects among teachers highlights inconsistencies in the quality of educational experiences. Another primary concern is teacher stress and burnout. Many teachers are overworked and overwhelmed by continuous paperwork, numerous reports, and the urgency of administrative tasks. According to the Teaching and Learning International Survey (TALIS, 2018), teachers often face excessive paperwork, administrative burdens, and limited institutional support. These conditions increase stress and diminish job motivation, negatively affecting instructional quality.

Moreover, addressing these issues is crucial for enhancing both teaching quality and the overall quality of education. Various empirical methods, such as student achievement data, peer reviews, classroom observations, performance assessments, attendance records, participation in professional development, and student feedback through surveys and interviews, can be used to evaluate teacher effectiveness. Gathering authentic feedback from students regarding their educational experiences and perceptions of their teachers can provide valuable insights into a teacher's communication skills, ability to engage students, and capacity to create a positive learning environment. Teacher effectiveness plays a vital role in student learning, and evaluating performance through multiple measures, particularly student feedback, classroom observations, and professional development participation, is essential to improving instructional quality and educational outcomes (Darling-Hammond, 2017). Despite growing recognition of the importance of motivation and self-efficacy in education, there remains a gap in understanding their combined impact on teacher performance. While prior studies have explored these factors individually, limited research has examined how their interaction influences teaching effectiveness.

The main goal of this research is to determine the influence of teacher motivation and efficacy on teacher performance among secondary public school teachers in the Tagum City Division. Specifically, it aims to assess and describe the level of teacher motivation about class preparation, teaching, student evaluation, administrative duties, and complementary tasks. In addition, the study seeks to examine teacher efficacy in terms of student engagement, instructional strategies, and classroom management, and to analyze how this efficacy influences their effectiveness in the classroom.

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Furthermore, the study aims to evaluate teacher performance based on Key Result Areas (KRAs) for core behavioral competencies, including content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning, assessment and reporting, community and professional linkages, and personal and professional growth. Lastly, the research seeks to determine the significant relationships and specific domains between teacher motivation and efficacy levels and their overall performance.

The significance of studying teachers' motivation and efficacy concerning performance has a notable global impact, as it contributes to social and economic development and enhances the quality of education. This research is important for various stakeholders in the education sector as it provides valuable insights into how motivation and efficacy influence teacher performance. For teachers, understanding the impact of these factors on their effectiveness can lead to developing strategies that improve teaching practices and overall job satisfaction. School administrators can benefit from the findings by designing professional development programs and initiatives that foster motivation and efficacy among educators, thereby enhancing the effectiveness of school administration and the teaching-learning process. Policymakers can also use these insights to develop policies supporting teacher training, retention, and overall professional growth. Additionally, educational institutions may apply the research findings to implement strategies to improve teaching performance and enhance student learning outcomes. Finally, this study is a valuable reference for future researchers interested in further exploring the relationship between teacher motivation, efficacy, and performance in diverse educational contexts.

Moreover, numerous studies have investigated how motivation affects teachers' performance, highlighting the critical role motivation plays in determining the caliber of education. Motivation is the psychological processes that initiate, guide, and sustain goal-directed behavior (Ryan, R.M. & Deci; E.L., 2000). The Theory of Self-determination also claims that people's psychological needs for relatedness, competence, and autonomy are innate. It explains the link between a teacher's motivation and performance. Teachers with a sense of independence, competence, and relatedness are more intrinsically motivated, leading to higher performance.

Another theory on job satisfaction, Herzberg's Two-factor theory (1959), posits that motivational factors contribute to teachers' performance. This intrinsic drive, which is fueled by a genuine love for teaching and the satisfaction of some psychological demands, leads to higher engagement and excitement in the classroom. As a result, teacher performance ultimately increases.

Furthermore, teacher motivation significantly affects retention and dedication to the profession, as demonstrated by a study by Ingersoll and Strong (2011). Motivated instructors are more likely to remain in the field, which can lead to increased stability and consistency in educational environments. Teachers' motivation is explained by their enthusiasm for the teaching process and professional satisfaction (Reeve & Su,2014).

Motivated teachers often display more participation, passion, and devotion to their profession. As Ozbilen et al. (2020) stated, teacher motivation positively affects all factors related to the education and training process. Motivated educators are more likely to invest their time and efforts in planning lessons, developing strong relationships with their students, and professional development. Higher motivation can lead to more effective teaching methods, better classroom management, and a more positive learning environment. Students' academic performance will increase due to the increased likelihood of their motivation and involvement. A teacher's motivation is crucial in evaluating their effectiveness, subsequently impacting the students' educational journey and scholastic success.

Additionally, teacher efficacy has been identified as a significant predictor of teacher performance. According to Tschannen-Moran and Hoy (2001), teachers who believe in their ability to teach effectively are more motivated, resilient, and capable of fostering student success. Efficacy is the belief in one's ability to execute tasks and influence outcomes. Bandura's Social Cognitive Theory (1986) also states that self-efficacy impacts teachers' performance because highly self-efficacious teachers are more likely to persevere through difficult situations and eventually improve students.

Studies have shown that teacher self-efficacy significantly influences teacher enthusiasm, instructional methods, and perceptions of environmental opportunities and challenges, enhancing their persistence when working with difficult students (Skaalvik & Skaldic, 2014). Teachers with high levels of self-efficacy tend to be more satisfied with their jobs, more resilient in the face of setbacks, and hold higher expectations for their students (Soto & Rojas, 2019). In the past, a teacher's primary role was to instruct (Gul, 2014); however, today's educators are expected to equip students with specialized skills such as decision-making, critical thinking, and a balanced mindset, which benefit them both academically and personally. Given the significant transformation within our educational system, which now emphasizes delivering high-quality education for the twenty-first century, the researcher is motivated to examine the current realities in the field.

