



Teachers' Work Motivation and Performance

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ABSTRACT

Teachers' motivation plays an important role in helping them perform their duties effectively and contribute to positive learning outcomes. This study examined the work motivation and performance of teachers in one district of a large Schools Division in Negros Occidental, Philippines, in School Year 2025-2026. A descriptive research design was employed, and data were gathered from 150 teachers using a 32-item survey questionnaire. The findings reveal most respondents were female teachers aged 36 years and above, more than ten years of teaching experience, earned relatively higher incomes, and possessed varying educational qualifications. In terms of work motivation, the learning environment obtained a very high rating, while professional development, compensation and benefits, and recognition and rewards were rated high. Teachers consistently received outstanding performance ratings regardless of age, sex, educational attainment, length of service, and family monthly income. A significant difference was found in work motivation concerning recognition and rewards when grouped according to length of service. However, no significant differences were observed in teachers' performance across demographic variables. Likewise, no significant relationship was found between teachers' work motivation and performance. The results suggest that teachers remain committed to providing quality instruction despite limited resources, professional growth opportunities, and recognition. Educational leaders may enhance support through improved learning resources, scholarship, balanced workloads, and meaningful recognition programs. Teachers are also encouraged to continue learning, manage their time and resources effectively, practice responsible financial management by living within their means, and strengthen their resilience and adaptability to sustain high levels of professional performance.

Keywords: Teacher Performance, Teacher Productivity, and Work Motivation

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INTRODUCTION

Teacher motivation naturally concerns teachers' attitudes toward work. It concerns teachers' desire to participate in the pedagogical process within the school environment (Crisci et al., 2019). According to Jacob et al. (2021), motivated teachers are characterized by their pride in their work and dedication. On the contrary, teachers who lack motivation for their work may show reduced dedication and ultimately leave the profession (Forson et al., 2021). Many factors influence teachers' work motivation, including the work environment, professional development, compensation and benefits, and recognition and rewards. With these factors in place, teachers may choose to perform and work with greater confidence.

Performance, on the other hand, is determined by the interaction of a person's motivation, ability, and environment. One of the forces that leads to performance is motivation. Therefore, administrators must understand the psychological processes underlying motivation so that they can effectively direct employees toward fulfilling goals grounded in the premise that people are motivated (Jolampong, 2026).

A teacher's work motivation is critical to achieving UN Sustainable Development Goal 4 (SDG4), which aims to ensure inclusive, equitable, quality education for all. To achieve SDG4, teachers must be supported and empowered, as they are key to providing education for sustainable development and global citizenship. Moreover, teachers are the primary agents in ensuring quality education; hence, to improve educational quality, it is imperative to provide teachers with adequate salaries and benefits, a conducive working environment, regular professional training, recognition, and improvements in school infrastructure.

In the current local context, some teachers have lost motivation to work, particularly when assigned to remote schools, due to a poor environment characterized by a high student-teacher ratio, inadequate fringe benefits, low take-home pay, a lack of societal respect for the profession, and insufficient opportunities for career advancement.

With these factors in mind, the researcher was motivated to conduct this study to investigate the various work motivational factors that affect teachers' performance. Results of the study can serve as a basis for developing research-based policy and organizing programs and activities to improve teachers' welfare, such as better working conditions, relevant professional development, fair compensation and benefits, and meaningful recognition and rewards.

OBJECTIVES OF THE STUDY

This study aimed to determine the level of teachers' work motivation in relation to their performance in one of the districts of a large-sized Schools Division in Negros Occidental, Philippines, during the School Year 2025–2026. Specifically, it sought to determine the level of teachers' work motivation in terms of working environment, professional development, compensation and benefits, and recognition and rewards. It also aimed to determine whether there was a significant difference in the level of teachers' work motivation when grouped and compared according to the identified profile variables. Furthermore, the study sought to determine whether there was a significant difference in the level of teachers' performance when grouped and compared according to the same profile variables. Finally, it aimed to establish whether a significant relationship existed between teachers' work motivation and their level of performance.

LITERATURE REVIEW

Teachers' work motivation is a significant factor in promoting effective performance and achieving organizational goals. According to Kanfer, Frese, and Johnson (2017), motivation influences employees' willingness to exert effort toward specific objectives, while Malla and Matto (2020) emphasized the importance of supportive environments and motivational strategies in encouraging productive behavior. In the teaching profession, motivation influences teachers' attitudes, engagement, commitment, and effectiveness in the classroom (Crisci et al., 2019). Jacob et al. (2021) further noted that motivated teachers demonstrate pride in their work and commitment to professional growth, while Ho et al. (2023) identified working environment, professional development, compensation, and recognition as important factors affecting teachers' work motivation.

