



The Elementary School Teachers' Motivational Types and Their Individual Performance Commitment

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ABSTRACT

Purpose of the study: This research was conducted to investigate the motivational types of elementary school teachers and their relationship with their individual performance commitment and review scores and their identified demographic profiles.

Methodology: Employing a quantitative-correlation research design, a survey was administered to 78 elementary school teachers in Kidapawan City, Philippines. The gathered data underwent rigorous analysis using descriptive and correlational statistics with the Statistical Package for the Social Sciences (SPSS).

Main Findings: The results of this study revealed that the respondents exhibited a strong intrinsic motivation, demonstrating unwavering dedication to the teaching profession. Simultaneously, their extrinsic motivations underscored the importance of external incentives and recognition in enhancing their commitment to teaching. This research also showcased the exemplary performance of the respondents in fulfilling their mandated responsibilities, as evident in their IPCR ratings. Further analysis unveiled no significant relationship between the respondents' IPCR scores and their motivational types, whether intrinsic or extrinsic.

Novelty/Originality of this study: In general, the outcomes of this research contribute invaluable information for formulating conclusions and practical recommendations. The findings offer insights into the interplay of motivation and performance, which can be applied to enhance teacher support, professional development, and the overall effectiveness of the teaching profession.

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1. INTRODUCTION

Motivated teachers are passionate and enthusiastic about their role in education and catalyze their students' academic and personal growth. They create an engaging and dynamic learning environment where students feel inspired to participate, ask questions, and explore new ideas. Motivated teachers continuously seek out new strategies, instructional methods, and resources to enhance the learning experience, adapting to the diverse needs of their students. They recognize the importance of fostering curiosity and a love for learning, helping students develop critical thinking skills, and encouraging them to become independent, lifelong learners. Beyond

academic instruction, these teachers also nurture their students' personal development, instilling values such as perseverance, responsibility, and a positive attitude toward learning [1].

Motivation is essential for teachers to inspire their students and colleagues to learn and achieve more. Teachers must foster an environment of encouragement and support, which is the key for them to perform better. Motivation helps promote a positive atmosphere, and it can keep teachers engaged and motivated to teach their students and make a difference in their lives [2]. Motivation can help inspire teachers to go above and beyond in their teaching methods as they strive to find new and innovative ways to make their jobs lighter yet enjoyable. Motivation can also help to create a sense of accountability for teachers, as they are more likely to take responsibility for their actions when they feel inspired and motivated to do their jobs [3].

On the other hand, public school teachers submit their Individual Performance Commitment and Review (IPCR) every year. Monitoring teachers' performance is essential to ensure that they are committed to their jobs and that their students receive a quality education. It helps identify areas where teachers could improve their teaching methods and highlight areas where they excel [4]. By tracking and evaluating teacher performance, school administrators can ensure they hire and keep the best teachers who can effectively teach the students. Monitoring performance can also help identify teachers who may be struggling and provide them with the resources and support they need to become more successful [5].

In recent years, there have been increasing reports of teachers feeling unmotivated. This lack of motivation can be attributed to several causes, including inadequate pay and benefits, a lack of professional development, and a lack of appreciation for their work. As a result, teachers are leaving the profession, and their students suffer from poor achievement [6]. Also, many teachers lack the experience, education, and resources to teach their students effectively. As a result, they may be unable to provide their students with the best possible learning experience, contributing to poor individual performance scores [7]. In addition, teachers often struggle with the challenge of keeping up with changing curriculum standards and expectations. This can lead to confusion and frustration for teachers and students [8].

Throughout the years, several scholars have been investigating the role of motivation on teachers' performance. Scholars emphasized that teachers' motivation is crucial in promoting a healthy and safe teaching-learning environment [9]. They have further explained that the Theory of Self-determination plays an essential role in providing relevant insights into understanding the teachers' motivation and factual reasons why they continue their teaching profession, their drive to perform their daily duties, and their experiences in teaching. They have also explained that research on motivation has mainly concentrated on the role of goal orientation and self-evaluation in conducting learning activities. This investigation pointed out that the self-motivation of teachers has a positive connection to teachers' performance in school [10].