Furthermore, Figure 1 illustrates the conceptual framework of the study, in which the first independent variable is the Teacher's Motivation based on Fernet et al. (2008). The Work Tasks Motivation Scale for Teachers (WTMST). Journal of Career Assessment, *16*, 256-279. The Work Tasks Motivation Scale for Teachers (TWTMS) indicators consist of classroom preparation, evaluation of students, administrative tasks, and complementary tasks.

In this research, classroom preparation involves deciding on instruction, topics, and material; it also determines the presentation forms and sequences and establishes the work procedure of a teacher. Secondly, teaching refers to presenting instruction, answering questions, and listening to the

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students' needs. Thirdly, evaluating the student involves constructing assessments and exams, correcting, entering marks, and giving remarks to students, with the union and school assemblies. Fourthly, the complementary tasks are tutorial and make-up classes. Lastly, administrative tasks include the recording and transmitting of absences, building disciplinary files, participating in meetings with students and administrators to study disciplinary cases, meetings with teachers, the administration, guidance, involvement in committees, extracurricular activities, and continuous improvement training.

The second independent variable is the Teacher's Efficacy, which is based on the research examining the Elementary Sense of Efficacy in three settings in the Southeast. It was measured by the indicators, namely, student engagement, instructional strategies, and classroom management. In this research, student engagement refers to the ability of a teacher to achieve the appropriate levels of student engagement and learning even with challenging or unmotivated students. Secondly, instructional strategies are the capacity of a teacher to successfully manage the tasks, responsibilities, demands, and challenges associated with their role in influencing essential students' academic outcomes and achievement. Finally, classroom management is defined as a teacher's techniques, strategies, and practices to maintain a healthy environment.

Lastly, the teacher's performance is the final dependent variable. Teacher performance assessment ensures that educators are effective and continuously improve teaching practices. It is a vital part of the education system's efforts to provide quality education to students. The framework for evaluating teacher skills in the Philippines is the National Competency-Based Standards (NCBTS). These criteria, which include curriculum and instruction, assessment, community participation, and professionalism, are used to grade teachers.

Although the Department of Education (DepEd) uses a variety of instruments and techniques to evaluate teachers' performance, the Results-Based Performance Management System (RPMS 2019) is the primary tool used to assess teacher performance. It is a comprehensive system that evaluates teachers based on their competencies, achievements, and contributions to the school and community.

The Results-Based Performance Management Systems (RPMS) 2019 consists of several components. This document is where teachers set their performance targets and describe their accomplishments at the end of the rating period. Under the RPMS framework, teachers are also given Key Result Areas (KRAs)representing the expected outcomes or outputs.

These KRAs align with the domains outlined in the PPST, aiming to enhance the quality of teaching. In the RPMS Portfolio KRAs (Key Result Areas), teachers collaborate to create a portfolio that includes records, lesson plans, and student work demonstrating their effectiveness as educators. In terms of student assessments, a teacher's performance is evaluated through feedback from students and fellow educators. Standard procedures and evaluation criteria are provided through memos and directives released by DepEd.

As the Results-Based Performance Management System (RPMS) 2019 indicates, PMS Tools for Teachers, such as the RPMS Portfolio KRAs, Objectives, Means of Verification (MOVs), and the Rating System, highlight core behavioral competencies.

These include: Content Knowledge and Pedagogy; Diversity of Learners, Assessment, and Reporting; Curriculum and Planning; Community Linkages and Professional Engagement; Personal Growth and Development. Content Knowledge and Pedagogy focuses on applying knowledge within and across curriculum areas, promoting positive use of ICT, and using various strategies to develop critical, creative, and higher-order thinking skills. Learning Environment emphasizes creating respectful, fair, and caring environments, and adapting strategies for learners with disabilities, giftedness, or talents. Diversity of Learners, Planning, Assessment, and Reporting aims to build a student-centered culture considering linguistic, cultural, socioeconomic, and religious diversity. A conceptual framework was developed to illustrate better the underlying assumptions and theoretical constructs that guide this study.