The working environment plays an important role in shaping teachers' motivation and performance. Garba and Allumi (2019) noted that a safe, healthy, and supportive school environment encourages teachers to participate actively in school improvement. Similarly, Bona (2020) emphasized that a safe and appropriate workplace contributes to teachers' motivation, happiness,



productivity, and efficiency. Lumanug and Dimla (2021) highlighted the importance of leadership and teachers' holistic well-being, while Hipos and Benavides (2023) explained that physical conditions such as ventilation, lighting, cleanliness, equipment, and other workplace conditions may influence job satisfaction. These findings indicate that a conducive working environment can help sustain teachers' motivation and effectiveness.

Professional development is another important component of teachers' work motivation. Eroğlu and Kaya (2021) identified inappropriate training content, ineffective instructors, financial constraints, and limited professional opportunities as barriers to teachers' participation in professional development. In contrast, Ajani et al. (2018) and Zaidi et al. (2018) found that participation in professional development enhances teachers' instructional skills and use of varied teaching strategies. Elliot (2019) likewise emphasized continuous development of pedagogical and content knowledge to improve teaching effectiveness. In the local context, Gallego and Caingoy (2020) reported that professional development positively influences teachers' beliefs, practices, competence, and learners' outcomes, while Comighud and Arevalo (2020) emphasized that opportunities for professional growth are important in sustaining teacher motivation.

Compensation and benefits also influence teachers' motivation and performance. Sanduleac and Capatona (2016) described compensation as an important motivator that helps maintain a positive relationship between employees and organizations. Lestari et al. (2021) found that both work motivation and compensation significantly influence the performance of elementary school teachers. Similarly, Garbyal and Kaur (2019) reported that compensation contributes to job satisfaction and performance, while Hipos and Benavides (2023) emphasized the importance of wages and salaries in employees' work satisfaction. In the Philippine setting, Dimacali and Sajonia (2025) and Garcia and Weiss (2022) noted that financial constraints and teachers' demanding workloads may limit opportunities for additional income, suggesting the importance of adequate compensation and supportive financial measures.

Recognition and rewards are likewise associated with teachers' motivation and performance. Phan and Tran (2021) emphasized that social respect and recognition can strengthen teachers' emotional energy and motivation, enabling them to devote greater effort to their students. Caroline (2022) further explained that well-managed rewards, particularly non-financial rewards, can encourage employee performance, while Eric et al. (2022) noted that recognition practices can improve motivation, self-esteem, and positive attitudes toward work. Local studies also support the importance of recognition and rewards. Adlaon et al. (2024) highlighted their role in sustaining teachers' morale and dedication, while Yasmeen et al. (2019) emphasized that competitive salaries and comprehensive benefits can help attract, retain, and motivate teachers.

Previous studies provide evidence of a relationship between teachers' work motivation and performance, although findings vary across contexts. Lestari et al. (2021) found that work motivation and compensation significantly influenced teachers' performance, while Lawal et al. (2019) reported a positive and significant effect of motivation factors on school performance. Locally, Samaco (2022) found that higher teacher motivation was associated with higher teaching performance, and Ybañez (2025) reported a significant relationship between work motivation and teacher outcomes. Anabo (2024) similarly found a significant relationship between motivation and work performance among secondary teachers. However, Española and Eslabon (2024) found no significant relationship between teachers' work motivation and performance, indicating that results may differ according to setting and variables examined. These findings provide a basis for examining the level of teachers' work motivation in terms of working environment, professional development, compensation and benefits, and recognition and rewards, as well as its relationship with teachers' performance in the present study.

METHODOLOGY

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

The study employed a descriptive research design to determine the level of teachers' work motivation in relation to their performance in one of the districts of a large-sized Schools Division in Negros Occidental, Philippines, for the School Year 2025-2026.



Descriptive research is a methodology that shows design through the analysis of numeric data. It describes data that has been collected and analyzed. It can be used for major purposes in both qualitative and quantitative research studies (Creswell, 2015). Using a descriptive design, the researcher will describe the situation or condition of a phenomenon as it exists at the time of the study. It is the most common means of obtaining information from the data to be gathered using questionnaires, interviews, and observation.