In the Philippines, Jimenez [11] studied the teachers' performance motivation and job satisfaction and revealed that motivated teachers can help create a positive school culture and climate, which in turn helps foster a learning culture. Additionally, motivated teachers can help to reduce discipline problems, leading to an improved school climate and a more positive learning experience for all students. Further, Batugal & Tindowen [12] explained that teachers having low motivation in teaching results in less engaging and less effective instruction, can cause teachers to have low morale and a negative attitude, which can harm other staff, students, and parents, struggle to communicate effectively with colleagues or students, which can lead to misunderstandings and conflicts, and struggle to effectively manage classrooms or provide discipline, leading to disruptive behavior or misbehavior from students.

While various studies have explored teacher motivation and its impact on performance, a specific examination of the relationship between motivational types and the Individual Performance Commitment and Review (IPCR) scores of elementary school teachers remains insufficiently studied. In particular, the local context of Kidapawan City, Cotabato, Philippines, has not been the focus of such research. This study contributes novelty by filling this gap, investigating how intrinsic and extrinsic motivations influence teacher performance in a way no prior local studies have examined. The urgency of this research stems from the increasing pressures on teachers to meet performance benchmarks, with the growing need for educational institutions to understand what drives their teachers' commitment and productivity. Providing evidence-based insights into these motivational factors is crucial in shaping effective professional development programs and interventions to sustain high performance and address the school system's motivational deficiencies.

This research generally aimed to describe the demographic profile of the respondents in terms of age, length of service, and educational attainment; determine the motivational types of the respondents; identify the

respondents' Individual Performance Commitment and Review (IPCR) scores; examine the significant relationship between the respondents' motivational types and their demographic profile; investigate the vital relationship between the respondents' demographic profile and their IPCR scores; and determine the significant relationship between the respondents' motivational types and their IPCR scores.

This research will help the respondents become more aware that their motivational types play a significant role in their performance at school. This will also allow them to realize the importance of having the right motivational types in teaching to optimize their maximum potential as educators. The future findings of this study will inform them of their current status, which will hopefully serve for self-assessment.

Further, to the school administrators, the findings of this research will open opportunities for intervention to help their teachers develop suitable motivational types in teaching. This study will serve as an eye-opener for educational leaders to design proactive strategies to boost teachers' motivation in teaching to improve their performance. Finally, this research will contribute to the body of knowledge as a reference for future research on the same topic.

2. RESEARCH METHOD

2.1. Research Design

This study utilized the quantitative research design employing the descriptive-correlation method. Quantitative research is a method where two or more quantitative variables are determined for significant relationships. Additionally, as stated by Phakiti [13], it discovers relationships among variables to allow the prediction of future events from knowledge, using numerical data and statistical analysis to test hypotheses and answer research questions. Also, it involves collecting data from a large sample of individuals or cases and using statistical techniques to analyze the data and draw conclusions.

A descriptive correlation research design was employed in the study. This design investigates relationships between variables without the researcher controlling or manipulating them [14]. This study used the design to determine the relationship between elementary school teachers' motivational techniques and their performance commitment. With this, statistical tools were utilized to determine the relationship between variables. The design used in the study is appropriate since the researcher of this understanding wants to know the significant relationship among variables.

2.2. Respondents of the Study

The researcher conducted the study with all elementary teachers currently employed at Kidapawan City Pilot Elementary School in Poblacion, Kidapawan City, Cotabato, Philippines.

2.3. Research Procedures

The procedures of this study began by securing all the necessary permits and letters of permission from the Schools Division Superintendent. After the permits were obtained, the researcher visited the school to pay courtesy to the principal and coordinate with grade leaders to arrange schedules for data collection. Preliminary data was gathered, and informed consent forms were distributed and secured from the respondents, ensuring their voluntary participation. The actual data gathering followed, where a survey was administered to 78 elementary school teachers. Once the data was collected, the raw data was turned over to a statistician for clustering, data cleansing, analysis, and interpretation.

2.4. Sampling Procedure

This study employed a complete enumeration sampling technique to gather the necessary data. This sampling technique means every single member of a population is included in the sample. It is a sampling method where the entire population is studied or examined, leaving no element or unit untested or unmeasured. This method is often used when the population size is small and it is feasible to explore each individual. It is also commonly used when accuracy is critical, and the cost of sampling is not prohibitive.

Complete enumeration sampling is a highly accurate and reliable sampling method as it includes every member of the population, leaving no room for sampling error or bias. However, it can be time-consuming and expensive, especially with a large population.

