

Teachers' Work Motivation in Relation to their Performance

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Abstract:

Teachers' Performance is significantly affected by how much educators are motivated at work. This study was conducted to level of teachers' work motivation in relation to their performance in Far Flung elementary schools, in a first-class Municipality, in central Philippines for the School Year 2021-2022. The study utilized descriptive research design. A validated and reliability-tested self-made questionnaire was used to gather baseline data from 108 sampled respondents. Most teacher-respondents are older, female, and with higher monthly income. The level of teachers' work motivation in the areas of career development, work environment, and financial stability is generally high. Teachers' performance was found to be very satisfactory across all categories of age, sex, and family income. A significant difference exists in the Level of Teachers' Work Motivation in Far Flung Elementary Schools in the Area Career Development according to sex. There is no significant relationship between the Level of Teachers' Work Motivation and their Level of Performance.

Keywords: Career development, financial stability, teachers' performance, work environment, work motivation

Introduction:

Nature of the Problem

Teachers' work motivation involves the desire to teach and one's interpersonal style toward students. A teacher's motivation resolves around the extent of psychological need satisfaction experienced during the act of teaching, and it manifests itself in terms of teacher enthusiasm and job satisfaction (Reeve and Su, 2016).

Teachers' Performance is significantly affected by how much educators are satisfied at work. By general standards, it is the result of the formal teachers' evaluation process which is heavily dependent on classroom observations conducted by School Heads, Master Teachers, and other senior educators in the school. This refers to the overall effectiveness of teachers in the classroom (Sawchuk, 2015).

As a tenured teacher for almost twenty years in service, the researcher witnessed the struggle of every teacher in terms of work management and the burden it gave them. The pressure of the deadlines of these workload has given impact on the teacher individual performance. Particularly on the manner of promotions given to the teachers, in cases where most of the teachers retired as Teacher I, while teachers who are younger in the service has been promoted as Teacher II or Teacher III. The promotion given to the teacher motivates the individual to perform extra mile on doing duties and responsibilities even during the time of pandemic.

Some other pressing issues that may have an impact on teachers' motivation include extended and long school hours, high volume of paper works, pay and health issues, safety teaching environment, among others. All these may affect their productivity at work.

It is the desire of this study to help determine teachers' work motivation and performance in the midst of a rising workload, steady pay and pandemic.

Current State of Knowledge

Recent research emphasizes the vital role of teacher motivation, particularly during the COVID-19 pandemic, when the abrupt shift to online learning disrupted instructional practices and challenged teacher well-being (Kamstra, 2020; Hodges et al., 2020). Despite its strong influence on student outcomes and classroom dynamics, teacher motivation has often been overshadowed by the focus on students (Beausaert et al., 2021). Factors such as excessive workload, lack of recognition, limited resources, and restricted career growth—mostly extrinsic and uncontrollable—contribute to teacher stress and demotivation (Kneschke, 2020). These challenges can diminish instructional quality and lead to attrition, underscoring the urgency of understanding what drives teachers to remain in or leave the profession (Wyatt, 2019). Motivated teachers are more likely to create engaging, meaningful learning experiences that enhance student achievement (Darling-Hammond, 2016). Ultimately, teacher performance—driven by observable behaviors and skill levels—plays a critical role in meeting educational goals and fostering long-term student success (StudeerSnel, B.V., 2020).

The COVID-19 pandemic forced a rapid transition to online learning and highlighted the lack of preparedness within educational systems globally (Valero, 2020). While blended learning had previously been praised for its personalized approach (Lagua, 2021), the sudden reliance on fully online instruction presented significant challenges. These included the need for adequate planning, training, and technological resources—areas where most schools were ill-equipped. Teachers were forced to adapt traditional methods to digital platforms, a shift requiring not only technical adjustments but also a transformation in pedagogy and mindset. Research by Bozkurt et al. (2020), Rapanta et al. (2020), and Tejedor et al. (2021) indicates that most teachers were unprepared for this change, leading to increased stress and diminished performance, which negatively impacted student learning. These studies underscore the importance of professional development and support systems to ensure effective online teaching.

The pandemic's global impact on education was unprecedented, with school closures leading to significant disruptions in learning and increasing educational inequality (Guo & Hao et al., 2020; Adnan & Anwar, 2020). In response, educational experts advocated for distance education as a temporary solution to continue learning while minimizing health risks (Kaur, 2020). This transition to online learning, though necessary, brought challenges like the shift from traditional in-person interactions to digital communication tools such as virtual classes and media-based instruction (Griffiths, 2016). In the Philippines, the Department of Education introduced Blended Learning, Distance Learning, and Homeschooling as primary modes of instruction, each presenting distinct advantages and challenges. Blended learning combined online strategies with face-to-face instruction, supporting diverse learning needs, while modular and online formats catered to self-driven learners, though varying feedback from students suggested a need for further refinement (Tupas & Linas-Laguda, 2020).

