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MOTIVATIONAL FACTORS AND ITS INFLUENCE TO THE SELF-EFFICACY OF TEACHERS AND ACADEMIC PERFORMANCE OF STUDENTS

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ABSTRACT

The primary objective of this study is to determine the relationship of motivational factors to the self-efficacy of teachers and the academic performance of student. It used the descriptive correlational method of research using the statistical tool mean Pearson r. This investigation used two sets of questionnaires. One is questionnaire for motivational factor and the other one is for self-efficacy of teachers. For the Academic performance, I used the unified third quarter test questionnaire from the Division of Davao De Oro. Universal sampling technique was to 30 Secondary English Teachers in 5 Junior high School within the New Bataan District. And random sampling is used for the 600 students taught by the English teacher respondent. The data collected were analyzed using the statistical method average mean and Pearson r. Based on the result, motivational factors such as workplace environment, professional growth and development, promotion, salary, and rewards and incentives were influential to the level of self- efficacy of teachers.

Therefore, there is relationship between motivational factor and self-efficacy of teachers. Based also on the result, there is no correlation between motivational factor and academic performance of students. As a recommendation, teacher must create a positive and enriching learning process inside the classroom, increase engagement, improve teaching quality, and create positive classroom atmosphere, establish student friendly classroom environment so that the student will inspire to go to school. School administrator should address the needs of teachers like trainings and seminars for them to become more equip in teaching specially in using technology and implement program to recognize the effort of the teachers.

KEYWORDS: *Educational Administrator Motivational Factors, Self-Efficacy, Academic Performance, Workplace Environment, Correlation*

Chapter I
INTRODUCTION
The Problem and its Background

Self-efficacy, a fundamental aspect of social cognitive theory, plays a pivotal role in shaping an individual's motivation, behavior, and academic achievement (Damayanti & Musafik, 2022). It is an individual's belief in their capacity to succeed in specific situations and accomplish tasks, and the confidence you have, in your abilities and skills, rather than a general expectation. A teacher's self-efficacy involves the teacher's confidence in their capability to influence valued students' outcomes.

In Hatay City, Turkey, one of the key factors influencing teacher self-efficacy is their motivations for choosing the teaching profession. Teachers who perceive teaching as a meaningful and fulfilling career tend to have higher levels of self-efficacy, which in turn positively impacts student academic performance (Demir, 2020). This is because teachers with high self-efficacy are more likely to adopt effective classroom management strategies, spend more time on academic subjects, and feel a strong sense of responsibility for their students' success (Ningsih et al., 2020).

According to a study conducted by Omaweng (2022) in Malama, Conner, Apayao, Philippines, where education plays a crucial role in shaping the nation's future, understanding the factors that influence teachers' self-efficacy and the subsequent impact on students' academic performance has become a pressing concern. This research suggested that strong teacher self-efficacy, or the belief in their ability to effectively teach, is linked to improved student academic outcomes. Understanding the factors that boost or hinder teacher self-efficacy is essential for improving the overall quality of education and supporting student success.

Teachers are the backbone of the educational system, and their level of enthusiasm and commitment have been identified as crucial factors that affect students' motivation, achievement, and effort (Ghenghesh, 2013).
In New Bataan District, local issues such as educational disparities, vulnerability to natural disasters, high teacher turnover rates, and limited parental involvement significantly impact the quality of education. Despite existing research on motivational factors and self-efficacy, there is a lack of studies focusing on how these elements interact within the unique context of New Bataan.

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This study aims to address this gap by examining the specific motivational factors influencing teachers and the relationship between teachers' self-efficacy and students' academic performance in this region, ultimately seeking to inform targeted interventions to improve educational outcomes.

REVIEW RELATED LITERATURE

Motivational Factors. One of the determinants of a student's school performance and overall success is what truly excites them. Motivation is the internal system that comes into play, helping individuals operate and exhibit resilient behavior when faced with difficulties, ultimately leading to success in their objectives (Hamouda & Deiwa, 2022). It is a two-part process that involves rewards and self-interest. According to various sources, motivation comprises several key elements essential for academic success. Learners must appreciate and enjoy learning, believing that their efforts will yield positive results (Rahmi et al., 2021). Additionally, students should feel competent, believing they possess the necessary skills to tackle tasks (Amurdawati et al., 2020).

