

Influence of Teachers' Work Motivation on Job Performance of Public School Teachers

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Abstract — Teachers play a vital role in ensuring instructional quality and student success, and their level of work motivation significantly influences how effectively they perform their professional duties. As public school teachers often face demanding workloads and varied instructional challenges, understanding how work motivation affects job performance is essential. This study examined the influence of teachers' work motivation on the job performance of public school teachers in the Lal-lo South District, Division of Cagayan. The study employed a descriptive-correlational research design to examine the relationship between teachers' work motivation and job performance. A researcher-made questionnaire was administered to 91 public school teachers using total enumeration. Findings revealed that teachers demonstrated a very high level of work motivation, with an overall mean of 3.82, indicating strong intrinsic and extrinsic motivational factors. Job performance, measured through IPCRF ratings, showed that all 91 teachers fell within the outstanding category with a mean of 4.86. A significant positive relationship was established between teachers' work motivation and job performance, with a correlation coefficient of 0.420 and a p-value of 0.001, indicating that higher motivation is associated with better performance. The study concludes that strengthening teachers' work motivation can significantly enhance job performance. Supportive school environments, recognition, and opportunities for professional growth are vital in sustaining high motivation levels and maintaining excellent teaching performance.

Keywords — *Work Motivation, Job Performance, Public School Teachers, IPCRF rating*

I. Introduction

Teachers play an essential role in shaping learners' academic success, personal development, and future societal contributions. As public schools continue to navigate growing expectations such as evolving curricula, diverse learner needs, and increased accountability, teachers are required to maintain high levels of competence and commitment despite the complexity of their work environments. In this context, work motivation becomes a crucial factor in how teachers approach their responsibilities, manage challenges, and sustain consistent job performance. Motivation affects teachers' willingness to engage in instructional innovation, persevere in demanding situations, and uphold high-quality teaching practices, making it central to discussions on educational improvement.

The concept of work motivation has been widely studied in organizational and educational research, with several theories offering insight into how and why teachers perform effectively. Self-Determination Theory, for example, posits that motivation is strongest when individuals feel

autonomous, competent, and connected to others, while Herzberg's Two-Factor Theory distinguishes between intrinsic motivators such as recognition and achievement and extrinsic hygiene factors like salary and working conditions. These frameworks help explain why motivated teachers exhibit greater creativity, resilience, and job satisfaction, whereas insufficient motivation often results in burnout, absenteeism, or reduced performance. As public school teachers frequently face resource shortages, heavy workloads, and administrative pressures, understanding their motivational drivers is especially important.

Empirical evidence further demonstrates the importance of work motivation in shaping teacher performance. Rossiandy and Indradewa (2023) found that teacher motivation and self-efficacy significantly predicted job performance among private school teachers, highlighting that motivated teachers display stronger instructional quality, better classroom management, and higher professional engagement. Their study emphasized the value of supportive learning environments, mentoring, and continuous professional development in strengthening teacher motivation and improving overall job performance.

Similar findings were reported by Kumar (2023), who examined the influence of motivation on teachers' job performance and revealed that both self-determined and non-self-determined forms of motivation significantly enhance teachers' job performance, underscoring the importance of providing emotional support, adequate resources, and fair reward systems. Their results confirm that motivation is a multidimensional construct shaped by internal beliefs, institutional support, and workplace conditions, all of which contribute to teacher effectiveness and organizational success.

Despite these insights, limited research has examined how work motivation specifically influences the job performance of public school teachers, who often face different constraints than their private-school counterparts. Public school contexts may involve larger class sizes, fewer resources, and more administrative responsibilities, all of which can impact teacher motivation and performance in distinct ways. Addressing this gap is essential for developing evidence-based policies and targeted interventions that can strengthen teacher performance, enhance instructional quality, and ultimately improve student outcomes. Thus, the general objective of this study was to determine the influence of teachers' work motivation on the job performance of public school teachers at Lal-lo South District, Division of Cagayan, Philippines.