In the face of these challenges, online informal learning (IL) became a critical tool for fostering innovation among educators during the pandemic (Zhang et al., 2020). However, teachers still struggled with limited time, resources, and institutional support, which hindered their professional growth (Borg, 2015; Burns & Westmacott, 2018). Motivation, a central element of teacher performance, was influenced by both internal factors like self-determination and external conditions such as workload and support systems (Watt & Richardson, 2015; Panisoara et al., 2020). Despite the barriers, self-reflective practices and action research empowered some teachers, though economic and geographic disparities remained significant obstacles (Weiss, 2019; Munoz & Miller, 2017).

Despite the many challenges posed by the COVID-19 pandemic, it has also highlighted the resilience and adaptability of educational systems, teachers, and students. Teachers quickly adapted to new learning platforms, from radio and TV to online tools, transforming their roles to meet student needs in non-traditional environments. Stronge et al. (2011) note that teacher effectiveness is shaped by various factors, including instructional strategies, classroom management, and teacher-student relationships, all of which were tested during remote learning. Globally, teachers faced varying levels of support and preparation, with some countries offering greater flexibility and autonomy than others. For instance, teachers in Sierra Leone benefited from toll-free student support lines, while in Estonia, teachers had the freedom to modify curricula (Barron et al., 2020). Conversely, teachers in Brazil experienced emotional and logistical challenges, feeling unprepared and overwhelmed by the demands of remote instruction. These global experiences underscore the importance of sustained teacher support, professional development, and flexibility in this evolving educational landscape.

This collection of studies highlights the multifaceted challenges teachers faced during the COVID-19 pandemic, especially in the Philippines and other global contexts. The rapid shift to online learning exposed gaps in digital readiness, resources, and pedagogical skills, leading to heightened stress, burnout, and a lack of institutional support (Tus, 2021; Paras et al., 2021). Public-school teachers, in particular, struggled with limited resources, though many found resilience through communication, collaboration, and their passion for teaching. While students remained motivated with proper support (Avila, 2020), teachers faced significant barriers, including limited training and

increased workloads, which negatively impacted their instructional effectiveness and emotional well-being (Bozkurt et al., 2020; Hodges et al., 2020). Studies by Sutton and Wheatley (2003), and Watt and Richardson (2015) emphasize the critical role of teacher motivation, influenced by factors like institutional climate and student relationships. The pandemic further diminished key job characteristics, such as task identity and social interaction, demotivating teachers and underscoring the need for comprehensive support systems (Kulikowski et al., 2021a; Khanal et al., 2021). Despite these challenges, intrinsic motivation and emotional resilience emerged as crucial elements sustaining teacher performance during this crisis.

Theoretical Underpinnings

This study is grounded on Frederick Herzberg's (1959) Two-Factor Theory of Motivation and Richard Schechner's (1985) Performance Theory. Herzberg's theory emphasizes two sets of workplace factors: hygiene factors (e.g., salary, job security, working conditions) which, when unmet, lead to dissatisfaction, and motivators (e.g., recognition, achievement, professional growth) which, when present, promote satisfaction and drive performance. Herzberg asserts that job satisfaction and dissatisfaction operate independently; thus, simply eliminating dissatisfaction does not automatically create satisfaction. Motivating factors must be actively present for employees to achieve higher productivity and deeper engagement. This framework is particularly relevant in educational settings, where meeting teachers' psychological, social, and professional needs is essential for sustaining their motivation and overall job performance (Richards, 2016).

Complementing this is Schechner's Performance Theory, which interprets behavior in both formal and informal settings as performative, influenced by cultural rituals, societal expectations, and interpersonal interactions. Schechner (1985) and Wallace Bacon (2001) emphasize that performance extends beyond the stage to everyday professional roles, including teaching. In this view, teachers engage in continuous performance shaped by the interplay of personal identity, institutional standards, and student interactions. Performance theory helps contextualize how educators project themselves in classrooms and how their work is assessed through evaluations and public perception. Together, Herzberg's and Schechner's theories offer a comprehensive foundation for examining how motivation, job satisfaction, and the performative nature of teaching affect teachers' professional behavior and commitment to institutional goals.

Objectives

This study aimed to determine the level of teachers' work motivation in relation to their performance in Far Flung elementary schools, in a first-class Municipality, in Central Philippines for the School Year 2021-2022. Specifically, this study sought to answer the following questions: 1) the level of teachers' work motivation according to the area of career development, work environment, and financial stability; 2) level of teachers' work motivation when grouped according to the aforementioned variables; 3) the level of teachers' performance during the School Year 2021-2022 when grouped according to the aforementioned variables; and 4) the significant difference in the level of teachers' work motivation when grouped and compared according to the aforementioned variables; 5) the significant difference in the level of teachers' performance when grouped and compared according to the aforementioned variables; and 6) the significant relationship in the level of teachers' work motivation and the level of teachers' performance.