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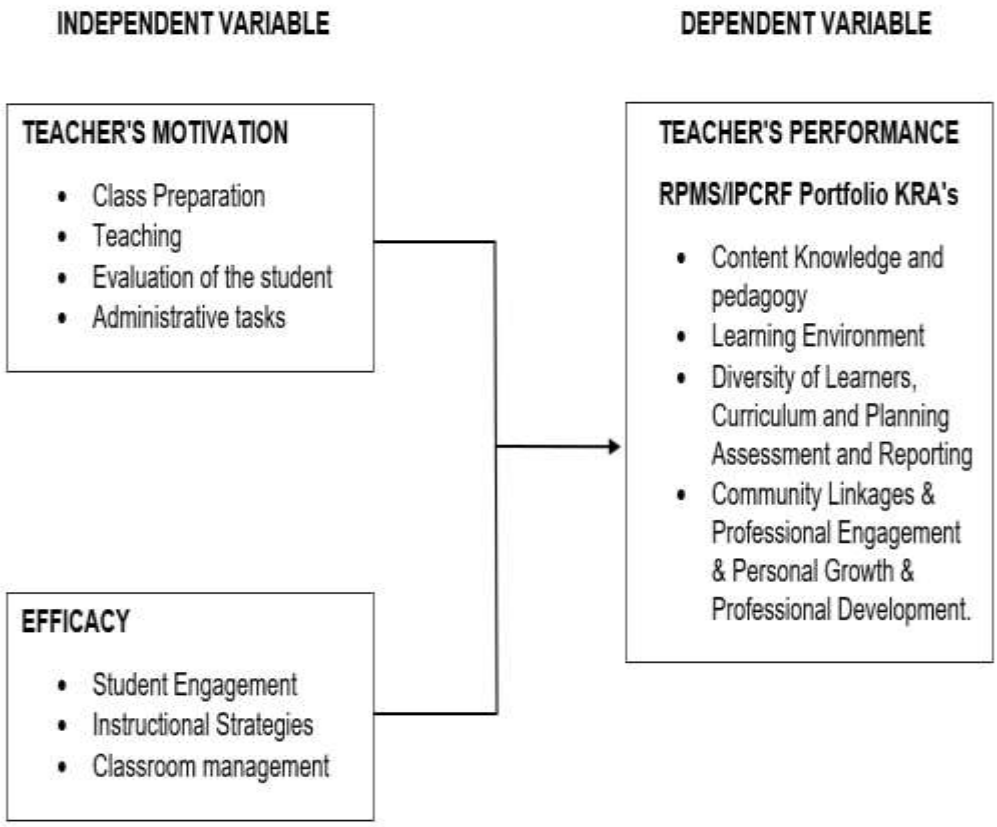


Figure 1: Conceptual Framework of the study

METHODOLOGY

The study's methodology section describes the strategies and techniques used in conducting the research. It acts as a guide to ensure the investigation follows a structured, consistent, and transparent process. This part also explains the procedures for data collection and analysis, research respondents, materials/instruments, design and procedures, ethical considerations, selected methods, and it helps establish the trustworthiness of the results.

Research Respondents

Although this research emphasized teachers' motivation and efficacy as predictors of performance, the study highlighted the students as the primary respondents, as it focused on the recipients of the teaching to maintain clarity and objectivity and to avoid potential biases. The research aimed to capture students' perspectives on how teachers' motivation and efficacy predict the effectiveness of teachers in educational settings.

The sample size was determined using Slovin's Formula. Percentage-based sampling, or quota sampling, is a non-random sampling technique in which a specific population percentage is selected based on a predetermined quota without considering subgroups.

The respondents were briefed on the study's objective, confidentiality measures, and voluntary participation before the data-gathering process. The inclusion criteria of the respondents were exclusively senior high school students from selected public secondary schools within the Tagum City Division, and they must be 16-18 years of age. For students aged 16-17, their parents and guardians may first sign the Assent Form for approval in the participation of the study, disqualified students from elementary and junior high school, and senior high school students outside the Tagum City Division, and private secondary schools. The number of respondents and designated schools are as follows: Tagum National Trade School, 215 students; Laureta National High School, 68 students; and Tagum City Comprehensive High School, 58 students, totaling 341 students for research respondents.

Research Materials/Instrument

The research utilized a survey questionnaire as the primary research instrument. These standardized survey questionnaires were validated by subject matter experts with deep knowledge of the study to ensure their content, relevance, clarity, accuracy, and appropriateness for today's educational environments, translated into a language the respondents could comprehend. It also involved surveys and standardized survey tools that were adapted and modified. Questionnaires underwent pilot testing

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before the full-scale execution of the data-gathering process to assess validity and reliability, permit necessary modifications, detect possible problems in the study, and guarantee that the data collection approach minimizes error.

The questionnaires are divided into three sections. First, the dependent variable, the teacher's motivation, used an adapted instrument based on the study conducted by Fernet, Seneal, et al. (2008), The Work Tasks Motivation Scale for Teachers. This included the five indicators: class preparation, teaching, evaluation of students, administration tasks, and complementary tasks.

The scaling parameters used in the study were as follows to assess the degree of motivation among public school teachers. A mean score ranging from 4.20 to 5.00 is interpreted as very high**,** indicating that teachers' motivation was always observed**.** A mean of 3.40 to 4.19 is considered occasionally high**,** suggesting that teachers' motivation was observed most of the time**.** Meanwhile, a score between 2.60 and 3.39 reflects a moderate **l**evel, meaning teachers' motivation was slightly observed. If the mean falls between 1.80 and 2.59, it is interpreted as low, indicating that teachers' motivation was seldom observed. Lastly, a mean score of 1.00 to 1.79 is described as very Low, signifying that teachers' motivation was never observed**.**

The second independent variable was teachers' efficacy. This study was adapted from Page, Pendergraft, and Wilson's Study (2014), which examined teachers' Sense of Efficacy in three settings in the Southeast. The questionnaires cover student engagement, instructional strategies, and classroom management.

The interpretation of teachers' efficacy in public secondary schools is based on the following range of mean scores and their corresponding descriptive equivalents. A mean score of 4.20 to 5.00 is considered very high, indicating that teachers' efficacy was always observed. A mean between 3.40 and 4.19 is interpreted as high, meaning teachers' efficacy was observed most of the time. Scores from 2.60 to 3.39 reflect a moderate level, suggesting that teachers' efficacy was slightly observed. When the mean falls within 1.80 to 2.59, it is described as low, indicating that teachers' efficacy was seldom monitored. Finally, a mean score ranging from 1.00 to 1.79 is very low, meaning teachers' efficacy was never observed.