Motivation is not a constant attribute; it is influenced by various factors, including circumstances, moods, goals, and available resources (López et al., 2021). Students are significantly motivated by academic success as they strive to complete assignments, understand course material, and succeed in their studies. By fostering the right kind of motivation, students can demonstrate the effort and persistence needed to excel academically (Paule-Koba & Dunn, 2020). Ultimately, motivation is the most essential element of academic success, providing the zeal and capacity to engage fully in and benefit from educational experiences (Wenning & Vieyra, 2020).

Cultivating and maintaining high levels of motivation is crucial for university students, enabling them to overcome obstacles and persist in the face of challenges, thus leading to academic success (Rahmi et al., 2021). Happiness and joy are fundamental emotions; by experiencing these feelings, students create a strong sense of self-worth and self-efficacy, which are the cornerstones of motivation. Moreover, various activities such as goal-setting, time management, and seeking support to empower students to harness their motivation effectively, helping them achieve their academic targets (El-Khasawneh, 2018). Motivation is not a static quality; it is dynamic and can be nurtured through purposeful efforts and a positive attitude. By prioritizing the development and maintenance of strong motivational drivers, university students can set themselves up for academic success and personal growth (Moosa & Aloka, 2022).

Workplace Environment. One of the most vital factors that determine workers' effectiveness, job satisfaction, and the overall performance of an organization is the working environment (Zhou & Qu, 2022). A conducive working environment not only enhances productivity but also significantly impacts employee morale and engagement. According to several studies, the creation of a working environment that can attract greater outputs from executives as well as those engaged in productive activities is a strategy that has proven fruitful (Rabuana & Yanuar, 2023).

A poor working environment can lead to concrete problems that are challenging to address in the short term, which may ultimately hinder a company's success (Raziq & Maula-Bakhsh, 2015). Such environments can foster disengagement, resulting in high turnover rates and low employee morale. The authors emphasize the importance of striving for the best possible outcomes through a mix of different management techniques, environmental factors, and behavioral principles. This includes both formal strategies and informal cognitive processes that can shape the workplace culture and atmosphere (Bostan et al., 2018).

Professional Growth and development. The rapid evolution of the academic landscape has underscored the increasing importance of professional growth and development for researchers, scholars, and educators (Riby & Rees, 2024). In my view, the concept of continuing professional development (CPD) has gained significant traction in educational discourse, emerging as a critical activity for teachers striving to enhance their professional knowledge and ensure high-quality education (Echazarra & Radinger, 2019). This ongoing commitment to professional growth is not just beneficial but essential in a world where educational practices and technologies are continually advancing.

Variations in professional development practices can be observed across various fields, including nursing, teaching, engineering, and architecture. Each profession responds to the imperative for high-quality strategies that deliver impressive outcomes to their respective clients—be they students, patients, or customers (Xin-min & Ou, 2021). The necessity for such development is evident as organizations seek to foster the knowledge and skills required to thrive in an ever-changing and complex environment (Cummins & Johnson, 2021).
Promotion. Employee incentive programs are a hot topic in organizational behavior and human resource management (Jegatheeswari & Anandi, 2023). These programs are designed to inspire and reward team members for their performance, ultimately multiplying the company's business benefits. The literature in this field provides valuable insights into the effectiveness of various incentive strategies and their impact on employee behavior (Alimawi & Ismail, 2022).

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Research by Graves (2015) revealed that employees who received incentives for performance achieved an average of 22% increase in work performance compared to their counterparts who did not receive incentives. Notably, while the studies compared monetary incentives with other tangible rewards, such as gifts, vacations, and meals, they found that the performance gains from monetary incentives were approximately twice as significant as those from non-monetary gifts. This suggests that monetary incentives are particularly effective in enhancing employee performance (Alase & Akinbo, 2021).

Furthermore, the study found that team-directed rewards yielded considerably better results when compared to individually directed incentives. This evidence supports the notion that fostering a culture of collective responsibility and cooperation among teams leads to improved performance (Nyberg et al., 2018). Employee-centered bonuses, such as skill-based payment plans and performance-linked rewards, have gained traction alongside the increasing implementation of quality improvement teams and employee commitment programs (du Plessis, 2017).