Methodology:

This section presents a 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 procedures for data analysis.

Research Design

This study employed a descriptive research design to assess the level of work motivation among teachers in far-flung schools in a first-class municipality in central Philippines for the School Year 2021-2022. Descriptive research is a scientific method that involves observing and describing behavior without influencing it, collecting quantitative data that can be tabulated in numerical form or categorized, such as test scores or demographic patterns (Shuttleworth, 2016). This design was chosen for its suitability in fact-finding procedures, particularly in exploring existing conditions, relationships, practices, beliefs, ongoing processes, effects, or developing trends.

Study Respondents

A total of 108 teachers were the respondents of the study from the 17 Far-Flung Elementary Schools. Since the number of respondents is quite manageable purposive was utilized. Purposive sampling is a non-probability sampling.

Instruments

This study utilized a self-made data gathering instrument, divided into two parts. Part 1 collected demographic information from respondents, such as age, sex, and average family monthly income. Part 2 consisted of a 30-item questionnaire on teachers' work motivation, with 10 items each for Career Development, Work Environment, and Financial Stability. Respondents rated each item using a five-point Likert scale, where 5 represented "always," 4 "often," 3 "sometimes," 2 "rarely," and 1 "almost never." Secondary data was gathered from the DepEd's IPCRF rating, with the following measurement scale: 4.50-5.00 (Outstanding), 3.50-4.49 (Very Satisfactory), 1.50-2.49 (Unsatisfactory), and below 1.49 (Poor). It was subjected to validity (4.89-excellent) and reliability (0.731-good). All of them were interpreted as worthy and good; respectively.

Data Gathering Procedure

For the smoother conduct of the study the researcher send a letter of request addressed to the Schools Division Superintendent for the conduct of the study will be submitted for approval. Upon approval, a letter request will be distributed to the school head of the said school and to the respondents of the reliability test. After securing the approval for the second request, questionnaires will be administered to target respondents. The data gathered from the responses of the respondents were tallied and tabulated using the appropriate statistical tools. The raw data was transformed into numerical code guided by a coding manual. This will allow computer processing, statistical derivations and tabular presentation.

Data Analysis and Statistical Treatment

Objective No. 1 used the descriptive analytical scheme and mean to determine the level of teachers work motivation according to the following areas: career development, work environment and financial stability.

Objective No. 2 utilized the descriptive analytical scheme and mean to determine the level of teachers work motivation when grouped according to the variables.

Objective No. 3 used the descriptive analytical scheme and mean to determine the level of teachers` performance during the school year 2021-2022 when grouped according to the variables.

Objective No. 4 used the comparative analytical scheme and Mann-Whitney U test to determine the significant difference in the level of teachers work motivation when grouped and compared according to the variables.

Objective No. 5 utilized the comparative analytical scheme and Mann-Whitney U test to determine the significant difference in the level of teachers` performance when grouped and compared according to the variables.

Objective No. 6 utilized the relational analytical scheme and Spearman rho to determine the significant relationship in the level of teachers work motivation and the level of teachers` performance

Ethical Consideration

The researcher ensured that no personal data compromising the respondents' identity were collected in adherence to the Data Privacy Act of 2012, specifically on accessing the data both by the researcher and the analyst. The researcher was the only person with access to all data gathered. The respondents assured that no information that discloses their identity was released or published without their consent to the said disclosure, except when necessary to protect their rights and welfare. Likewise, all collected materials will be appropriately disposed of by machine shredding or dissolved in water after the publication of the study. Furthermore, soft copies of the data will be deleted with no chance of future retrieval.

Results and Discussion:

This section presents, analyzes, and interprets the data that were gathered consistent with its predetermined objectives.