Moreover, the dependent variable of the research is the teacher's performance in public schools, to assessed performance was derived from Results Based on Performance Management Systems RPMS 2019), RPMS Portfolio KRA's (Key Result Areas/Domain), represented the expected outcomes or outputs including the Individual Performance Commitment and Review Form (IPCRF) or core behavioral competencies indicators from the Department of Education,

The interpretation of teachers' performance in public secondary schools is categorized based on specific ranges of mean scores and their corresponding descriptive equivalents. A mean score ranging from 4.20 to 5.00 is very high, indicating that teachers' performance was excellent. A score between 3.40 and 4.19 is considered high, which means teachers' performance was very satisfactory. When the mean falls within 2.60 to 3.39, it is interpreted as moderate, suggesting that teachers' performance was acceptable. A mean score from 1.80 to 2.59 is classified as low, indicating that teachers' performance was poor. Lastly, a mean ranging from 1.00 to 1.79 is described as very low, meaning teachers' performance was abysmal.

Data collection followed a structured process to ensure accuracy and ethical compliance, approved by the University of Mindanao Ethics Review Committee (UMERC). The process started by asking permission and formal approval from the Tagum City Division Superintendent, and communicated from the school principal, administrators, or relevant authorities.

Respondents were briefed on Informed consent to ensure that participants understood the objectives, confidentiality measures, voluntary participation, and survey benefits before agreeing to participate. Then, survey administration executed questionnaires that were distributed physically to selected public schools from the Tagum City Division; Respondents were given sufficient time to complete the survey. The collected data are secured with anonymity to protect respondents' identities.

Finally, after the data collection process, responses were encoded, interpreted, and analyzed with the help of an assigned statistician, where the following statistical methods were applied: Descriptive Statistics in finding the mean and standard deviation to summarize the motivation, efficacy, and teacher performance levels. Correlation Analysis (Pearson Correlation) examines the relationship between teacher motivation, efficacy, and performance. Regression Analysis will be used to evaluate the predictive influence of motivation and efficacy on teacher performance,

Design and Procedure

This study employed a descriptive correlational research design to examine the relationships among multiple variables within a population. Fraenkel, Wallen, and Hyun (2019) noted that this design is suitable for investigating existing conditions and identifying potential associations between variables, particularly in educational contexts. A multiple linear regression analysis was conducted to determine the predictive relationships between the dependent and independent variables. Field endorses this analytical method (2013), emphasizing its effectiveness in assessing how multiple predictors contribute to a single outcome variable.

To ensure ethical compliance, the research followed established standards to safeguard participants' rights, confidentiality, and well-being. All collected data were securely stored and used exclusively for academic purposes. Furthermore, the University of Mindanao Ethics and Review Committee (UMERC) reviewed and approved the study. Upholding ethical standards was essential in maintaining the research process's integrity,

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validity, and public trustworthiness. Key ethical considerations in research include:

Voluntary Participation. This research upholds the fundamental ethical principle that participation must be voluntary and free from coercion or undue influence. Both verbal and written communication, such as the consent form and recruitment materials, will clearly explain the research process to ensure participants fully understand their involvement. Participation is strictly voluntary, and the researcher guarantees that respondents may discontinue their involvement at any stage by simply notifying the researcher, without affecting their relationship with either the researcher or the institution.

During in-person data collection, participants may skip any questions they are uncomfortable answering. Additionally, suppose a participant withdraws their data after submitting the survey. In that case, they may contact the researcher via email, and their responses will be promptly removed from the study records. No justification is required for withdrawal, and their decision will be respected unconditionally.

Privacy and Confidentiality. The researcher implements all necessary measures to ensure that any personal information collected from participants is kept strictly confidential. The duration of data retention is aligned with the study's timeline. All data are securely stored in password-protected electronic files, with access limited to authorized personnel only. Secure cloud storage services like Google Drive are used with access restrictions based on user roles and permission levels. This layered security approach protects the data from unauthorized access, breaches, or misuse.

Strict protocols require research team members to sign data access agreements and transmittal forms, ensuring accountability and controlled access. Upon the study's completion, all sensitive or confidential data will be securely deleted or disposed of under best practices for data privacy. Data collection was conducted only after the official approval certificate was obtained, and any data gathered before this approval was deemed invalid and excluded from the study.

Informed consent process. Participants will receive a detailed consent form outlining the research's intended outcomes, methodology, possible dangers, favorable outcomes, potential risks, and benefits. Assent will be obtained through a structured and transparent process. Before consent, participants can review the information and ask questions to ensure their complete understanding. Their voluntary participation agreement will be confirmed through their signature on the consent form, which is written documentation of informed consent.

All consent procedures comply with the provisions of the Data Privacy Act of 2012. Data will be systematically organized to facilitate analysis, with backup copies maintained to prevent data loss. Upon the study's completion, all data will be safely disposed of, with digital files being permanently deleted and physical copies destroyed to safeguard participants' privacy.

Recruitment. This study evaluates teacher performance, with students as the primary recipients of instruction and interaction. Their perspectives offer critical insights into the effectiveness of teaching practices. The study targets Senior High School students (ages 16–18) enrolled in public schools within the Tagum City Division. Students from elementary, junior high, private schools, or those outside this division are excluded. Collaborating with school administrators will help build trust and promote voluntary student participation. Feedback channels will allow participants to express concerns during recruitment to safeguard against coercion or undue influence. Public schools' inclusive enrollment policies welcome students of various ethnic, economic, linguistic, and cultural backgrounds, which supports diversity and representation in the sample. Additionally, assent forms will be distributed to parents or guardians of minors under 18.