The researcher believes that the descriptive research design is most suitable, as it aims to gather information about the characteristics of the present study and helps make professional judgments and recommendations. This approach enables a comprehensive understanding of the subject matter, providing valuable insights to inform decision-making. By focusing on specific characteristics, the researcher can effectively analyze and interpret the data collected.

Study Respondents

The study included 150 of 244 teachers. Since the number of respondents was quite large, a stratified random sampling technique was used, and the Cochran formula was used to determine the sample size. The Cochran formula allows you to calculate an ideal sample size given a desired level of precision, desired confidence level, and the estimated proportion of the attribute present in the population. Cochran's formula is considered particularly appropriate for large populations (Glen, 2023). After the appropriate sample size was determined, the researcher employed stratified sampling. Stratified sampling is a method of random sampling in which researchers first divide a population into smaller subgroups, or strata, based on shared characteristics of the members, and then randomly select from these groups to form the final sample (Nickolas, 2021).

Instruments

The study utilized a researcher-made questionnaire consisting of two parts: the first covered the respondents' profile in terms of age, sex, educational attainment, length of service, and monthly family income, while the second measured teachers' work motivation across four areas—working environment, professional development, compensation and benefits, and recognition and rewards—with eight items per area, for a total of 32 items, rated using a five-point Likert scale. The instrument underwent face and content validation by three qualified validators with expertise in education, educational management, and research, using the evaluation criteria of Carter V. Good and Douglas E. Scates. The three validators' ratings yielded a mean validity index of 4.67, interpreted as excellent, establishing the instrument's validity. Reliability was determined through a dry-run test involving 30 elementary teachers who were not included as actual respondents, and the resulting data were subjected to Cronbach's alpha analysis. Following Taber (2017), a reliability coefficient of 0.70–1.00 indicates a reliable instrument; the questionnaire obtained a Cronbach's alpha of 0.929, interpreted as excellent, demonstrating a high level of consistency and reliability.

Data Gathering Procedure

The researcher employed the following procedure: the researcher sent a letter requesting permission to conduct the study to the Office of the Schools Division Superintendent. Upon approval, the researcher also sought the consent of the public school district supervisor before the distribution of the questionnaire. A separate letter was also sent to the school heads of all component schools, and it was attached to the approved letter from the superintendent. The researcher distributed the research questionnaire after receiving the go signal from the school heads and provided respondents with a clear explanation of the study's goal. The researcher also included her contact number and Messenger account in the research instrument in case there are teachers who may encounter difficulty answering the instrument. To make sure that every question on the questionnaire was addressed, the researcher gave the respondents a four-week window. To guarantee a 100% retrieval of the checklist and questionnaires, the researcher personally collected the questionnaires after the allotted period had passed.

Data Analysis and Statistical Treatment

The study employed three analytical schemes based on the research objectives: descriptive, comparative, and relational. The descriptive analytical scheme, using the mean, was employed for Objective 1 to determine the level of teachers' work motivation in terms of working environment, professional development, compensation and benefits, and recognition and rewards. The comparative analytical scheme, using the Mann–Whitney U test, was used for Objectives 2 and 3 to determine whether significant differences existed in teachers' work motivation and performance when grouped and compared according to the identified variables. Finally, the relational analytical scheme, using Spearman's rho, was employed for Objective 4 to determine whether a significant relationship existed between teachers' work motivation and their performance.



Ethical Consideration

This research paper strives to minimize the risk of harm to its target respondents by assuring them of the confidentiality of their responses and ensuring their anonymity throughout the entire research process. At the onset, this researcher secured their free, prior informed consent and assured them of their right to withdraw from their research participation if deemed necessary. No personal data compromising the respondents' identity was collected in adherence to the Data Privacy Act of 2012, specifically on accessing the data both by the researcher and the analyst. The respondents were assured that no information that discloses their identity would be released or published without their consent, except when extremely necessary. All collected materials were appropriately disposed of by machine shredding or dissolved in water after the submission of the study. At the same time, soft copies of the data were deleted, leaving no chance of future retrieval.