Table 1
Level of Teachers' Work Motivation in Far Flung Elementary Schools in the Area Career Development

Items	Mean	Interpretation
As a teacher, I ...		
1. attend trainings and seminars to improve teaching strategies.	4.71	Very High Level
2. pursue post graduate studies to earn more knowledge.	4.35	High Level
3. attend workshops to enhance my teaching skills.	4.59	Very High Level
4. improve my communication skills by attending online workshops.	4.43	High Level

5. model best teaching practices for others to emulate.	4.49	Very High Level
6. value feedback and reflection in every activity.	4.70	Very High Level
7. set relevant goals particularly with my career path.	4.48	High Level
8. conduct simple action research.	3.75	High Level
9. strive to learn more so I can teach more.	4.51	Very High Level
10. learn full ICT utilization in classes and personal use.	4.24	High Level
Overall Mean	4.43	High Level

The Level of Teachers' Work Motivation in Far Flung Elementary Schools regarding Career Development showed an overall mean score of 4.43, indicating a high level of motivation. The item "attend trainings and seminars to improve teaching strategies" scored the highest at 4.71, reflecting a very high level of motivation, while "conduct simple action research" had the lowest mean of 3.75, still considered high. This suggests that while teachers are motivated in career development, challenges exist in engaging with or conducting action research, possibly due to limited resources, time constraints, or insufficient training. To address this gap, providing targeted training and support for action research could enhance teachers' professional growth and overall educational development. These findings align with Sagor (2016), who emphasized the importance of action research in improving teaching practices, though Ersozlu and Saklan (2020) note that teachers face barriers such as time constraints and lack of institutional support.

Table 2

Level of Teachers' Work Motivation in Far Flung Elementary Schools in the Area Work Environment

Items	Mean	Interpretation
As a teacher, I ...		
1. enjoy all kinds of support from the school administration	4.67	Very High Level
2. receive all IT-related support that I need from the school.	4.41	High Level
3. am working in protected, violence-free environment.	4.70	Very High Level
4. empowered as a teacher.	4.47	High Level
5. allowed to freely practice effective pedagogical strategies.	4.55	Very High Level
6. have the ability to work on teaching issues with the guidance of a Master Teacher/School Head.	3.76	High Level
7. am supplied with teaching and learning materials that I need from LGU	3.61	High Level
8. can use school facilities and equipment needed for the subject I teach.	4.34	High Level
9. can improve competence through various insets provided by the school.	4.67	Very High Level
10. independently work with parents and other stakeholders to help resolve classroom/school issues.	4.42	High Level
Overall Mean	4.36	High Level

The Level of Teachers' Work Motivation in Far Flung Elementary Schools regarding Work Environment scored an overall mean of 4.36, indicating a high level of motivation. The item "working in a protected, violence-free environment" received the highest mean of 4.70, reflecting a very high level, while "supplied with teaching and learning materials from LGU" had the lowest mean of 3.61, still considered high. This suggests that while the overall work environment is positive, teachers face challenges in accessing adequate teaching resources from local government units, which could hinder effective teaching and learning. Limited materials may force teachers to rely on outdated or improvised resources, impacting their performance and student outcomes. To improve motivation and education quality, strengthening the provision of learning materials from local governments is crucial. These findings align with Darling-Hammond et al. (2017), who emphasized the importance of high-quality resources for effective teaching, while Dube and Scott (2016) noted that rural schools often struggle with resource shortages due to limited funding and logistical challenges.

Table 3

Level of Teachers' Work Motivation in Far Flung Elementary Schools in the Area Financial Stability

Items	Mean	Interpretation
As a teacher, I ...		
1. practice wise budgeting of salary	3.43	Moderate Level
2. am able to provide for the needs of my children and family.	3.37	Moderate Level
3. can manage to spend for recreational activities	3.74	High Level
4. have a full command of my financial resources without hang-ups.	3.74	High Level

5. receive the right pay that commensurate the workload.	3.63	High Level
6. can manage to let ends meet from the last to the next salary day.	3.46	Moderate Level
7. save a little extra from the remuneration I receive for emergency	3.57	High Level
8. create opportunities for myself to have an extra income after school hours.	3.54	High Level
9. Can allot amount intended for loan payments	3.77	High Level
10. can provide for my family's foods and clothing.	3.49	Moderate Level
Overall Mean	3.57	High Level

Table 3 shows that the Level of Teachers' Work Motivation in Far Flung Elementary Schools regarding Financial Stability has an overall mean score of 3.57, indicating a high level of motivation. The item "can allot amount intended for loan payments" received the highest mean of 3.77, while "able to provide for the needs of my children and family" had the lowest mean of 3.37, reflecting a moderate level. This suggests that teachers face financial challenges in meeting their family's needs, which may affect their overall work motivation and satisfaction. These findings align with Smith et al. (2014), who found that teachers in low-income districts often struggle financially, relying on second jobs or public assistance, which leads to increased stress, decreased job satisfaction, and reduced motivation.