2.5. Research Instrument

This research utilized the Teachers' Intrinsic and Extrinsic Motivation Questionnaire developed by Shaikh et al. [15]. To ensure the validity of the instruments, they were developed under the close guidance and supervision of a five-member panel of professors of Iqra University with 10-20 years of post-doctorate teaching/research experience. After the questions were designed, they were pilot-tested on 20 respondents to identify ambiguous questions in the instruments. Internal consistency between .7 and .8 is acceptable, and good between .8 and .9. Internal consistency was calculated for different parts of the questionnaire through Cronbach's alpha values. The alpha values stood at .89 for 11 items of intrinsic motivation and .74 for 14 items of extrinsic

motivation. Even if several scholars have used this questionnaire, it was subjected to validation to assess its applicability, validity, and reliability.

2.6. Statistical Analysis

The descriptive data was analyzed and interpreted using descriptive statistics such as frequency count, percentages, mean, and weighted mean. Pearson Product Moment Correlation (Pearson R) was used to determine the significant relationship between the teachers' motivational techniques and their individual performance commitment and review scores.

3. RESULTS AND DISCUSSION

3.1. Results

This section presents the study's results, which aimed to investigate the motivational types of elementary school teachers and their relationship with individual performance commitment and review scores. The findings are derived from data collected through surveys administered to 78 teachers in Kidapawan City, Philippines, and analyzed using descriptive and correlational statistics. The results provide insights into the motivational dynamics within the teaching profession and how these factors influence teachers' performance and commitment.

Table 1. Intrinsic Motivation of the Respondents

Statements	Mean	Verbal Description
I love instructing and assisting pupils in their learning.	3.73	Strongly Agree
I feel satisfied and accomplished when pupils succeed and excel in their studies.	3.72	Strongly Agree
Teaching gives me job satisfaction.	3.67	Strongly Agree
I enjoy teaching as a profession.	3.67	Strongly Agree
Teaching gives recognition and respect from the community.	3.63	Strongly Agree
Through education, I am having a positive impact on the community and society.	3.59	Strongly Agree
I believe that the teaching profession allows for further professional development.	3.56	Strongly Agree
I think education is crucial and has the power to change people's lives.	3.56	Strongly Agree
Teaching is a competitive profession.	3.54	Strongly Agree
I believe I am more beneficial to the community as a teacher than other jobs.	3.50	Strongly Agree
I see the chance for growth both personally and professionally.	3.47	Agree
The above motivators have increased my morale to work as a teacher.	3.41	Agree
Teaching provides interaction with people from many areas.	3.32	Agree
Teaching is one of my goals in life.	3.28	Agree
Teaching responsibilities give a sense of control over others.	3.08	Agree
Weighted Mean	3.52	Strongly Agree
Scale	Verbal Description	
1.00 – 1.49	Strongly Disagree	
1.50 – 2.59	Disagree	
2.50 – 3.49	Agree	
3.50 – 4.00	Strongly Agree	

Table 2. Extrinsic Motivation of the Respondents.

Statements	Mean	Verbal Description
DepEd provides me with a clothing allowance.	3.87	Strongly Agree
DepEd provides me with a mid-year bonus and a 13 th month pay bonus.	3.86	Strongly Agree
DepEd provides me with a Performance Based Bonus (PBB).	3.79	Strongly Agree
DepEd provides me with Instructional Materials IM/Chalk allowance.	3.72	Strongly Agree
DepEd gives me permission to pursue higher education.	3.54	Strongly Agree

DepEd gives me an opportunity to join seminars and conferences for my professional growth.	3.44	Agree
Teachers are given leave of absence when justified.	3.44	Agree
The item motivators have increased my performance as a teacher.	3.41	Agree
I am paid a salary that is enough to cater to my basic needs and family.	3.19	Agree
The school organizes end-of-year parties for teachers.	3.17	Agree
Teachers who perform well are given prizes or recognition.	3.10	Agree
The only incentives for my performance or accomplishment are the financial benefits, advantages, or bonuses.	3.03	Agree
Instead of seeking internal fulfillment or personal development, I constantly seek external praise, awards, or recognition for my teaching methods.	2.94	Agree
I would change my profession if I could have one better reward.	2.90	Agree
Teachers are given free medical care in case of sickness.	2.26	Disagree
Weighted Mean	3.31	Agree
Scale	Verbal Description	
1.00 – 1.49	Strongly Disagree	
1.50 – 2.59	Disagree	
2.50 – 3.49	Agree	
3.50 – 4.00	Strongly Agree	