Salary. Salary is one of the essential components of employment, significantly impacting an individual's financial situation, job satisfaction, and overall quality of life. Wages and salaries are crucial for employees to meet both their basic and personal needs, serving as economic tools that enable them to achieve various personal and career aspirations (Zoraya et al., 2023). It is important to note the distinction between wages and salaries; wages typically refer to payments made to manual workers, while salaries pertain to non-manual employees (LeBaron, 2021).

The timing of pay is another critical factor that varies across different job types and sectors (Parsons & Wesep, 2013). For example, a bartender may primarily earn tips, whereas a cashier or postal worker receives a fixed salary. These variations often arise from incentive structures or information problems (Schmutte, 2014). This ongoing study addresses the theoretical aspects concerning pay timing, which is essential for understanding the reward system's effects on employee satisfaction and productivity (Wei-xing, 2021).

In the workplace, salaries play a major role in determining job satisfaction (Alrefaei, 2020). Research shows a clear relationship between financial compensation and job satisfaction, with benefits ranked as the third most important factor. Furthermore, non-material forms of recognition, such as congratulatory emails from executives celebrating team achievements, can significantly enhance employees' feelings of appreciation and belonging within the organization (Alrefaei, 2020).

Rewards and Incentives. Rewards and incentives are powerful drivers that can significantly motivate individuals and teams, serving as unique instruments for organizational success (Jegatheeswari & Anandi, 2023). When thoughtfully created and implemented, reward systems can lead to increased productivity, engagement, and job satisfaction among workers. A well-structured reward system not only aligns employee interests with the organization’s goals but also fosters a positive work environment that benefits the entire business (Zakaria et al., 2020).

Rewards can take many forms, including monetary compensation, recognition programs, and opportunities for professional growth. It is crucial to understand the specific needs and preferences of employees to tailor rewards effectively (Okpebholo & Sheikh, 2020). By leveraging the positive impact of rewards and incentives, organizations can encourage employees to maximize their performance and achieve their targets (Alimawi & Ismail, 2022).

Self-Efficacy. Prior studies have provided strong evidence that self-efficacy is a positive predictor of performance outcomes in different subjects (Schunk et al., 2008; Usher and Pajares, 2008). Teacher self-efficacy has been defined in the context of education as teachers' conviction that they can have a positive influence on students' learning and engagement, even when those pupils are difficult or uninspired (Suico, 2021).

Academic Performance. Strong beliefs about their capacity to sustain effort over an extended period of time were particularly beneficial for students with low high school accomplishment or a low need for achievement, according to Li et al.'s (2019) tests for moderating effects. According to these studies, scholastic achievement is influenced by self-referent views about one's capacity to sustain the effort required to accomplish long-term objectives, and the LTP measure accounts for individual variations in these beliefs. It is implied that encouraging pupils to believe they can put forth sustained effort could improve their academic achievement, particularly for underachievers.

Theoretical Framework

This study was anchored on the motivation-hygiene theory of Frederick Herzberg on 1959. The theory state that there were two mutually exclusive factors that influence employee satisfaction or dissatisfaction, this theory is often called the “two-factor” or “dual-factor”

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theory. There was ***hygiene*** that encompasses basic things like working conditions, compensation, supervision, and company policies. When these nuts and bolts are in place, employee satisfaction remains steady – it's the *absence* of them that moves the needle. When they're missing, employee satisfaction decreases. And **motivators which** are things like perks, recognition, and opportunity for advancement. These are the factors that, when present, it increases employee motivation, productivity, and commitment. The easiest way to think of this theory is that hygiene issues will cause dissatisfaction with your employees (and that dissatisfaction will hinder their motivation). Motivators improve satisfaction and motivation – but only when healthy hygiene is in place.

This study was used quantitative research approach to identify the significant relationship between motivational factor and self-efficacy of teachers and academic performance in English of Junior High School students. The independent variable is motivational factor like workplace environment, professional growth and development, promotion, salary and rewards and incentives. The dependent variable is teacher self-efficacy and academic performance of students. Under the self-efficacy are the indicators efficacy in student engagement, efficacy on instructional strategy and efficacy on classroom management. For the student performance, was the result of third quarter test in English.