Literature Review

Work motivation has long been recognized as a significant determinant of employee performance in various organizational settings, including education. Theoretical perspectives highlight that motivated individuals demonstrate stronger commitment, greater work engagement, and higher-quality output. Self-Determination Theory and Herzberg's Two-Factor Theory both underscore that internal psychological needs, such as autonomy and competence, along with external workplace conditions, shape a teacher's motivation to perform effectively. These

frameworks help explain why teachers who feel supported, valued, and professionally empowered are more likely to demonstrate sustained performance and resilience in the face of professional demands.

Teachers' work motivation directly influences their instructional behaviors, creativity, and persistence within the classroom (Taqwim, 2024). Research emphasizes that motivated teachers exhibit stronger professional identity, higher instructional quality, and better classroom management. Asadpour et al. (2025) highlighted that teacher-related variables, including teaching practices, feedback, and perceived competence, play central roles in shaping motivational outcomes that, in turn, influence overall educational quality. Their systematic review also identified teacher support, instructional strategies, and relational dynamics with students as major components that contribute to both teacher motivation and broader school effectiveness.

A growing body of empirical literature directly links teacher motivation to job performance. Rossiandy and Indradewa (2023) demonstrated that teacher motivation and self-efficacy significantly predict job performance among private school teachers, with motivated teachers showing enhanced instructional quality and stronger classroom engagement. Their study recommended school-based interventions, such as mentoring and targeted professional development, to cultivate and sustain teachers' motivation, thereby improving overall school performance. These findings affirm the importance of strengthening motivational factors to optimize teaching effectiveness.

Kumar (2023) found that both self-determined and non-self-determined motivation significantly influence teachers' job performance, particularly in private school settings. Their research emphasized that emotional support, adequate resources, and fair reward systems serve as critical motivators that enhance teachers' organizational commitment and instructional productivity. The study further highlighted that schools must proactively develop motivational policies to ensure that teachers remain engaged, valued, and equipped to deliver high-quality instruction.

Other researchers have explored broader factors that interact with work motivation to shape job performance. Layek et al. (2024), for instance, identified work motivation, job satisfaction, administrative support, and professional development opportunities as key predictors of teacher performance. Their study concluded that both intrinsic and extrinsic factors contribute to teachers' effectiveness, reinforcing the idea that teacher motivation cannot be understood in isolation but rather as part of a larger organizational and psychosocial context. Together, these studies present consistent evidence that teacher motivation is a powerful driver of job performance, highlighting the need for supportive, resource-rich, and recognition-oriented school environments.

Research Questions

This study investigated the influence of teachers' work motivation on the job performance of public school teachers at Lal-lo South District, Division of Cagayan, Philippines.

1. What is the level of work motivation of the public school teachers?
2. What is the job performance of the public school teachers based on their IPCRF rating?
3. Is there a significant relationship between teachers' work motivation and job performance?

II. Methodology

Research Design

This study employed a descriptive-correlational research design, which is appropriate for examining the relationships among two or more variables without manipulating them. In this investigation, the design was used to describe the level of teachers' work motivation and their job performance, while simultaneously determining whether a significant relationship exists between these variables. By collecting quantitative data using standardized instruments and applying correlational analysis, the study sought to identify patterns, associations, and the extent of influence teachers' work motivation may have on their job performance.

Participants of the Study

The respondents of this study were 91 public school teachers from the Lal-lo South District, Division of Cagayan, during School Year 2025–2026. The study employed total enumeration, in which all teachers from the 11 participating schools were included as respondents. This approach ensured full coverage of the district's teacher population, providing comprehensive data and more reliable insights into the relationship between teachers' work motivation and job performance.