Table 3. Summary of Individual Performance Commitment Scores of the Respondents

IPCR Scores	Frequency	%
Outstanding	50	64.10
Very Satisfactory	28	35.90
Not Satisfactory	0	-
Poor	0	-

Table 4. Test of Significant Relationship Between the Respondents' Individual Performance Commitment and Review Scores and their Motivational Types

Variables	Pearson-r	p-value	Significance
IPCR			
Intrinsic	.333	.225	No significant relationship
Extrinsic	.084	.765	No significant relationship

* Statistically Significant if p-value is <.05

3.2. Discussions

Motivational Types of the Respondents

Table 1 reveals the intrinsic motivation of the respondents. Based on the data, "I love instructing and assisting pupils in their learning" got the highest mean value of 3.73, with a verbal description of "strongly agree." This shows that most of the respondents who answered have a strong desire to teach and help pupils learn. This strong agreement with the statement shows a deep commitment to the teaching profession and a willingness to take an active role in teaching and guiding.

This finding shows how important it is for teachers to have the depth of knowledge and skills to impart to the pupils and to want to make a positive difference in their pupils' educational experiences. Teacher respondents who "strongly agree" with this statement will likely be more dedicated, enthusiastic, and influential in their jobs, which can positively affect how well their pupils learn.

Teachers must want to teach and help their pupils learn independently, as this is the key to creating a thriving and effective learning environment. Teachers who are genuinely passionate about sharing knowledge and helping their pupils grow intellectually bring incomparable passion and dedication to their jobs [16]. This motivation comes from within, allowing pupils to do well in school. When teachers are always dedicated to teaching, they not only inspire and engage their pupils, but they also have a positive effect on the whole educational atmosphere [17]. Liu et al. [18] further explained that their enthusiasm spreads, making their pupils want to learn and encouraging them to explore, ask questions, and do well. Intrinsic motivation in teaching is not just an admirable trait; it is the cornerstone of a meaningful and life-changing education. Since teachers are the ones who

pass on knowledge, they must keep their motivation high. Intrinsic motivation is the lighthouse that shows teachers and pupils the way to academic excellence and personal growth.

On the other hand, the intrinsic motivational statement with the lowest mean score was "Teaching responsibilities give a sense of control over others." This statement got a mean score of 3.08, with a verbal description of "agree." This means that the respondents concur with the statement and that even though some teachers may feel like they have some control over their jobs, this is not as important as the fact that they love teaching and helping their pupils. This finding shows how motivations for teaching are many-sided. Many teachers do not do their jobs because they want to be in charge or have control over others. Instead, they do it because they care deeply about their pupils' learning process and success.

Klaeijnsen et al. [19] underscored that many teachers value intrinsic motivation more than a desire for control. Their approach is based on their love of teaching and desire to help pupils learn and grow. They see themselves as role models and guides and enjoy seeing their pupils succeed and grow. This motivation has also been caused by the changing educational philosophies, which now favor student-centered and collaborative methods over authoritarian ones. Tang et al. [20] expressed that modern ways of teaching encourage independence and self-directed learning, which gives pupils more control over their learning. Thus, Ginsberg & Wlodkowski [21] explained further that the traditional role of teachers has changed from being authoritative figures to helping pupils learn in line with ethical concerns that stress the importance of treating pupils with respect and dignity. Modern teacher training and professional development programs also push for collaborative, student-centered teaching that focuses on mutual respect and collaboration and moves away from the idea of control.

Overall, the respondents' intrinsic motivation got a weighted mean value of 3.52, described verbally as "strongly agree." This means that most respondents recognize and love their roles as teachers and mentors regarding intrinsic motivation. The high level of agreement shows how strongly these teachers believe in the principles of actual teaching and student growth, as it shows that they do not just do their jobs because they must or because someone else is making them but because they love what they do and want their pupils to do well.

Suryani & Widhiyanto [22] explained that intrinsic motivation is a powerful force in education because it makes teachers excited, creative, and determined to give their best in creating learning experiences. This is a crucial aspect that teachers need to develop and keep this kind of motivation burning as this is a vital part of good teaching and student outcomes.