Risks. Given that the study participants are Senior High School students aged 16 to 18, they are generally considered less vulnerable than younger learners. Nonetheless, there remains a potential for psychological risks, such as emotional discomfort when discussing sensitive topics. Although the study is not expected to negatively impact students' self-esteem, particularly when it involves personal reflection, social risks may still emerge, especially regarding peer dynamics and privacy concerns.

To mitigate these risks, the study must be thoughtfully structured. Survey or interview questions should be framed with sensitivity and care, allowing participants to skip any question or withdraw at any point without facing consequences. Ensuring anonymity or using participant codes will further protect confidentiality. It is also essential to use language that is age-appropriate and easy to comprehend.

Clear explanations of the research process should be provided to support students' psychosocial well-being. Emotional support should be available, including active listening to participants' concerns. If signs of distress are observed, immediate coordination with school administrators and guidance counselors will be initiated. Moreover, participants should be given access to counseling services when necessary, and parents or guardians should be informed in cases of significant emotional distress.

Benefits. This study aims to generate valuable insights that can help public and private sector administrators, human resource personnel, and policymakers, particularly in the educational sector. It seeks to uncover key motivational and efficacy-related factors that influence teacher performance in the classroom. These findings may contribute to improved job satisfaction among educators and, ultimately, enhance the overall quality of education. The data obtained from this research will offer meaningful analysis for the Department of Education, school administrators, and teachers. Moreover, the results can support educators in refining their teaching strategies to boost student engagement and learning outcomes.

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Plagiarism. The researcher ensures that all information in the study is obtained from credible sources, following appropriate citation guidelines to avoid plagiarism. All content has been carefully paraphrased to retain the original meaning while maintaining academic integrity. To further guarantee the originality of the work, an external body has been designated to review, monitor, and detect any potential plagiarism. Additionally, software tools such as Grammarly and Turnitin are utilized to check for grammatical accuracy and identify possible cases of plagiarism.

Fabrication. The researcher guarantees that no data has been fabricated or deliberately altered in the study. To validate the correctness and consistency of the results, a designated statistician was tasked with reviewing and verifying all data and information. Additionally, the researcher will personally prepare the manuscript, upholding a strong commitment to research integrity by avoiding data fabrication or misrepresenting findings and conclusions.

Falsification. The researcher affirms that no manipulation of research materials, equipment, or procedures has occurred, and that no data or results have been altered or omitted, to maintain the study's validity and integrity.

Conflict of Interest. To promote transparency and uphold the study's credibility, the researcher has taken deliberate measures to minimize personal influence, particularly regarding the welfare of participants. These measures include establishing safeguards, engaging impartial reviewers, and refraining from actions that could compromise the objectivity of the research. Given the researcher's acquaintance with some teachers from the selected schools, steps have been taken to maintain professional boundaries and avoid discussions related to the study that could introduce bias.

Anonymity is preserved through the use of data-coding techniques during the collection of student responses. This approach ensures that teachers being assessed cannot identify which students provided specific feedback, allowing participants to share their genuine perspectives without fear of reprisal. Furthermore, students are assured that their participation or choice not to participate will not impact their academic performance, class standing, relationships with teachers, or overall classroom experience..

Deceit. The study is conducted transparently, ensuring participants are not misled regarding its purpose or objectives.

Technology Issues. The researcher is committed to ensuring that information technology throughout the study is grounded in accountability, trust, and integrity principles. Potential challenges that could affect the smooth execution of the study, such as issues with hardware, software, connectivity, or data security, are carefully considered. The data collection for the study will be conducted through face-to-face interactions.

Permission to Organization/Location. The researcher ensures that all relevant authorities are adequately informed and approved through a formal authorization letter to conduct the study.

Authorship. The researcher is a unit-earner pursuing a Bachelor of Technical Teacher Education with a major in Social Studies, having previously completed a Bachelor of Science in Commerce with a major in Management. The research has undergone multiple revisions based on feedback from the thesis adviser, aimed at improving key aspects of the investigation.

The researcher wishes to acknowledge the valuable contributions of the research adviser, Dr. Maria Guadalupe M. De Leon, in developing and completing this study. Given her substantial guidance, support, and input throughout the research process, the researcher proposes including Dr. De Leon as a co-author of this work.

Additionally, the study adheres to the ethical guidelines of the University of Mindanao Ethics Review Committee (UMERC). With the support of statisticians and grammarians, the data analysis, interpretation, and grammar have been thoroughly reviewed.

RESULTS AND DISCUSSION

This section summarizes the study's key findings, which are shown by tables and figures and supported by pertinent statistical analyses. The results explain the essential patterns, relationships, and trends based on the study's objectives.

Level of Teacher's Motivation

Table 1 illustrates the level of teacher's motivation within secondary teachers in the Tagum City Division, assessed based on different five indicators: (1) class preparation, (2) teaching, (3) evaluation of students, (4) administrative and (5) complimentary tasks, measured using mean scores and standard deviation.

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Table 1.
Level of Teacher's Motivation

Indicators	Mean	SD	Descriptive Equivalent
Class Preparation	4.21	0.68	Very High
Teaching	4.23	0.76	Very High
Evaluation of Students	4.27	0.72	Very High
Administrative task	4.04	0.94	High
Complementary Task	4.08	0.66	High
Overall	**4.17**	**0.53**	**High**

Based on the table results, the class preparation mean is 4.21, with SD 0.68; the teaching mean is 4.23, SD 0.76; and the evaluation of students' mean is 4.27, SD 0.72. All received a very high rating. This indicated that teachers are highly motivated in these indicators, showing a strong commitment to instructional responsibilities. The slightly higher mean in evaluation results suggested the teacher prioritized assessing students' performance effectively and performing well in teaching tasks while motivated.