Table 4

Level of Teachers' Work Motivation in Far Flung Elementary Schools in the Area Career Development According to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I ...				
1. attend trainings and seminars to improve teaching strategies.	4.71	Very High Level	4.71	Very High Level
2. pursue post graduate studies to earn more knowledge.	4.29	High Level	4.41	High Level
3. attend workshops to enhance my teaching skills.	4.53	Very High Level	4.64	Very High Level
4. improve my communication skills by attending online workshops.	4.31	High Level	4.53	Very High Level
5. model best teaching practices for others to emulate.	4.43	High Level	4.55	Very High Level
6. value feedback and reflection in every activity.	4.63	Very High Level	4.77	Very High Level
7. set relevant goals particularly with my career path.	4.41	High Level	4.55	Very High Level
8. conduct simple action research	3.55	High Level	3.93	High Level
9. strive to learn more so I can teach more.	4.48	High Level	4.53	Very High Level
10. learn full ICT utilization in classes and personal use.	4.14	High Level	4.34	High Level
Overall Mean	4.35	High Level	4.50	Very High Level

Table 4 shows that Teachers' Work Motivation in Far Flung Elementary Schools in the Area of Career Development, when grouped by age, had an overall mean of 4.35 for younger respondents (interpreted as "High Level") and 4.50 for older respondents (interpreted as "Very High"). This suggests that while both younger and older teachers exhibit relatively high motivation, they may still experience some challenges compared to other categories. This could highlight the need for additional support or resources to further enhance their engagement and motivation. Borg (2015) found that barriers like lack of time, resources, and institutional support often lower teachers' motivation, limiting their ability to engage in action research and improve their teaching practices.

Table 5

Level of Teachers' Work Motivation in Far Flung Elementary Schools in the Area Work Environment According to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I ...				
1. enjoy all kinds of support from the school administration	4.62	Very High Level	4.71	Very High Level
2. receive all IT-related support that I need from the school.	4.39	High Level	4.43	High Level
3. am working in protected, violence-free environment.	4.70	Very High Level	4.71	Very High Level
4. empowered as a teacher.	4.41	High Level	4.52	Very High Level
5. allowed to freely practice effective pedagogical strategies.	4.51	Very High Level	4.58	Very High Level
6. have the ability to work on teaching issues with the guidance of a Master Teacher/School Head.	3.60	High Level	3.89	High Level

7. am supplied with teaching and learning materials that I need from LGU	3.53	High Level	3.69	High Level
8. can use school facilities and equipment needed for the subject I teach.	4.35	High Level	4.33	High Level
9. can improve competence through various insets provided by the school.	4.62	Very High Level	4.72	Very High Level
10. independently work with parents and other stakeholders to help resolve classroom/school issues.	4.38	High Level	4.46	High Level
Overall Mean	4.31	High Level	4.40	High Level

Table 5 shows that Teachers' Work Motivation in Far Flung Elementary Schools in the Area of Work Environment, when grouped by age, had an overall mean of 4.31 for younger respondents and 4.40 for older respondents, both interpreted as "High." Item 3, "working in a protected, violence-free environment," received the highest mean of 4.70 (Very High) for younger teachers, while item 9, "improving competence through various insets provided by the school," had the highest mean of 4.72 (Very High) for older teachers. However, item 7, "being supplied with teaching and learning materials from LGU," had the lowest mean of 3.53 for younger and 3.69 for older respondents, both interpreted as "High." This suggests that while teachers feel supported in many areas, the availability of teaching materials from the local government unit (LGU) remains a challenge, which may hinder effective teaching. Addressing this gap in resource provision could further enhance work motivation, as adequate resources are crucial, particularly in remote areas. The findings align with Orodho (2015), which noted that insufficient teaching resources in underfunded areas negatively affect teaching strategies and student outcomes, and Yusof et al. (2018), who emphasized the role of resource availability in teacher motivation and performance in rural schools.

Table 6
Level of Teachers' Work Motivation in Far Flung Elementary Schools in the Area Financial Stability According to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I ...				
1. practice wise budgeting of salary	4.28	High Level	4.30	High Level
2. am able to provide for the needs of my children and family.	4.37	High Level	4.44	High Level
3. can manage to spend for recreational activities	4.40	High Level	4.49	High Level
4. have a full command of my financial resources without hang-ups.	4.00	High Level	4.17	High Level
5. receive the right pay that commensurate the workload.	4.04	High Level	4.06	High Level
6. can manage to let ends meet from the last to the next salary day.	4.05	High Level	4.20	High Level
7. save a little extra from the remuneration I receive for emergency	3.67	High Level	3.83	High Level
8. create opportunities for myself to have an extra income after school hours.	2.87	Moderate Level	2.87	Moderate Level
9. Can allot amount intended for loan payments	4.19	High Level	4.28	High Level
10. can provide for my family's foods and clothing.	4.52	Very High Level	4.59	Very High Level
Overall Mean	4.04	High Level	4.12	High Level

Table 6 shows that Teachers' Work Motivation in Far Flung Elementary Schools in the Area of Financial Stability, when grouped by age, had an overall mean of 4.04 for younger respondents and 4.12 for older respondents, both interpreted as "High." Item 10, "can provide for my family's foods and clothing," received the highest mean of 4.52 for younger and 4.59 for older respondents, interpreted as "Very High." However, item 8, "create opportunities for myself to have an extra income after school hours," had the lowest mean of 2.87, interpreted as "Moderate," for both younger and older respondents. This suggests that teachers may struggle financially, unable to afford additional opportunities for professional growth or personal enrichment. These findings contrast with Weiss (2019), which highlighted that low teacher salaries contribute to financial stress, often forcing teachers to seek additional income outside school hours. This economic strain limits their ability to engage in professional development or personal enrichment, as they lack both time and resources.