RESULTS AND DISCUSSION

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Level of Teachers' Work Motivation in terms of Working Environment, Professional Development, Compensation and Benefits, and Recognition and Rewards

Table 1

Level of Teachers' Work Motivation in terms of Working Environment

Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. Work in a conducive working environment.	4.60	Very High Level
2. Have access to adequate school facilities and equipment.	4.33	High Level
3. Have manageable and balanced teaching loads.	4.60	Very High Level
4. Maintain positive working relationships with colleagues and superiors.	4.85	Very High Level
5. Receive adequate organizational support.	4.43	High Level
6. Work in an accessible and convenient location.	4.43	High Level
7. Am provided with sufficient teaching and learning resources.	4.27	High Level
8. Have reasonable administrative tasks and ancillary assignments	4.53	Very High Level
Overall Mean	4.51	Very High Level

Table 1 reveals the level of teachers' work motivation in the area of working environment. The respondents obtained an overall mean score of 4.51, interpreted as a very high level.

Investigating further, the teachers obtained the highest mean of 4.85 on item No. 4, stating, I maintain positive working relationships with colleagues and superiors and interpreted it as a very high level. On the other hand, the lowest mean score of 4.27 was on item No. 7, stating I am provided with sufficient teaching and learning resources, which interpreted it as a high level.

The result implies that while teaching and learning resources are available, some teachers may still experience limitations in accessing all the materials needed for classroom instruction. To address this situation, some teachers use their personal resources



to supplement the materials available in their schools. Others, particularly those assigned to rural areas, show creativity and resourcefulness by developing, adapting, and improvising instructional materials suited to the needs of their learners. These efforts reflect their commitment to providing meaningful learning experiences despite existing resource constraints.

However, improving the availability of teaching and learning resources should be viewed as a shared responsibility among teachers, school administrators, parents, local communities, education authorities, and other stakeholders. Stronger collaboration among these groups may help schools make better use of available resources and respond to their specific instructional needs. The result agrees with Hendriyanto et al. (2025), who revealed that limited access to teaching and learning resources may hinder teachers' motivation and eventually affect their performance and job satisfaction.

Table 2

Level of Teachers' Work Motivation in the Area of Professional Development

Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. Attend seminars, trainings, and workshops to enhance my teaching competence.	4.62	Very High Level
2. Have opportunities to attend local and national conferences for professional growth.	4.35	High Level
3. Pursue graduate or postgraduate studies to broaden my knowledge.	4.11	High Level
4. Participate in professional organizations to expand my network.	4.38	High Level
5. Seek mentoring or coaching from school leaders and experienced colleagues.	4.57	Very High Level
6. Collaborate with colleagues in preparing instructional materials and lesson plans.	4.69	Very High Level
7. Improve my communication skills through face-to-face or online training.	4.34	High Level
8. Participate in collaborative learning activities to enhance my teaching practice.	4.57	Very High Level
Overall Mean	4.46	High Level

Table 2 exposes the level of teachers' work motivation in the area of professional development. The respondents obtained an overall mean score of 4.46, interpreted as a high level.

Exploring the data further, the teachers obtained the highest mean of 4.69 on item No. 6, stating, I collaborate with colleagues in preparing instructional materials and lesson plans, and interpreted it as a very high level. On the other hand, the lowest mean score of 4.11 was on item No. 3, stating I pursue graduate or postgraduate studies to broaden my knowledge, which was interpreted as a high level.

The result implies that there are still many teachers who are not pursuing postgraduate studies. Teachers recognize the value of advanced education, but some may encounter practical challenges that affect their ability to pursue further studies. These challenges may include financial considerations, demanding workloads, limited time, family responsibilities, and the distance between rural schools and institutions offering graduate programs.

This finding is also reflected in the respondents' profile, which shows that 72 percent are bachelor's degree holders. However, having a bachelor's degree does not necessarily indicate a lack of interest in professional growth. Teachers may continue to improve their knowledge and teaching practices through seminars, training programs, mentoring, coaching, collaborative learning, and independent study. Their high level of motivation in professional development reflects their willingness to learn despite the challenges they experience.



Addressing these concerns through accessible scholarship programs, flexible study arrangements, relevant school-based training, and online learning opportunities may encourage more teachers to pursue advanced studies. School administrators and education authorities may also consider teachers' workload, location, and personal circumstances when offering professional development programs. The result relates to that of Hipos and Benavides (2023), who revealed that most of the teachers were motivated and satisfied because they were provided with professional development opportunities and personal growth.