The administrative task mean is 4.04, SD 0.94, and the complementary task mean is 4.08, SD 0.66, which received a high rating. This means that while teachers are still motivated in administrative and complementary tasks, their motivation is slightly lower compared to core teaching tasks. The higher standard deviation in administrative tasks SD is 0.94, which shows teacher variability, suggesting that some teachers may find administrative tasks more difficult than other indicators.

Overall, the mean score is 4.17 with an SD of 0.53, rated as high. This reflects that teachers are generally motivated in their jobs, though there is still room for improvement, particularly in administrative and complementary tasks.

The research findings aligned with the provisions outlined in DO 005 Series of 2024, which is issued by the Philippine Department of Education (DepEd) on April 29, 2024, is titled, "Rationalization of Teachers' Workload", with the removal of ancillary tasks to teachers so that teachers will focus on teaching tasks. The order had effectively streamlined procedures and improved regulatory compliance across various public schools.

Level of Teacher's Efficacy

Table 2 presents the level of efficacy among teachers based on the three indicators of student engagement, instructional strategies, and classroom management. Each indicator was measured with the mean score, standard deviation (SD), and a descriptive equivalent.

Table 2.
Level of Teacher's Efficacy

Indicators	Mean	SD	Descriptive Equivalent
Student Engagement	4.32	0.71	Very High
Instructional Strategies	4.26	0.56	Very High
Classroom Management	4.28	0.56	Very High
Overall	**4.29**	**0.50**	**Very High**

Among the indicators, student engagement received the highest mean score of 4.32 with an SD of 0.71, categorized as very high. This illustrates that students are actively involved in the learning activities, and teachers successfully engage them meaningfully.

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On the other hand, the mean of instructional strategies is 4.26 with an SD of 0.56, which is also classified as very high. This indicates that effective teaching methods are being used to enhance student learning experiences. At the same time, classroom management received a mean score of 4.28 with an SD of 0.56, which is also rated as very high. This reflects that the teacher had firm control over classroom behavior, effective implementation of rules, and well-structured learning environments.

The overall mean score of 4.29, accompanied by a standard deviation (SD) of 0.50, indicates a very high level of teacher efficacy among public secondary school educators. The relatively small SD suggests uniformity in the responses, reflecting a consistent participant perception. These results imply that teachers are confident in managing classrooms, actively engaging learners, and implementing effective instructional strategies.

Level of Teacher's Performance

Table 3 outlines the level of teacher performance across four primary indicators: (1) content knowledge and pedagogy; (2) learning environment and learner diversity, including curriculum and instructional planning; (3) assessment and reporting practices; and (4) community involvement, professional connections, and ongoing personal and professional development. Each dimension is evaluated using the mean, standard deviation, and corresponding descriptive interpretation.

Among the four indicators, the learning and environment received the highest mean score of 4.40 with an SD of 0.68, categorized as very high. This suggests that teachers create a positive and conducive learning atmosphere that enhances student engagement and understanding. While content knowledge and pedagogy had a mean of 4.37 with an SD of 0.50, also classified as very high, this indicated that teachers demonstrate strong subject matter expertise and effective teaching strategies.

Table 3.

Level of Teacher's Performance

Indicators	Mean	SD	Descriptive Equivalent
Content Knowledge and Pedagogy	4.37	0.50	Very High
Learning Environment	4.40	0.68	Very High
Diversity of Learners, Curriculum & Planning, Assessment & Reporting	4.23	0.57	Very High
Community & Professional Linkages, Personal Growth & Personal Development	4.26	0.59	Very High
Overall	**4.32**	**0.40**	**Very High**

Additionally, community and professional linkages, personal growth, and personal development mean a score of 4.26 with an SD of 0.59, reflecting the teacher's active engagement in professional development activities and the ability to connect with the community. The diversity of learners, curriculum & planning, Assessment & reporting had the lowest mean of 4.23 with an SD of 0.57, though it is still categorized as very high. This suggests that while teachers are competent in handling diverse students and planning instruction effectively, there may be room for improvement in addressing individual student needs and refining assessment.

The results indicated that the overall mean score is 4.32 with an SD of 0.40, indicating that teachers demonstrate a consistently very high level of teacher performance across all indicators. The relatively low SD suggested that the responses were fairly consistent among respondents. These findings reflected a strong competence of teachers in public schools, specifically the Tagum City Division, in teaching effectiveness and classroom environment.

Significant Relationship between Teacher's Motivation and Teacher's Performance

The study's primary objective is to assess whether a significant relationship exists between teachers' motivation as the independent variable and teachers' performance as the dependent variable. The correlation between these variables was analyzed using Pearson's r, with results in Table 4 outlining five indicators: class preparation, teaching, evaluation of students, administrative tasks, and complementary tasks. Among the five indicators, the evaluation of students (r-value of 0.623) and administrative tasks (r-value of 0.660) have the strongest correlations, suggesting that motivated teachers in assessing students and handling administrative duties tend to perform better in their jobs.

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Table 4.
Significant Relationship between Teachers' Motivation and Teachers' Performance

Independent Variable	Dependent Varaiable	r-value	p-value	Decision
Class Preparation	Teacher's Performance	0.445*	0.001	Ho is Rejected.
Teaching		0.556 *	0.001	Ho is Rejected.
Evaluation of Students		0.623*	0.001	Ho is Rejected.
Administrative Task		0.660*	0.001	Ho is Rejected.
ComplimentaryTask		0.438*	0.001	Ho.isRejected.