Statement of the Problem

The goal of this research is to determine the level of motivational factor that influence the self-efficacy of teachers and the correlation to academic performance. This query was answered through a survey questionnaire that was answered by the teachers through universal sampling and a test paper for the third quarter answered by the student through random sampling and it sought to answer the following:

1. What is the level of the motivational factors of teachers in terms of:
   - 1.1 Workplace
   - 1.2 Professional Growth and development.
   - 1.3 Promotion
   - 1.4 Salary
   - 1.5 Reward and Incentives
2. What is the level of the teachers' self-efficacy in term of:
   - 2.1 efficacy in student engagement
   - 2.2 efficacy in instructional strategies
   - 2.3 efficacy in classroom management?
3. What is the academic performance of students in Mathematics?
4. Is there a significant relationship between motivational factors and self-efficacy of teachers?
5. Is there a significant relationship between motivational factors and academic performance of students in English?

Null Hypothesis

For the deeper analysis of the study, the hypothesis below was tested:

HO: There is no significant relationship between motivational factor and influence of self-efficacy of teachers and academic performance of students

HO1: There is significant relationship between motivational factor to the self-efficacy of teachers.

HO2: There is no correlation between motivational factors and academic performance of students.

METHODS

This chapter contains the research design, research locale, respondent of the study research instrument, validation of the instrument, research procedure and statistical treatment of data.

Research Design

A quantitative descriptive-correlational design was used in this study. Quantitative method involves the process of collecting, analyzing, interpreting, and writing the result of study. The specific methods exist in survey research that relate to identifying sample and population, specifying the type of design, collecting and analyzing data, presenting the results, making an interpretation, and writing the research in a manner consistent with a survey study (Creswell, 2014).

The study utilized the correlational approach in discovering relationship among variables. The descriptive-correlational research was appropriate in this study since the researcher does not intend to manipulate the variables. The study was focus on the description of the phenomena and determine the relationship between the identified variables which is the motivational factor and job performance.

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Results

Written in this chapter are the presentations of the results of the study based on the data gathered from the respondents after it was analyzed by the statistician. The topic discussed based on the sequence presented on the statement of the problems.

What is the level of the motivational factors to the influence of self-efficacy of teachers in terms of workplace environment, professional growth and development, promotion, salary, and rewards and incentives?

Table 2
The level of influence in terms of workplace environment.

Workplace Environment	Mean Rating	Quality Index
The workplace is conducive to employees and clientele.	3.40	Influential
The workplace has ventilation and security.	3.24	Influential
Rules and policies are observed in the office.	3.47	Influential
The workplace accessibility is evident	3.51	High Influential
Workplace equipment/ machine for the job were provided.	3.35	Influential
Overall	**3.39**	**Influential**

The workplace accessibility is evident got the highest mean which is 3.51 and high influential. It means that they ensure that they can easily and equitably access the workplace and its resources. Next is rules and policies are observed in the office. With mean rating of 3.47 which is influential. So, the rules and policies are really observed in the office. The lowest mean rating is the workplace has ventilation and security with mean rating of 3.24 but still its influential.

The level of influence in terms of Professional Growth and Development

Table 3
The level of influence in terms of Professional Growth and Development.

Professional Growth and Development	Mean Rating	Quality Index
The training opportunities are for everyone.	3.00	Influential
Mentoring of superior to employees who needs training.	3.27	Influential
Training and developing new ways to serve stakeholders.	3.20	Influential
There is career progression in the institution.	3.35	Influential
There is good relationship established between employees.	3.54	High Influential
Overall	**3.27**	**Influential**

There is good relationship established between employees got the highest mean rating which is 3.54 which is high influential, followed by there is career progression in the institution with mean rating of 3.35 which is influential and the lowest is the training opportunities are for everyone with mean rating of 3.00 which still influential. It is presented on the table 4 the influence level in terms of promotion. Its overall mean rating is 3.60 which equivalent to high influential.

The level of influence in terms of Promotion

Table 4
The level of influence in terms of Promotion

Promotion	Mean Rating	Quality Index
Policies were observed in promotions.	3.63	High Influential
Criteria was followed in promotion.	3.53	High Influential
Qualified employees were entitled on promotion.	3.64	High Influential
There was information dissemination on promotion.	3.56	High Influential
There was enthusiasm towards work promotion.	3.65	High Influential
Overall	**3.60**	**High Influential**

There was enthusiasm towards work promotion got the highest mean rating with 3.65 which high influential. next qualified employees were entitled on promotion with mean rating of 3.64 which is high influential, policies were observed in promotion git the mean rating of 3.63 which is high influential and the lowest one is criteria was followed in promotion which is 3.53 but still in high influential.