Table 3

Level of Teachers' Work Motivation in the Area of Compensation and Benefits

Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. Receive a reasonable take-home pay.	3.96	High Level
2. Receive salary on time that is commensurate with my workload.	4.29	High Level
3. Receive regular bonuses, incentives, and other monetary benefits on time.	4.43	High Level
4. Receive statutory benefits such as GSIS and Pag-IBIG contributions.	4.09	High Level
5. I am entitled to leave benefits such as vacation, sick, maternity, and paternity leave.	4.55	Very High Level
6. Have a stable and secure job compared to other professions.	4.71	Very High Level
7. Have opportunities to earn additional income after school hours.	3.58	High Level
8. Perceive my compensation and benefits as better compared to those of other organizations	4.22	High Level
Overall Mean	4.23	High Level

Table 3 discloses the level of teachers' work motivation in the area of compensation and benefits. The respondents obtained an overall mean score of 4.23, interpreted as a high level.

Exploring the data further, the teachers obtained the highest mean of 4.71 on item No. 6, stating, I have a stable and secure job compared to other professions, and interpreted it as a very high level. On the other hand, the lowest mean score of 3.58 was on item No. 7, stating I have opportunities to earn additional income after school hours, which was interpreted as a high level.

The finding implies that there are some opportunities to earn additional income that may be available, but not all teachers can take advantage of them. Their teaching duties, paperwork, lesson preparation, and other school responsibilities may leave them with limited time and energy after class.

The location of the school may also affect teachers' opportunities to earn additional income. Those assigned to upland schools may spend more time and money traveling because of distance, road conditions, and limited transportation. These circumstances may make it more difficult for them to engage in other work after school. Teachers assigned to lowland schools may have better access to transportation and nearby business opportunities, but they still need to complete reports, check learners' outputs, prepare lessons, and attend to family responsibilities.

The result does not necessarily mean that teachers are dissatisfied with their compensation and benefits. Rather, it shows that their opportunities to earn additional income may differ depending on their location, workload, available time, and personal situation. Some teachers may also choose not to seek other employment because they want to focus on their teaching responsibilities and maintain a healthier balance between work and family life.



The finding calls for reasonable workloads and fewer unnecessary administrative tasks so that teachers can have enough time for rest, family responsibilities, professional development, or suitable income-generating activities. Teachers may also strengthen their financial management practices, live within their means, and consider lawful additional sources of income that will not interfere with their teaching duties.

The result supports Dimacali and Sajonia (2025), who found that time constraints make it difficult for some teachers to engage in supplementary income activities after school. The demands of the teaching profession may limit their opportunities to obtain additional financial support. In the same way, Garcia and Weiss (2022) noted that teachers may seek additional employment due to financial concerns, but their demanding workloads can restrict their ability to take on other jobs.

Table 4

Level of Teachers' Work Motivation in the Area of Recognition and Rewards

Items	Mean	Interpretation
<i>As a teacher, I</i>		
1. Receive recognition from my superiors for my work performance.	4.43	High Level
2. Receive a recommendation for promotion from my superiors.	4.21	High Level
3. Receive positive feedback and praise from colleagues for my achievements.	4.27	High Level
4. I am respected by parents for my role as a teacher.	4.55	Very High Level
5. Am recognized by the community for my contribution to the school and the community.	4.55	Very High Level
6. Receive awards or citations for accomplishments in school or external activities.	4.17	High Level
7. Have opportunities for career progression and professional reclassification.	4.19	High Level
8. Am respected and appreciated by my learners	4.49	High Level
Overall Mean	4.36	High Level

Table 4 divulges the level of teachers' work motivation in the area of recognition. The respondents obtained an overall mean score of 4.36, interpreted as a high level.

Discovering the data further, the teachers obtained the highest mean of 4.55 on items No. 4 and 5, stating, I am respected by parents for my role as a teacher and recognized by the community for my contribution to the school and the community, and interpreted it as a very high level. On the other hand, the lowest mean score of 4.17 was on item No. 6, stating I receive awards or citations for accomplishments in school or external activities, which was interpreted as a high level.

The result implies that many of the teachers rarely receive awards or citations for accomplishments in school or external activities. Teachers generally receive recognition, but formal awards and citations may not be as common as the respect and appreciation they receive from parents and community members.