Further, Ryan & Deci [23] explained that it is essential for elementary school teachers to keep their motivation going because their role in teaching young minds is crucial and significantly impacts how they learn. Intrinsic motivation drives their love of teaching, which inspires creativity and a real commitment to helping pupils develop a lifelong love of learning. When teachers are self-motivated, they bring enthusiasm and dedication to the classroom, which makes it an excellent place to learn. Buchner & Zumbach [24] explained that this, in turn, makes pupils more engaged and helps them do better in school since they are more likely to do well when taught by teachers who care about their growth. Also, self-motivated elementary teachers serve as role models for their pupils, teaching them the value of being curious and self-motivated.

On the other hand, Table 2 shows the results of the respondents' extrinsic motivations. Based on the data, the statement with the highest mean was "DepEd gives me a clothing allowance," which got a strong mean score of 3.87, with a verbal description of "strongly agree." It is observed that the top statements in the table have something to do with the benefits teachers receive from their services. This suggests that these financial incentives are significant for motivating teachers to work hard. It shows that teachers value these annual benefits, including clothing allowances, bonuses, and instructional material allowances, as an essential aspect as these also help their families with their finances. These external motivations show how educators are rewarded and recognized for their hard work, and these incentives significantly affect their motivation.

This result implies that the high mean values and strong agreement with questions about DepEd's financial benefits show that these incentives motivate teachers in a way that is not based on what they want to do for themselves. It shows how important it is to recognize and keep these incentives as part of a larger plan to find, keep, and motivate teachers in the educational system. The intrinsic motivations discussed earlier can be paired with these extrinsic motivations to make a well-rounded approach to teacher motivation that is good for both teachers and the quality of education their pupils can get.

Yasmeen et al. [25] highlighted that compensating teachers properly with extrinsic rewards, including competitive salaries and comprehensive benefits, is vital to recognize the immense value of their role in society. Adequate compensation attracts and retains talented teachers and motivates them to perform at their best. It lessens financial stress and ensures teachers can focus on their core responsibilities without distraction. Jang [26] also explained that fair compensation leads to a powerful message about the societal importance of education and the teaching profession, attracting individuals dedicated to shaping the future.

On the other hand, "Teachers get free medical care if they get sick" was the least rated among the 15 statements under the extrinsic motivation items, with most respondents saying "disagree." This finding shows that teachers are very aware that even though the government requires them to pay a considerable amount for their

PhilHealth coverage a program that is supposed to help them in times of illness or hospitalization it is not enough to give them total medical care.

This finding points to a significant concern among teachers and shows that the current health support system is insufficient to meet their needs. Teachers influence the country's future and have less access to comprehensive health care, affecting their overall health and job satisfaction. The government must fix this problem because it is also responsible for caring for teachers, which is crucial to giving the country's young people a responsive education.

Picazo et al. [27] critically examined the benefits of purchasing PhilHealth and revealed that people are dissatisfied with the services they get. Due to the limitations of PhilHealth, it can be challenging for Filipinos to get the medical care they need. PhilHealth is meant to help with health care, and teachers are covered by it. However, when teachers have health problems, the system's flaws become evident. Even though teachers must pay their monthly contribution, the coverage may not always cover all their medical costs, leaving them with costs they must pay on their own. Salvador et al. [28] also explained that because of money problems, teachers may not get the medical care they need, which could hurt their health and well-being. Also, if they do not have enough coverage, they might have to wait longer or put off treatment, damaging their ability to teach well.

Despite having this negative item, the overall extrinsic motivation of the respondents got a mean value of 3.31 with a verbal description of agree. This nuanced view shows that, despite some areas of concern, most teachers still agree about extrinsic motivations. It is essential to realize that this collective agreement means that teachers are still motivated to do their jobs even though some external incentives do not work as well as they could. Even though there may be differences and problems, teachers acknowledge the value and importance of these external motivators, which often include money, recognition, and other benefits. It shows the strength and dedication of teachers, who stay committed to their jobs and educate the country's youth even when things are hard.