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The level of influence in terms of salary

Table 5
The level of influence in terms of salary

Salary	Mean Rating	Quality Index
The salary was based on the position.	3.63	High Influential
The appraisal of salary was based on the performance.	3.28	Influential
Overtime rendered paid accurately.	2.54	Influential
There was enough salary to support the family	3.01	Influential
There is a salary increase.	3.34	Influential
Overall	3.16	Influential

The salary was based on the position got the highest mean rating which is 3.63 and it is high influential. Next there is a salary increase with mean rating of 3.34 which is influential and the lowest mean rating is overtime rendered paid accurately with 2.54 which is influential.

The level of influence in terms of Reward and Incentives

Table 6
The level of influence in terms of Reward and Incentives

Rewards and Incentives	Mean Rating	Quality Index
There is an incentive given to deserving employees.	3.02	Influential
There is an incentive for productive employees.	2.88	Influential
There is a reward and incentive for work performance.	2.77	Influential
There is an incentives and rewards for employee's attitude.	2.84	Influential
There is recognition of performance.	3.06	Influential
Overall	2.91	Influential

There is an incentive given to deserving employees has a mean rating of 3.02 and it is influential. Next is there is an incentive for productive employees with mean rating of 2.88 which is influential. The lowest mean rating is there is a reward and incentive for work performance with 2.77 which is influential. And the overall mean rating is 2.91 still in influential.

The Efficacy in Student Engagement

It is presented on the table 7 the efficacy in student engagement. It measures how the teachers engage to the students. With the overall rating of 3.33 which is quite a bit deal with it.

Table 7
The efficacy in Student Engagement

Efficacy in Student Engagement	Mean Rating	Quality Index
I can do to get through to the most difficult students.	3.13	quite a bit deal with it
How much can you do to help your students think critically?	3.26	quite a bit deal with it
How much can you do to motivate students who show low interest in school work?	3.46	quite a bit deal with it
How much can you do to get students to believe they can do well in school work?	3.39	quite a bit deal with it
How much can you do to help your students value learning?	3.40	quite a bit deal with it
How much can you do to foster student creativity?	3.33	quite a bit deal with it
How much can you do to improve the understanding of a student who is failing?	3.44	quite a bit deal with it
How much can you assist families in helping their children do well in school?	3.21	quite a bit deal with it
Overall	3.33	quite a bit deal with it

How much can you do to motivate students who show low interest in school work got the highest mean rating with 3.46 which is quite a bit deal with it followed by how much can you do to improve the understanding of a student who is failing with mean rating of 3.44 which is quite a bit deal with it, next is how much can you do to help your students value learning with mean rating of 3.40 still quite a bit deal with it. The lowest mean I can do to get through to the most difficult students with mean rating of 3.13 which is quite a bit deal with it. The overall mean rating is 3.33 with quality index of quite a bit deal with it.

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The Efficacy in Instructional Strategies

It is presented on the table 8 the efficacy in instructional strategies. It measures the effectiveness of the instructional strategy used by the teacher.

Table 8
The efficacy in instructional strategies

Efficacy in Instructional Strategies	Mean Rating	Quality Index
How well can you respond to difficult questions from your students?	3.30	quite a bit deal with it
How much can you gauge student comprehension of what you have taught?	3.28	quite a bit deal with it
To what extent can you craft good questions for your students?	3.31	quite a bit deal with it
How much can you do to adjust your lessons to the proper level for individual students?	3.32	quite a bit deal with it
How much can you use a variety of assessment strategies?	3.15	quite a bit deal with it
To what extent can you provide an alternative explanation or example when students are confused?	3.45	quite a bit deal with it
How well can you implement alternative strategies in your classroom?	3.41	quite a bit deal with it
How well can you provide appropriate challenges for very capable students?	3.37	quite a bit deal with it
Overall	**3.23**	**quite a bit deal with it**

To what extent can you provide an alternative explanation for example when students are confused got the mean rating of 3.45, how well can you implement alternative strategies in your classroom with the mean rating of 3.41was the next. Then, how well can you provide appropriate challenges for very capable students with mean rating of 3.37. The lowest was how much can you gauge student comprehension of what you have taught who got 3.28. The overall mean rating is 3. 23 which quite a bit deal with it.

The Efficacy in Classroom Management

It is presented on the table 9 the efficacy in classroom management. It measures the effectiveness of teacher in classroom management and implementing rules.