Table 7
Level of Teachers' Work Motivation in Far Flung Elementary Schools in the Area Career Development According to Sex

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I ...				

1. attend trainings and seminars to improve teaching strategies.	4.77	Very High Level	4.67	Very High Level
2. pursue post graduate studies to earn more knowledge.	4.20	High Level	4.44	High Level
3. attend workshops to enhance my teaching skills.	4.47	High Level	4.65	Very High Level
4. improve my communication skills by attending online workshops.	4.33	High Level	4.48	High Level
5. model best teaching practices for others to emulate.	4.47	High Level	4.51	Very High Level
6. value feedback and reflection in every activity.	4.67	Very High Level	4.72	Very High Level
7. set relevant goals particularly with my career path.	4.43	High Level	4.52	Very High Level
8. conduct simple action research	3.67	High Level	3.79	High Level
9. strive to learn more so I can teach more.	4.43	High Level	4.56	Very High Level
10. learn full ICT utilization in classes and personal use.	4.17	High Level	4.29	High Level
Overall Mean	4.36	High Level	4.46	High Level

Table 7 shows that Teachers' Work Motivation in Far Flung Elementary Schools in the Area of Career Development, when grouped by sex, had an overall mean of 4.36 for male respondents and 4.46 for female respondents, both interpreted as "High." Item 1, "attend trainings and seminars to improve teaching strategies," received the highest mean of 4.77 for males and 4.67 for females, interpreted as "Very High." However, item 8, "conduct simple action research," received the lowest mean of 3.67 for males and 3.79 for females, both interpreted as "High." This suggests that both male and female teachers in these remote areas face similar barriers, such as limited resources, training, or support to conduct action research. Challenges may include a lack of time, materials, and guidance. These findings align with Villahermosa and Binayao (2023), which highlight the difficulties teachers face in conducting action research due to insufficient practical knowledge, resources, and skills.

Table 8
Level of Teachers' Work Motivation in Far Flung Elementary Schools in the Area Work Environment According to Sex

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I ...				
1. enjoy all kinds of support from the school administration	4.61	Very High Level	4.70	Very High Level
2. receive all IT-related support that I need from the school.	4.29	High Level	4.48	High Level
3. am working in protected, violence-free environment.	4.66	Very High Level	4.73	Very High Level
4. empowered as a teacher.	4.43	High Level	4.49	Very High Level
5. allowed to freely practice effective pedagogical strategies.	4.49	High Level	4.58	Very High Level
6. have the ability to work on teaching issues with the guidance of a Master Teacher/School Head.	3.79	High Level	3.74	High Level
7. am supplied with teaching and learning materials that I need from LGU	3.53	High Level	3.66	High Level
8. can use school facilities and equipment needed for the subject I teach.	4.39	High Level	4.32	High Level
9. can improve competence through various insets provided by the school.	4.69	Very High Level	4.67	Very High Level
10. independently work with parents and other stakeholders to help resolve classroom/school issues.	4.44	High Level	4.40	High Level
Overall Mean	4.33	High Level	4.38	High Level

Table 8 shows that Teachers' Work Motivation in Far Flung Elementary Schools in the Area of Work Environment, when grouped by sex, had an overall mean of 4.33 for male respondents and 4.38 for female respondents, both interpreted as "High." Item 9, "can improve competence through various insets provided by the school," received the highest mean of 4.69 for males, while item 3, "am working in protected, violence-free environment," had the highest mean of 4.73 for females, both interpreted as "Very High." In contrast, item 7, "am supplied with teaching and learning materials that I need from LGU," had the lowest mean of 3.53 for males and 3.66 for females, interpreted as "High." This suggests that both male and female teachers may feel less motivated if they lack necessary resources, as limited materials can hinder their ability to implement effective teaching strategies. These findings align with

UNESCO (2016), which emphasized that insufficient classroom resources reduce teachers' ability to deliver lessons effectively, leading to frustration and decreased motivation.