***p>0.0**

While the complementary task has the weakest correlation, motivation in these areas has a slightly lower impact on overall job performance. The teaching indicator has an R-value of 0.556, and class preparation has an R-value of 0,445, showing moderate correlations, confirming that teacher motivation also contributes to improved job performance**.**

Consequently, the p-value (0.001) for all variables indicated a statistical significance of $p<0.05$, meaning the relationship is not due to chance. Since the null hypothesis (Ho) is rejected in all cases, it confirms that teacher motivation in these areas significantly affects teacher performance, and the findings reveal a strong and meaningful connection between teacher motivation and teacher performance; thus, it affirms the vital impact of teacher motivation in enhancing teacher performance.

Significant Relationship between Teachers' Efficacy and Teachers' Performance

Table 5 presents the significant connection between teacher efficacy and teacher performance, as evaluated on the three indicators: student engagement, instructional strategies, and classroom management. The student engagement R-value of 0.746 had the highest correlation with teacher performance, indicating a strong positive relationship. This means that teachers who are more confident and effective in engaging students tend to perform better jobs. It is also the most influential indicator, emphasizing the importance of motivating students and maintaining active participation in the learning process.

Moreover, classroom management had an R-value of 0.678, which also shows a strong correlation, suggesting that teachers with better management skills have significantly higher teacher performance, which is a critical factor, meaning that teachers who can maintain discipline, organization, and a conducive learning environment are more likely to excel in their roles.

Table 5.
Significant Relationship between Teachers' Efficacy and Teachers' Performance

Independent Variable	Dependent Variable	r-value	p-value	Decision
Student Engagement	Teacher's Performance	0.746*	0.001	Ho is Rejected.
Instructional Strategies		0.558 *	0.001	Ho is Rejected.
Classroom Management		0.678 *	0.001	Ho is Rejected.

***p>0.05**

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The instructional strategies yielded an R-value of 0.558, indicating a moderate to strong positive correlation with teacher performance. This suggests that public school teachers' ability to apply effective teaching methods contributes meaningfully to their overall performance.

However, the slightly lower correlation compared to other variables, such as student engagement and classroom management, indicates that while instructional strategies are important, they may have a comparatively lesser impact. The p-value of 0.001 for all variables demonstrates statistical significance at the 0.05 level, thereby supporting rejecting the null hypothesis (Ho). These findings affirm that teachers with higher levels of self-efficacy are more likely to exhibit improved performance in the classroom.

Regression Analysis of the Domain of Teachers' Motivation as Predictors in Teachers' Performance

Table 6 illustrates the regression analysis examining how different teacher motivation domains predict teacher performance. The regression model is statistically significant, as indicated by the F-ratio of 67.892 and p-value<0.001. The R1 of 0.709 suggested a strong correlation between teacher motivation domains and teacher performance. While. The R^2 of 0.503 indicated that the independent variable explains 50.3% of the variance in teacher performance.

TABLE 6.

Regression Analysis on the Domain of Teachers' Motivation as Predictors in Teachers' Performance

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision
	B	SE	Beta			
(Constant)	1.208	0.190				
Class Preparation	0.095	0.049	0.092	1.942	0.053	Do not. Reject Ho
Teaching	0.086	0.051	0.086	1.101	0.272	Do not. Reject Ho
Evaluation of Students	0.174	0.050	0.220*	3.508	<0.001	Reject Ho
Administrative Task	0.32	0.054	0.355*	5.901	0<.001	Reject Ho
Complementary Task	0.094	0.033	0.124	2.810	0.005	Reject Ho

Dependent Variable: Performance

R= 0.709* **R^2 =0.503**

F- ratio = 67.892 **p-value = <.001**

Upon considering and analyzing the individual predictor variables, the class preparation had a beta of 0.095, suggesting a small positive effect, and a p-value of 0.0503 indicated that it is slightly above 0.05, meaning it is not statistically significant, it also suggested that class preparation does not have a strong predictive effect on teacher performance The teaching indicator has a beta of 0.086 indicates a small positive effect and a p-value of 0.272 is greater than and exceeds the significance value of 0.05 which implies that teaching also does not significantly predict a teacher's performance. In contrast, the evaluation of students' indicator has a beta of 0.174, suggesting a moderate positive effect and a p-value of <0.001, below the significance threshold of 0.05.

This suggests that the evaluation of students remarkably predicts the teacher's job performance, meaning that a teacher's evaluation positively impacts teacher performance. Moreover, the fourth indicator, administrative task, has a beta of 0.32, indicating a moderate to strong positive effect and a p-value <0.001, below the significance level of 0.50, showing the strongest predictor with the highest standardized coefficient. This indicated that administrative tasks significantly predict the teacher's job performance and positively affect teacher performance.

Lastly, the complementary task has a beta of 0.094, indicating a small positive effect and a p-value of 0.005 below the 0.05 threshold of 0.50. This variable was also significant, meaning

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that tasks that support teaching contribute positively to teacher performance.

Regression Analysis on the Domain of Teacher's Efficacy as Predictors In Teacher's Performance

Table 7 presents regression analysis regarding the impact of efficacy domains on teachers' job performance. The table reveals a significant F-ratio of 153.449 and a p-value of 0.001, lower than the 0.50 significance threshold. This result rejects the null hypothesis, indicating that at least one efficacy domain significantly affects the teacher's job performance. The correlation coefficient/ R-value of 0.804 suggested a strong positive relationship between efficacy and teachers' job performance. Additionally, the R^2 value of 0.646 indicates that 64.6% of the variation in teachers' job performance levels can be attributed to efficacy.