Table 9
The Efficacy in Classroom Management

Efficacy in Classroom Management	Mean Rating	Quality Index
How much can you do to control disruptive behavior in the classroom?	3.53	great deal with it
To what extent can you make your expectations clear about student behavior?	3.37	quite a bit deal with it
How well can you establish routines to keep activities running smoothly?	3.49	quite a bit deal with it
How much can you do to get children to follow classroom rules?	3.40	quite a bit deal with it
How much can you do to calm a student who is disruptive or noisy?	3.52	great deal with it
How well can you establish a classroom management system with each group of students?	3.46	quite a bit deal with it
How well can you keep a few problems students form ruining an entire lesson?	3.44	quite a bit deal with it
How well can you respond to defiant students?	3.45	quite a bit deal with it
Overall	**3.34**	**quite a bit deal with it**

The highest how much can you do to control disruptive behavior in the classroom with mean rating of 3.53 followed by how much can you do to calm a student who is disruptive or noisy with 3.52 and how well can you establish routines to keep activities running smoothly with mean rating of 3.49. The lowest to what extent can you make your expectations clear about student behavior with 3.7 Its overall mean is 3.34 which quite a bit deal with.

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Academic performance of students

It is represented on the table 10 the academic performance of students in English third quarter test result. mean score of the students who randomly choose the third quarter test score in English whom taught by the English teacher respondents in 5 National High School s within the New Bataan district

Table 10
Academic performance of students in English third quarter test result.

Subject	Mean Score of Students	Subject	Mean Score of Students	Subject	Mean Score of Students
1	23.9	11	23.25	21	18.25
2	21.95	12	20.7	22	21.35
3	23.05	13	21.45	23	25.05
4	32.2	14	20.8	24	24.7
5	26.75	15	21.5	25	23.15
6	30.15	16	22.3	26	24.95
7	22.6	17	21.05	27	22.85
8	22.25	18	22.75	28	20.35
9	28.15	19	20.85	29	20.3
10	24.75	20	21.95	30	21.65
		Overall	23.17		

The ratio is 1 is to 20. One teacher respondent with 20 students test result whom she/he taught the English subject. The test is 40 items. The average mean score is 23.17.

It was presented on the table 11 the descriptive statistical data analyzed by the statistician.

Table 11
Descriptive statistical data

Academic performance	
Mean	23.17
Std. Deviation	2.986
Minimum	18.25
Maximum	32.20

The mean score is 23.17 and its Class Proficiency is 58% which is Interpretated as nearing mastery level of skills taught based on DepEd Order No. 8, s. 2015 and its level of performance is 83.17% or with its descriptive rating of satisfactory.

The table 12 presented the Correlation Matrix or Pearson Correlations

Table 12
Correlation Matrix, Pearson Correlations

		MF	SE	acad per
MF	**Pearson's r**	—		
	p-value	—		
SE	**Pearson's r**	**0.735**	—	
	p-value	**< .001**	—	
acad per	**Pearson's r**	**0.060**	**0.163**	—
	p-value	**0.753**	**0.388**	—

The relationship between Motivational Factors and Self-Efficacy of Teachers, the Pearson r is 0.7 and the level of correlation is High and the P value is <.001. The decision rule is there is a significant relationship between Motivational Factors and Self-Efficacy of Teachers. Relationship between Motivational Factors and Academic Performance, the Pearson r is 0.06 and there is no correlation, the P value is 0.75. The decision rule is there is no significant correlation between Motivational factors and academic performance**.**

DISCUSSION

The purpose of the study is to explore the motivational factors and its influence to the self-efficacy of teachers and academic performance. Motivational factors, one of the determinants of a student's school performance and overall success. Motivation is the

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internal system that comes into play, helping individuals operate and exhibit resilient behavior when faced with difficulties, ultimately leading to success in their objectives (Hamouda & Deiwa,2022).

There were five indicators used to show its level of influence to the self- efficacy of teachers, namely: workplace environment, professional growth and development, promotion, salary and rewards and incentives.

Workplace Environment. It is influential to the teachers since all day long they stay there. It is one of the most vital factors that determine workers' effectiveness, job satisfaction, and the overall performance of an organization. (Zhou & Qu, 2022). And poor working environment can lead to concrete problems that are challenging to address in the short term, which may ultimately hinder a company's success (Raziq & Maula-Bakhsh, 2015). The impact of an organization's positive ambiance on employee performance is significant. When employees feel mentally comfortable and engaged in their tasks, it directly enhances their productivity and overall job satisfaction (Rabuana & Yanuar, 2023).