Table 9
Level of Teachers' Work Motivation in Far Flung Elementary Schools in the Area Financial Stability According to Sex

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I ...				
1. practice wise budgeting of salary	4.21	High Level	4.33	High Level
2. am able to provide for the needs of my children and family.	4.34	High Level	4.44	High Level
3. can manage to spend for recreational activities	4.40	High Level	4.47	High Level
4. have a full command of my financial resources without hang-ups.	4.07	High Level	4.10	High Level
5. receive the right pay that commensurate the workload.	3.99	High Level	4.09	High Level
6. can manage to let ends meet from the last to the next salary day.	4.07	High Level	4.17	High Level
7. save a little extra from the remuneration I receive for emergency	3.76	High Level	3.75	High Level
8. create opportunities for myself to have an extra income after school hours.	3.10	Moderate Level	2.75	Moderate Level
9. Can allot amount intended for loan payments	4.31	High Level	4.20	High Level
10. can provide for my family's foods and clothing.	4.57	Very High Level	4.55	Very High Level
Overall Mean	4.08	High Level	4.08	High Level

Table 9 shows that Teachers' Work Motivation in Far Flung Elementary Schools in the Area of Financial Stability, when grouped by sex, had an overall mean of 4.08, interpreted as "High" for both male and female respondents. Item 10, "can provide for my family's foods and clothing," received the highest mean of 4.57 for males and 4.55 for females, both interpreted as "Very High." In contrast, item 8, "create opportunities for myself to have an extra income after school hours," had the lowest mean of 3.10 for males and 2.75 for females, interpreted as "Moderate." This suggests that both male and female teachers in this area face challenges in finding extra income opportunities, possibly due to limited time or lack of options, reflecting financial limitations and economic vulnerability. This could lead to dissatisfaction and reduced opportunities for personal growth. The findings align with O'Grady (2016), which highlighted how socio-economic and geographic factors in rural areas limit income opportunities for teachers, affecting their financial well-being and job satisfaction.

Table 10
Level of Teachers' Work Motivation in Far Flung Elementary Schools in the Area Career Development According to Average Family Monthly Income

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I ...				
1. attend trainings and seminars to improve teaching strategies.	4.67	Very High Level	4.74	Very High Level
2. pursue post graduate studies to earn more knowledge.	4.32	High Level	4.38	High Level
3. attend workshops to enhance my teaching skills.	4.62	Very High Level	4.56	Very High Level
4. improve my communication skills by attending online workshops.	4.35	High Level	4.50	Very High Level
5. model best teaching practices for others to emulate.	4.58	Very High Level	4.42	High Level
6. value feedback and reflection in every activity.	4.70	Very High Level	4.71	Very High Level
7. set relevant goals particularly with my career path.	4.50	Very High Level	4.47	High Level
8. conduct simple action research	3.70	High Level	3.80	High Level
9. strive to learn more so I can teach more.	4.62	Very High Level	4.41	High Level
10. learn full ICT utilization in classes and personal use.	4.25	High Level	4.24	High Level
Overall Mean	4.43	High Level	4.42	High Level

Table 10 shows that Teachers' Work Motivation in Far Flung Elementary Schools in the Area of Career Development, when grouped by average family monthly income, had an overall mean of 4.43, interpreted as "High" for lower-

income respondents and 4.42, interpreted as "High" for higher-income respondents. Item 6, "value feedback and reflection in every activity," received the highest mean of 4.70 for lower-income and 4.74 for higher-income respondents, both interpreted as "Very High." In contrast, item 8, "conduct simple action research," had the lowest mean of 3.70 for lower-income and 3.80 for higher-income respondents, both interpreted as "High." This suggests that teachers, regardless of income level, show lower motivation toward conducting research, possibly due to limited resources, time, or support, and a lack of confidence or perceived value in research activities. The findings align with Borg (2015), who highlighted barriers such as limited time, resources, and support, and Burns and Westmacott (2018), who noted that teachers often do not see the immediate benefits of action research or feel confident in their research skills, leading to reduced motivation.

Table 11
Level of Teachers' Work Motivation in Far Flung Elementary Schools in the Area Work Environment According to Average Family Monthly Income

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I ...				
1. enjoy all kinds of support from the school administration	4.64	Very High Level	4.69	Very High Level
2. receive all IT-related support that I need from the school.	4.48	High Level	4.35	High Level
3. am working in protected, violence-free environment.	4.78	Very High Level	4.63	Very High Level
4. empowered as a teacher.	4.42	High Level	4.51	Very High Level
5. allowed to freely practice effective pedagogical strategies.	4.57	Very High Level	4.53	Very High Level
6. have the ability to work on teaching issues with the guidance of a Master Teacher/School Head.	3.43	Moderate Level	4.04	High Level
7. am supplied with teaching and learning materials that I need from LGU	3.67	High Level	3.56	High Level
8. can use school facilities and equipment needed for the subject I teach.	4.36	High Level	4.33	High Level
9. can improve competence through various insets provided by the school.	4.75	Very High Level	4.61	Very High Level
10. independently work with parents and other stakeholders to help resolve classroom/school issues.	4.45	High Level	4.39	High Level
Overall Mean	4.36	High Level	4.36	High Level