Instrumentation

The study used a researcher-made questionnaire as the primary data-gathering instrument to measure teachers' work motivation and job performance. The questionnaire consisted of two main parts: the first section assessed teachers' work motivation using indicators aligned with established motivational frameworks, while the second section collected data on teachers' job performance based on their IPCRF ratings. The instrument was subjected to expert validation to ensure clarity, relevance, and content accuracy, and was pilot-tested to establish its reliability before its full administration to the respondents. This structured format enabled the collection of quantifiable data necessary to describe the variables and examine the relationship between teachers' work motivation and job performance.

Analysis of Data

The data gathered in this study were analyzed using both descriptive and inferential statistics to address the research objectives. Descriptive statistics, particularly the weighted mean, were computed to determine the levels of teachers' work motivation and job performance. To examine the relationship between the two variables, the study employed Pearson's correlation coefficient, which measured the strength and direction of the association between teachers' work motivation and job performance. This analytical approach allowed the researcher to describe the existing conditions of the variables and determine whether higher levels of work motivation were significantly associated with improved job performance among public school teachers.

III. Results and Discussion

Level of work motivation of the public school teachers

The results show that public school teachers demonstrated a very high level of work motivation, with an overall mean of 3.82, indicating strong intrinsic and extrinsic motivational factors. All 15 indicators, such as teachers' willingness to exert extra effort, commitment despite challenges, enthusiasm in delivering lessons, and motivation derived from school recognition, received mean scores in the "Very High" range. These findings reveal that teachers consistently feel driven to perform their duties with dedication, confidence, and a sense of personal and professional fulfillment. The consistently high mean scores across statements (3.74-3.89) indicate that teachers maintain a positive, proactive disposition toward their work.

The very high motivation levels suggest that the schools provide environments that support teacher morale and encourage professional growth. High motivation reflects a teaching workforce that is not only committed to student learning but also actively seeks opportunities to improve practice. This implies that factors such as recognition, constructive school culture, and professional development initiatives are likely contributing to strong teacher engagement. Motivated teachers also tend to demonstrate greater perseverance during stressful periods, better classroom management, and a stronger desire to align with school goals. These conditions enhance instructional quality and may directly contribute to improved academic outcomes for learners.

In summary, the level of work motivation among public school teachers in the district was consistently very high, indicating that teachers approach their roles with dedication, optimism, and a strong sense of professional responsibility. Such high levels of motivation are beneficial for both teachers and students, fostering a more effective, productive learning environment. These findings reinforce the importance of sustaining supportive school conditions that nurture teacher motivation, ensuring that this positive trend continues to enhance overall teaching performance.

Statements	Mean	Interpretation
1. I consistently strive to give my best in fulfilling my teaching responsibilities.	3.82	Very High
2. I take the initiative to improve my instructional practices without being prompted.	3.79	Very High
3. I feel enthusiastic about planning and delivering lessons every day.	3.81	Very High
4. I am willing to put in extra effort to ensure my students learn effectively.	3.88	Very High
5. I remain dedicated to my work even when faced with challenges or stress.	3.76	Very High
6. I feel a sense of personal achievement when my students show progress.	3.84	Very High
7. I seek opportunities for professional growth to enhance my effectiveness as a teacher.	3.87	Very High
8. I feel determined when my school recognizes the effort and dedication I put into my work.	3.80	Very High
9. I stay focused on my responsibilities even when work demands become overwhelming.	3.74	Very High
10. I feel confident and capable of accomplishing the tasks assigned to me.	3.78	Very High
11. I maintain a positive attitude toward my work regardless of difficulties encountered.	3.83	Very High
12. I am driven by a desire to contribute meaningfully to my school's goals.	3.86	Very High
13. I am interested in completing tasks on time and to a high standard.	3.85	Very High
14. I feel inspired to develop new strategies or activities to improve student learning.	3.81	Very High
15. I remain committed to my teaching duties because I believe my work makes a difference.	3.89	Very High
Mean	3.82	Very High

Range	Interpretation
1.00 – 1.74	Very Low
1.75 – 2.49	Low
2.50 – 3.24	High
3.25 – 4.00	Very High

Job performance of the public school teachers based on their IPCRF ratings

The job performance of public school teachers, as measured by their IPCRF ratings, showed that all 91 teachers achieved performance levels within the “Outstanding” range (4.500–5.000), resulting in a mean rating of 4.86 and a standard deviation of 0.09, indicating very minimal variability among respondents. This uniformity suggests that teachers consistently demonstrated high levels of competence across the performance indicators assessed in the IPCRF, reflecting strong instructional practices, professional behavior, and accomplishment of school and departmental objectives. The findings imply that teachers not only met but exceeded the expected standards of teaching performance, showcasing a high degree of professionalism and dedication to their roles.