Professional Growth and Development. Professional growth and development significantly influence teachers' self-efficacy. When teachers participate in targeted training and development opportunities, they gain new skills, knowledge, and confidence, leading to a strengthened belief in their ability to effectively teach. This increased self-efficacy can result in improved teaching practices, enhanced student outcomes, and greater job satisfaction. Scholars have consistently emphasized the need for ongoing professional development across various professions, arguing that it is crucial for improving teaching practices and remaining current with the latest advancements in the field (Çelĭk et al., 2013).Professional Development is consistently used as an instrument to educate teachers. Teacher Professional Development is defined as "activities that develop an individual's skills, knowledge, expertise, and other characteristics as a teacher" (OECD, 2009). Professional development and teaching practices have been shown as a way in studies conducted to improve self-efficacy (Posnanski, 2002, Cakiroglu, Capa-Aydin & Hoy 2012). This ongoing commitment to professional growth is not just beneficial but essential in a world where educational practices and technologies are continually advancing. It gave way to the teachers to equip themselves in the advancement of the technology.

Promotion. Research by Graves (2015) revealed that employees who received incentives for performance achieved an average of 22% increase in work performance compared to their counterparts who did not receive incentives. There was enthusiasm toward work promotion got the highest mean rating. It means that to be promoted the teacher should perform well to the best output. Promotions are viewed as rewards for effort and as expressions of appreciation from the organization, recognizing that an individual is an asset to the team (Gupta, 2012). Promotion, refers to a process that facilitates the upward mobility of employees, allowing them to progress from their current positions to more advanced roles with increased responsibilities, compensation, and prestige (Njagi, 2015; Asim, 2014). This advancement not only enhances the employee's status within the organization but also serves as a motivational tool, encouraging all employees to strive for excellence in their roles. By linking promotions to performance and development, organizations can foster a culture of continuous improvement and commitment among their workforce, ultimately driving organizational success.

Salary. The teachers teach in order to sustain the needs for living therefore salary is important. Having a good salary is also having an enthusiasm to work. It is a good motivation during a job hiring. In the workplace, salaries play a major role in determining job satisfaction (Alrefaei, 2020). And among fresh graduates, salary and benefits are the primary reasons for job satisfaction (Jobstreet.com, Philippines Job Satisfaction Report, 2015). Adequate salary and benefits contribute to a teacher's sense of financial security and well-being, which can lead to higher job satisfaction (AI Overview, 2025). A salary is a form of periodic payment from an employer to an employee, which may be specified in an employment contract. It is contrasted with piece wages, where each job, hour or other unit is paid separately, rather than on a periodic basis. (Wikipedia,2024).

Reward and Incentives. Some schools implementing "PRAISE" a program that reward the deserving employee based on their performance. In this way, it can ignite the enthusiasm to perform well for the success of the organization (D.O. series of 2002). Ultimately, rewards and incentives are not just mechanisms for compensation; they are powerful tools that can enhance motivation, behavior, and performance within organizations. Designed to encourage desired behaviors and foster a positive work environment, they contribute to employee retention, loyalty, and long-term commitment (Greeks for Greeks, 2023). Feeling adequately compensated, recognized, and appreciated can positively impact self-efficacy, leading teachers to feel more confident in their abilities. Rewards and incentives are powerful drivers that can significantly motivate individuals and teams, serving as unique instruments for organizational success (Jegatheeswari & Anandi, 2023). Furthermore, rewards should be administered within a coherent performance management system. A systematic approach that aligns rewards with clear, measurable outputs and desired behaviors ensures that incentive programs are tailored to the organization's culture (Lau & Pang, 2018).

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Teachers' Self-Efficacy.

Efficacy on Student Engagement. Measures the effectiveness of the teacher to deal the different behavior of the student in the class. Teachers with higher self-efficacy are more likely to implement engaging teaching strategies, persist in supporting struggling students, and foster a positive learning environment, ultimately leading to increased student engagement and achievement. Student engagement with school means committing, valuing, and connecting with people, educational goal and learning outcomes desired by the school (Appleton and Lawrenz 2011, 144). Empirical evidence indicates that student engagement decreases as students' progress from elementary to middle school and reaches its lowest levels in high school (Martin & Torres, 2016). Moreover, as students' progress through high school, their levels of engagement in educationally purposeful activities decrease (Klem & Connell, 2004).