Table 7.

Regression Analysis on the Domain of Efficacy as Predictors in Teachers' Performance

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision
	B	SE	Beta			
(Constant)	0.808	1.184				
Student Engagement	0.087	0.048	0.087	1.406	0.161	Do not. RejectHo
Instructional Strategies	0.245	0.082	0.252	4.727	<.001	Reject Ho
Classroom Management	0.163	0.046	0.186	3.519	<.001	Reject Ho
DependentVariable			**Teacher'sPerformance**			
R= 0.804*			**R^2 = 0.646**			
F- ratio = 153.449			**p-value = <0.001**			

Examining individual efficacy indicators, instructional strategies, and classroom management significantly influenced teacher performance. However, a more substantial impact was observed when the combined effects of student engagement, instructional strategies, and classroom management were analyzed. The student engagement indicator reported a beta value of 0.087 and a p-value of 0.161, which exceeds the typical significance threshold of 0.05. This suggests that student engagement does not significantly predict teacher job performance.

In contrast, the instructional strategies indicator yielded a beta value of 0.245* and a p-value of less than 0.001, indicating a statistically significant relationship. This finding confirms that effective instructional strategies positively influence teacher performance. Similarly, the classroom management indicator showed a beta value of 0.163 and a p-value less than 0.001, reinforcing that strong classroom management skills have a meaningful and positive impact on teacher job performance.

The study revealed that while not all individual indicators significantly predict teacher job performance, instructional strategies and classroom management have a notable and positive influence. Although student engagement did not show a statistically significant impact, the combined model incorporating all three indicators accounted for a meaningful portion of the variance in teacher effectiveness, with 35.4% likely influenced by other unexamined factors.

CONCLUSION AND RECOMMENDATION

The study found that teacher motivation in secondary public schools was exceptionally high, especially in class preparation, teaching, and student evaluation. However, motivation levels were slightly lower, though still high, regarding administrative and complementary responsibilities.

To enhance motivation related to administrative and complementary duties, schools can adopt measures such as digitizing routine processes, assigning clerical support personnel, and allocating specific time in teachers' schedules for completing paperwork. Acknowledging teachers' efforts in these tasks through incentives or adjustments to their workload can further boost their engagement. Introducing mentorship initiatives and collaborative planning opportunities also allows educators to exchange strategies for easing administrative burdens.

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Teaching must remain the central focus to avoid burnout, while non-teaching responsibilities must be delegated whenever feasible. Reducing administrative demands puts teachers in a better position to concentrate on instruction and student growth, thereby improving job satisfaction and effectiveness.

The regression analysis revealed that teacher motivation significantly impacted teacher performance and efficacy. Notably, student engagement stood out as a key predictor. The findings suggest that teachers perform better when students are actively engaged, supported by effective teaching methods, and in a stimulating learning environment. This, in turn, enhances instructional quality and increases educators' job satisfaction.

The findings showed that while most schools have adapted to the changes introduced by DO. 005, Series of 2024, titled "Rationalization of Teachers' Workload in Public Schools' some still faced challenges in implementation due to resource constraints. This highlights the need for additional training and support mechanisms for efficient administrative task management. To address the identified challenges related to lower motivation in administrative and complementary tasks, educational institutions and schools may implement strategies to reduce the burden of these tasks on teachers.

The results regarding teachers' efficacy indicated a high level of student engagement, instructional strategies, and classroom management, reflecting that teachers are confident and effective in managing classrooms, engaging students, and applying instructional strategies. Schools should sustain and enhance best practices, strengthen student-centered approaches, and innovate teaching and classroom management strategies.

To ensure continuous improvement, teachers must undergo professional development programs to explore new trends, conduct periodic assessments and feedback sessions with students to ensure that the level of efficacy remains consistently high, and identify any areas for further improvement.

Moreover, teacher performance in secondary schools is relatively very high in terms of results. However, teachers should focus on sustaining and enhancing these achievements while continuously addressing potential areas for further improvement.

To continue the best practices, schools should provide more opportunities for training and workshops on advanced pedagogical techniques and the latest educational trends. Teachers may also have daily practices and activities to sustain high performance. Among these are innovative time management, which involves using a priority checklist every morning to focus on high-impact teaching tasks, peer reflection sessions, automating attendance, and using AI-powered lesson plans and graphics to be quick and interactive. Prioritize self-care and work-life balance, practice breathing exercises or short walks during free periods to refresh mental health, encourage 25 25-minute break during school hours,

The correlation analysis revealed a strong correlation among teacher motivation, teacher efficacy, and overall performance. The outcomes emphasize the significant influence of motivation and efficacy on shaping teacher performance, ultimately contributing to improved outcomes for educators and their students.

Conducting this study has been an enriching and eye-opening journey. As a researcher and a teacher, one of the most valuable insights is the profound impact of motivation and efficacy on teachers' performance. While curriculum and resources are vital, it became clear that motivation and confidence in their efficacy are essential drivers of success.

A key lesson learned is that teachers are not just deliverers of content; they are human beings who need encouragement, recognition, and more growth opportunities.

The study also made me realize the importance of creating a positive and nurturing environment in school culture because performance follows naturally when schools prioritize teacher well-being. As I move forward as a teacher, I carry with me the commitment and deeper appreciation of my chosen teaching profession.

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