IPCRF Rating	Frequency (n=91)	Percentage
4.500 – 5.000 (Outstanding)	91	100.0
<i>Mean = 4.86</i>	<i>S.D. = 0.09</i>	

Relationship between teachers' work motivation and job performance

The study revealed a significant positive relationship between teachers' work motivation and job performance. The computed correlation coefficient of 0.420, with a p-value of 0.001, indicates that higher motivation is strongly associated with higher performance among public school teachers. This means that teachers who feel more motivated, whether by intrinsic drive, a sense of accomplishment, recognition, or professional growth, tend to exhibit more effective instructional practices, stronger classroom management, and more consistent fulfillment of school responsibilities. The significance of the relationship suggests that work motivation serves as an important predictor of job performance within the district.

The strong correlation between motivation and performance underscores the need for schools to cultivate environments that foster teachers' intrinsic and extrinsic motivation. When teachers perceive recognition, support, and opportunities for growth, their commitment to tasks and instructional quality improves. This implies that school leaders play a crucial role in sustaining teacher motivation by providing professional development, constructive feedback, conducive work climates, and equitable reward systems. Strengthening motivational conditions can help minimize burnout, foster professional engagement, and enhance overall instructional delivery, ultimately improving learner outcomes across the district. The finding underscores how motivation functions not only as a personal trait but also as an organizational construct shaped by school culture and leadership practices.

The results of this study are consistent with previous research establishing motivation as a key driver of teacher performance. Husain and De Leon (2025) found that teacher motivation and self-efficacy significantly predict job performance among secondary school teachers, emphasizing that motivated teachers consistently demonstrate better instructional quality and engagement. Similarly, Uysal (2023) reported that both self-determined and non-self-determined motivation significantly influence teachers' job performance, with emotional support, resources, and reward systems amplifying performance levels. Another study by Kilag et al. (2023) showed that work motivation, alongside job satisfaction and administrative support, serves as a significant predictor of teacher performance, reinforcing the role of motivation within a broader organizational context. Together, these studies validate the present findings and demonstrate that motivated teachers perform better across diverse school environments.

In conclusion, the study confirms that teachers' work motivation plays a substantial role in shaping their job performance. The significant positive relationship found in the analysis suggests that enhancing teacher motivation is a viable pathway to improving instructional quality and professional effectiveness. Given this connection, schools must prioritize policies and practices

that foster motivation, thereby supporting teachers in reaching their full potential. The findings affirm motivation as a critical component of teacher performance and emphasize its importance in strengthening educational outcomes across the district.

Variable	Coefficient	p-value	Statistical Inference
Teachers' Work Motivation * Job Performance	0.420	0.001	Significant

*Tested using Pearson Correlation at 0.005 level of significance

IV. Conclusion

The findings of the study conclude that teachers' work motivation plays a critical role in shaping their job performance, as evidenced by the significant positive relationship between the two variables. Teachers who exhibit higher levels of motivation driven by personal fulfillment, recognition, and opportunities for growth demonstrate stronger instructional practices, greater commitment, and more consistent accomplishment of professional responsibilities. With all teachers achieving high IPCRF ratings and showing very high levels of motivation, the results highlight the importance of maintaining supportive school environments that nurture both intrinsic and extrinsic motivational factors. Overall, enhancing teacher motivation stands as a key strategy for improving instructional quality and sustaining high levels of job performance among public school teachers.

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