Teachers assigned to both upland and lowland schools in rural areas may have fewer opportunities to participate in division-wide or external activities because of their teaching responsibilities, administrative tasks, distance, transportation concerns, and limited access to organized competitions or recognition programs. Teachers in upland schools may face greater difficulty attending activities held in central locations, while those in lowland schools may have easier access but still experience workload and time constraints. These circumstances may affect their visibility and opportunities to be formally recognized, even when they perform their duties well.



The result does not necessarily mean that teachers feel undervalued. Rather, it shows that recognition in rural schools may often be expressed informally through trust, respect, appreciation, and community support. While these forms of recognition are meaningful, schools may further motivate teachers by establishing fair and inclusive systems for acknowledging their accomplishments. Recognition may be given through certificates, commendations, service awards, positive feedback, or simple appreciation during school activities. The criteria should also consider the different circumstances of teachers assigned to upland and lowland schools.

The result supports Phan and Tran (2021), who concluded that teachers need social respect and recognition to strengthen their emotional energy and motivation. When teachers feel respected and appreciated, they may become more willing to devote their time and effort to helping learners develop their abilities and prepare for their future professions.

Comparative Analysis in the Level of Teachers' Work Motivation in the Areas, Working Environment, Professional Development, Compensation and Benefits and Recognition and Rewards when grouped and compared according to Age, Educational Attainment, Sex, Length of Service and Family Monthly Income

Table 5

Difference in the Level of Teachers' Work Motivation in the Area Working Environment According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U test	p-value	Sig. level	Interpretation
Age	Younger	65	79.98	2471.00	0.266		Not Significant
	Older	85	72.08				
Educational Attainment	Lower	108	72.73	1968.50	0.206		Not Significant
	Higher	42	82.63				
Sex	Male	55	80.50	2337.50	0.279	0.05	Not Significant
	Female	95	72.61				
Length of Service	Shorter	70	80.79	2430.00	0.160		Not Significant
	Longer	80	70.88				
Family Monthly Income	Lower	57	77.66	2527.50	0.631		Not Significant
	Higher	93	74.18				

Table 5 reveals a comparative analysis of the level of teachers' work motivation in the area of learning environment according to profile variables.

The computed p-values of variables age, educational attainment, sex, length of service, and family monthly income are 0.266, 0.206, 0.279, 0.160, and 0.631, respectively, which are all greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of teachers' work motivation in the area of learning environment when grouped and compared according to age, educational attainment, sex, length of service, and family monthly income is accepted.

The result implies that regardless of teachers' age, educational background, sex, length of service, and family monthly income, their level of work motivation towards the learning environment does not vary. Most teachers experience the same working conditions in their respective areas of assignment and locations. This indicates that teachers' profile background is not a factor



that may influence their work motivation. The result is supported by that of Ybañez (2025), wherein there is no significant difference in the work motivation of teachers across all domains and demographic profiles.

Table 6

Difference in the Level of Teachers' Work Motivation in the Area Professional Development According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U test	p-value	Sig. level	Interpretation
Age	Younger	65	75.79	2743.50	0.942		Not Significant
	Older	85	75.28				
Educational Attainment	Lower	108	71.41	1826.00	0.063		Not Significant
	Higher	42	86.02				
Sex	Male	55	81.88	2261.50	0.168	0.05	Not Significant
	Female	95	71.81				
Length of Service	Shorter	70	76.09	2758.50	0.875		Not Significant
	Longer	80	74.98				
Family Monthly Income	Lower	57	79.24	2437.50	0.407		Not Significant
	Higher	93	73.21				

Table 6 shows a comparative analysis of the level of teachers' work motivation in the area of professional development according to profile variables.

The computed p-values of variables age, highest educational attainment, sex, length of service, and family monthly income are 0.942, 0.063, 0.168, 0.875, and 0.407, respectively, which are all greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of teachers' work motivation in the area of professional development when grouped and compared according to age, highest educational attainment, sex, length of service, and family monthly income is accepted.

The result implies that the level of teachers' work motivation in terms of professional development when compared according to their ages, educational background, sex, length of service, and family monthly income does not vary. Most of the teachers have perceived the same observation regarding the professional development opportunities for them. The majority of them were unable to pursue postgraduate studies due to heavy workloads and time constraints, rather than their demographic backgrounds. The result agrees with that of Ramos (2025), revealing no significant differences in the level of teachers' motivation when grouped and compared according to age, sex, educational attainment, and length of service.