Teachers' extrinsic motivation is crucial to recognizing and rewarding their hard work and dedication [29]. It rewards and acknowledges their hard work, which can help boost their morale, make them happier at work, and keep them there. Bear et al. [30] expressed that extrinsic motivators can help attract and retain teachers by giving them benefits and recognition for their work. Also, these aspects can be an excellent addition to teachers' motivation, making for a more well-rounded approach to teacher motivation. They can also show how vital teaching is as a profession and encourage teachers to keep working hard to give their pupils a good education.

The Individual Performance Commitment Scores of the Respondents

Table 3 shows the Individual Performance Commitment Scores of the teacher respondents. Based on the data, 50, or 64.10%, got an "outstanding" rating, and 28, or 35.90%, got a "very satisfactory" rating. This result is exceedingly good as it shows how committed and dedicated most teachers are to their jobs. It shows how hard they work to meet their professional obligations, and having this positive rating distribution shows that the education sector has the potential to keep growing and improving, which is good for both teachers and pupils.

Filipino teachers perform well despite the problems they experience because of a unique combination of determination, resilience, commitment, and a great sense of responsibility. Numerous Filipino teachers are motivated by a genuine dedication to the achievement of their pupils and a belief in the transformational power of education [31]. They frequently embrace a culture of creativity, modifying their teaching approaches to avoid resource limitations and accommodate a variety of learning contexts. In addition, Subosa [32] explained that their strong mutual support enables them to overcome difficulties and remain motivated. The unshakable dedication of Filipino teachers to their profession and pupils helps them to excel even in the face of hardship, making them indispensable pillars of the Philippine educational system.

Significant Relationship Between the Respondents' IPCR Scores and Their Motivational Types

Table 4 shows the tests of the significant relationship between the respondents' IPCR scores and their motivations, both intrinsic and extrinsic. The data shows that intrinsic and extrinsic motivation have p-values higher than the predetermined alpha value of .05. Because these p-values are higher, there is no statistically significant relationship between the respondents' IPCR scores and their intrinsic or extrinsic motivations.

This finding means that, according to the data, the motivations of the respondents do not influence their IPCR scores, and their teaching performance is consistent no matter how much they are motivated by things intrinsically and extrinsically. In other words, the level of motivation does not appear to influence their performance significantly, as measured by IPCR scores.

Further, the implications of this study underscore the significance of understanding the motivational types of elementary school teachers, as these factors are essential in enhancing their performance commitment and overall effectiveness in the classroom. The findings suggest that while intrinsic motivation is crucial in driving teachers' dedication to their profession, extrinsic motivators also significantly influence their commitment to teaching. However, the study has limitations, including the relatively small sample size of 78 teachers, which may not fully represent the diverse motivations of educators in different contexts. Additionally, the study focused solely on a specific geographic area, limiting the generalizability of the results to broader educational settings. Future

research is recommended to expand the sample size and explore the motivational dynamics of teachers in various regions and academic environments. Moreover, qualitative approaches could be integrated to provide deeper insights into teachers' personal experiences and motivations, thereby enriching the understanding of how these factors contribute to their professional development and effectiveness in fostering student learning.

4. CONCLUSION

Based on the findings, this study concludes that elementary teachers are primarily intrinsically motivated because of their deep dedication and commitment to their roles as educators and their sincere desire to guide pupils toward excellence. Even in the modern days, where so many influences affect the teaching-learning process, they still view teaching as a noble and self-rewarding profession, emphasizing their intrinsic motivation to help students realize their full potential. Further, this study concludes that extrinsic motivations influence elementary teachers, including government-provided privileges and benefits such as salaries, bonuses, and instructional material allowances. However, this study unveils that many teachers express turnover intentions, indicating a willingness to explore better opportunities if there are some. Notably, Filipino teachers' inadequacy of healthcare coverage significantly affects their extrinsic motivation in teaching.

Based on the findings, it is recommended that schools implement tailored professional development programs that focus on both intrinsic and extrinsic motivational strategies to help teachers develop a passion for teaching while appreciating external rewards. Establishing systems for recognizing and rewarding teachers' achievements can further enhance extrinsic motivation, reinforcing their value and commitment. Encouraging collaboration among teachers through mentoring and professional learning communities can foster intrinsic motivation by promoting the sharing of best practices and teaching strategies. Future research should explore the complexities of teacher motivation across various demographics and regions, considering factors like work environment and administrative support. Additionally, schools should create consistent feedback mechanisms to help teachers reflect on their performance, identify areas for improvement, and celebrate successes, supporting continuous professional growth.

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