Efficacy on Instructional Strategy. It measures the tactic use by the teachers in the classroom to encourage learners to listen and behave during the learning process. Instructional strategies are the essential methods used in the classroom, through which students' learning is supported effectively, and teachers can use various classroom activities (Akdeniz, 2016; Lu & Mustafa, 2021; Tzivinikou, 2015; Woo et al., 2018). Instructional strategy refers to the methods that teachers use in the classroom to achieve educational goals; these methods typically consider the educational objectives and content of the curriculum (Akdeniz (2016). Teacher's self-efficacy can be observed through the degree of learners' involvement, the use of instructional strategies, and the capacity of classroom management. (Tschannen-Moran and Hoy, 2001).

Efficacy in Classroom Management. It measures how the teacher managed the classroom. Classroom rules are observed and obeyed by the students. Teacher self-efficacy appears clearly in classrooms (Hepburn et al., 2021; Klassen & Tze, 2014; Sokmen et al., 2022; Tschannen-Moran & Hoy, 2001). Managing the classroom is one of the most essential skills that teachers should have (Alshihri & Qotb 2020; Hepburn et al., 2021; Sieberer-Nagler, 2015; Sivri & Balcı 2015; Tzivinikou, 2015). Hepburn et al. Effective classroom management is not just setting rules and regulations, it's also making the students understand educational practices. Therefore, through the activities in the classroom, students receive higher instances of educational skills and experiences (Hepburn et al. 2021)

Academic Performance of Students. Academic performance is defined as a student's ability to complete academic assignments, and it is assessed using objective criteria such as final course grades and grading point average (e.g., Carroll, & Garavalia, 2004; Naser, & Hamzah, 2018; Olivier et al., 2019). But there were few instances of employing IQ test results, and the findings showed either no relationships at all or a negative correlation with teacher effectiveness. (Bardach, L., & Klassen, R. 2019).

Relationship among the motivational factor, self-efficacy of teachers and academic performance of students

Teacher self-efficacy has been defined in the context of education as teachers' conviction that they can have a positive influence on students' learning and engagement, even when those pupils are difficult or uninspired (Suico,2021). Moreover, teacher self-efficacy and motivation are interconnected. When teachers believe in their ability to motivate students, they are more likely to implement strategies that enhance student engagement and learning. However, much other valuable information remains to be learned about the role of teacher self- efficacy in teaching.

The motivational factor has no correlation to the academic performance. According to the studies, scholastic achievement is influenced by self-referent views about one's capacity to sustain the effort required to accomplish long-term objectives, and the long -term performance, measure accounts for individual variations in these beliefs. It is implied that encouraging pupils to believe they can put forth sustained effort could improve their academic achievement, particularly for underachievers. Furthermore, academic requirements in higher education are not just following lectures. However, other provisions include the percentage of attendance in lectures, completion of assignments, and active participation in other academic activities (Gbollie & Keamu, 2017). Similarly, there was no positive correlation between extrinsic motivation and students' academic performance. (Mcgeown et al. 2012).

CONCLUSION

Based on the result, motivational factors such as workplace environment, professional growth and development, promotion, salary, and rewards and incentives, had significant relation to self- efficacy of teachers. Teachers perform their job in teaching in the good and conducive workplace environment. Toxic environment can bring down the teachers' motivation to teach and they will not inspire to go to school.

For professional growth and development, they have a chance to grow with their profession. They can attend training and seminars which is helpful for their teaching and learning process. Teachers who always undergo training ang seminars are likely refreshing themselves for the new trend in teaching, which can be used for the promotion. When they promoted there is an increase of their salary, reward and incentives. Academic performance of student has no significant correlation between motivational factors.

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Recommendations

This research yielded the following recommendations:

1. Teacher must create a positive and enriching learning process inside the classroom, increase engagement, improve teaching quality, and create positive classroom atmosphere.
2. Teachers should establish student friendly classroom environment so that the student will inspire to go to school.
3. School administrator should address the needs of teachers like trainings and seminars for them to become more equip in using technology in teaching.
4. School administrator will implement program to recognize the effort of the teachers.