Table 7

Difference in the Level of Teachers' Work Motivation in the Area Compensation and Benefits According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U test	p-value	Sig. level	Interpretation
Age	Younger	65	80.47	2439.50	0.219	0.05	Not Significant



	Older	85	71.70			
Educational Attainment	Lower	108	74.69	2181.00	0.715	Not Significant
	Higher	42	77.57			
Sex	Male	55	70.61	2343.50	0.292	Not Significant
	Female	95	78.33			
Length of Service	Shorter	70	76.43	2735.00	0.806	Not Significant
	Longer	80	74.69			
Family Monthly Income	Lower	57	71.10	2399.50	0.329	Not Significant
	Higher	93	78.20			

Table 7 divulges a comparative analysis of the level of teachers' work motivation in the area of compensation and benefits according to profile variables.

The computed p-values of variables age, educational attainment, sex, length of service, and family monthly income are 0.219, 0.715, 0.292, 0.806, and 0.329, respectively, which are all greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of teachers' work motivation in the area of compensation and benefits when grouped and compared according to age, highest educational attainment, sex, length of service, and family monthly income is accepted.

The result implies that the teachers' work motivation in terms of compensation and benefits does not differ regardless of their ages, educational backgrounds, sex, length of service, and family monthly income. This indicates that teachers' work motivation regarding compensation and benefits is consistent across different demographics. Most of them believed that the compensation and benefits received were commensurate with their effort in their work as a teacher. The result disagrees with Mishra and Sharma (2023), wherein there is a significant difference in the motivation to work due to teaching experience, there exists a significant difference in the motivation to work of teachers in relation to type of management, and a significant difference in the motivation to work is found in relation to locale variation; however, there exists no significant difference in relation to gender variation towards motivation to work.

Table 8

Difference in the Level of Teachers' Work Motivation in the Area Recognition and Rewards According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U test	p-value	Sig. level	Interpretation
Age	Younger	65	81.91	2346.00	0.112		Not Significant
	Older	85	70.60				
Educational Attainment	Lower	108	74.65	2176.50	0.700	0.05	Not Significant
	Higher	42	77.68				
Sex	Male	55	76.59	2552.50	0.814		Not Significant
	Female	95	74.87				



Length of Service	Shorter	70	83.29	2254.50	0.039	Significant
	Longer	80	68.68			
Family Monthly Income	Lower	57	76.25	2607.50	0.867	Not Significant
	Higher	93	75.04			

Table 8 unveils the comparative analysis of the level of teachers' work motivation in the area of recognition and rewards according to profile variables.

The computed p-values of variables age, educational attainment, sex, and family monthly income are 0.112, 0.700, 0.814, and 0.867, respectively, which are all greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of teachers' work motivation in the area of recognition when grouped and compared according to age, sex, educational attainment, and family monthly income is accepted.

However, for the variable length of service, the computed p-value is 0.039, which is less than the 0.05 level of significance and is thus interpreted as significant. Therefore, the hypothesis stating there is no significant difference in the level of teachers' work motivation in the area of recognition and rewards when grouped and compared according to length of service is rejected.

The results imply that teachers' work motivation regarding recognition and rewards varies based on their length of service. This is because teachers who have longer years of service have already established better relationships with colleagues, parents, and education stakeholders than their counterparts. This established rapport likely contributes to a more supportive work environment, enhancing their overall work satisfaction. Consequently, experienced teachers may feel more recognized and valued in their roles. Employees can be driven to superior performance when they feel their efforts are being recognized (Caroline, 2022). In addition, Eric et al. (2022) opined that employee recognition practices increase motivation and job satisfaction, improve self-esteem, and create a positive attitude toward the jobs, which consequently leads to better job performance.

Comparative Analysis in the Level of Teachers' Performance when grouped and compared according to Age, Educational Attainment, Sex, Length of Service and Family Monthly Income

Table 9

Difference in the Level of Teachers' Performance According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U test	p-value	Sig. level	Interpretation
Age	Younger	65	70.58	2443.00	0.225	0.05	Not Significant
	Older	85	79.26				
Educational Attainment	Lower	108	76.16	2197.00	0.766	0.05	Not Significant
	Higher	42	73.81				
Sex	Male	55	71.41	2387.50	0.380	0.05	Not Significant
	Female	95	77.87				
Length of Service	Shorter	70	72.06	2559.00	0.364	0.05	Not Significant
	Longer	80	78.51				



Family Monthly Income	Lower	57	77.41	2541.50	0.673	Not Significant
	Higher	93	74.33			

Table 9 reveals the comparative analysis of the level of teachers' performance to profile variables.

The computed p -values of variables age, educational attainment, sex, length of service, and family monthly income are 0.225, 0.766, 0.380, 0.364, and 0.673, respectively, which are all greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of teachers' performance when grouped and compared according to age, highest educational attainment, sex, length of service, and family monthly income is accepted.

This implies that the level of teachers' performance does not vary when they are grouped and compared according to ages, educational attainment, sex, length of service, and family monthly income. This indicates that the performance of teachers is not influenced by their personal backgrounds but rather by external factors. These external factors may include institutional support, available resources, and professional development opportunities. The result is supported by Española and Eslabon (2024), wherein there is no significant difference in the level of teachers' performance when compared according to age, sex, and family income.

Relational Analysis Between the Level of Teachers' Work Motivation and the Level of Teachers' Performance

Table 10

Relationship Between the Level of Teachers' Work Motivation and the Level of Teachers' Performance

Variable	rho	p-value	Sig. level	Interpretation
Motivation Performance	0.017	0.838	0.05	Not Significant

As presented in the table, the computed r was 0.017 with a p -value of 0.838, which is greater than the 0.05 level of significance; thus, it is interpreted as not significant. Therefore, the hypothesis stating there is no significant relationship between the level of teachers' work motivation and performance was accepted.

The finding implies that the level of teachers' work motivation has nothing to do with teaching performance. This means that teachers are performing well whether or not they are provided with better working environments, professional development opportunities, compensation and benefits, and recognition and rewards. The result agrees with that of Española and Eslabon (2024), wherein there is no significant relationship between the level of teachers' work motivation and their level of performance. But it contradicts that of Ybañez (2025), wherein there is a significant influence between the work motivation of teachers and teaching outcomes.

CONCLUSIONS

The study found that most respondents were female, relatively older, had higher educational attainment, longer years of service, and higher family income. Overall, teachers demonstrated a very high level of work motivation in the learning environment and high levels in professional development, compensation and benefits, and recognition and rewards, while their overall performance was outstanding across the identified demographic profiles. A significant difference was found only in teachers' motivation regarding recognition and rewards when grouped according to length of service, whereas no significant differences were observed in teachers' performance across age, sex, educational attainment, length of service, and family income. Furthermore, no significant relationship was found between teachers' work motivation and performance. The findings also revealed concerns regarding insufficient teaching and learning resources, limited opportunities for postgraduate studies due to financial and time constraints and assignment locations, reliance on teaching as the primary source of income, and limited receipt



of awards and citations. Despite these concerns, teachers remained highly motivated and demonstrated outstanding performance, suggesting that their professional performance was sustained by their personal commitment to growth and development and that variations in recognition and rewards may be associated with length of service, while teachers' performance appeared to be influenced by factors beyond their demographic characteristics.

RECOMMENDATIONS

Based on the findings and conclusions of the study, it is recommended that schools improve teachers' access to quality instructional materials, appropriate technology, and psychosocial support, taking into consideration the specific needs of teachers assigned to upland and lowland rural schools. Additional funds should be allocated for the purchase, development, and maintenance of teaching and learning resources. Teachers' workplace conditions should also be regularly assessed through consultations, surveys, and open discussions, particularly in terms of facilities, transportation, safety, internet connectivity, workload, and access to instructional resources. Teachers should be encouraged to manage their income wisely by preparing practical budgets, prioritizing essential needs, and living within their means, while also actively pursuing professional growth through seminars, webinars, training programs, mentoring, professional learning communities, and independent study. They should likewise strengthen their time management, adaptability, resourcefulness, and resilience. To support continuing education, additional scholarship grants and financial assistance should be provided to teachers pursuing graduate or postgraduate studies, while continuous professional development programs should be scheduled at suitable times and conducted in accessible venues. Existing workload policies should be reviewed to promote a healthier work-life balance, and regular team-building, mentoring, and collaborative activities should be conducted to strengthen professional relationships. Finally, schools should establish fair, meaningful, and responsive Recognition and Rewards Programs to acknowledge teachers' accomplishments and contributions.

Conflict of Interest

The author declares the absence of any conflict of interest that could have influenced the content or conclusions of this paper. She affirms that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

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