Table 11 shows that Teachers' Work Motivation in Far Flung Elementary Schools in the Area of Work Environment, when grouped by average family monthly income, had an overall mean of 4.36, interpreted as "High" for both lower-income and higher-income respondents. Item 3, "am working in a protected, violence-free environment," received the highest mean of 4.78 for lower-income respondents, while item 1, "enjoy all kinds of support from the school administration," had the highest mean of 4.69 for higher-income respondents. Item 6, "have the ability to work on teaching issues with the guidance of a Master Teacher/School Head," had the lowest mean of 3.67 for lower-income respondents, and item 7, "am supplied with teaching and learning materials that I need from LGU," had the lowest mean of 3.56 for higher-income respondents. These findings suggest that lower-income teachers face additional financial pressures, limiting their time and energy for professional growth and collaborative planning, while higher-income teachers struggle with a lack of support from the local government unit (LGU), impacting their ability to implement teaching strategies. The results align with Thomas H. Johnson (2019), who emphasized how economic disparities affect professional growth and mentorship, and Mark A. Smith and Barbara J. Smith (2016), who highlighted that funding inequities can lead to variations in support for teachers, influenced by income levels.

Table 12
Level of Teachers' Work Motivation in Far Flung Elementary Schools in the Area Financial Stability According to Average Family Monthly Income

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I ...				
1. practice wise budgeting of salary	4.28	High Level	4.30	High Level
2. am able to provide for the needs of my children and family.	4.43	High Level	4.38	High Level
3. can manage to spend for recreational activities	4.39	High Level	4.49	Very High Level
4. have a full command of my financial resources without hang-ups.	4.04	High Level	4.13	High Level

5. receive the right pay that commensurate the workload.	4.10	High Level	4.01	High Level
6. can manage to let ends meet from the last to the next salary day.	4.10	High Level	4.16	High Level
7. save a little extra from the remuneration I receive for emergency	3.70	High Level	3.80	High Level
8. create opportunities for myself to have an extra income after school hours.	2.93	Moderate Level	2.82	Moderate Level
9. Can allot amount intended for loan payments	4.28	High Level	4.20	High Level
10. can provide for my family's foods and clothing.	4.58	Very High Level	4.54	Very High Level
Overall Mean	4.08	High Level	4.08	High Level

Table 12 shows that Teachers' Work Motivation in Far Flung Elementary Schools in the Area of Financial Stability, when grouped by average family monthly income, had an overall mean of 4.08, interpreted as "High" for both lower-income and higher-income respondents. Item 10, "can provide for my family's foods and clothing," had the highest mean of 4.58 for lower-income and 4.54 for higher-income respondents, both interpreted as "Very High." In contrast, item 8, "create opportunities for myself to have an extra income after school hours," had the lowest mean of 2.93 for lower-income and 2.82 for higher-income respondents, both interpreted as "Moderate." These findings suggest that teachers, regardless of income level, often have demanding schedules with long hours dedicated to lesson planning, grading, and student support, leaving little time for additional income-generating activities. Teachers may prioritize work-life balance and personal interests over pursuing extra income. The findings align with Jeffrey A. Henig's (2014) study, which emphasized how the demanding nature of teaching limits teachers' ability to pursue additional income opportunities, regardless of their income level.

Table 13
Level of Teachers' Performance according to Age, Sex and Average Family Monthly Income

Variable	Category	N	Mean	Interpretation
Age	Younger	43	3.86	Very Satisfactory
	Older	65	3.75	Very Satisfactory
Sex	Male	36	3.83	Very Satisfactory
	Female	72	3.79	Very Satisfactory
Average Family Monthly Income	Lower	40	3.88	Very Satisfactory
	Higher	68	3.73	Very Satisfactory

The level of teachers' performance, when grouped according to variables, showed that all categories within the three variables received Very Satisfactory mean scores. This indicates that teachers perform exceptionally well across different age groups, sex, and average family monthly income. Such outstanding performance highlights the complexity of teaching effectiveness, suggesting that teachers are able to adapt to and meet the diverse needs of students, regardless of their backgrounds. It also implies that teachers possess strong interpersonal skills, effective teaching strategies, and a commitment to ongoing professional development. The consistency of outstanding scores across all categories reinforces the idea that teaching effectiveness is influenced by multiple factors. Research by Stronge et al. (2011) supports this, highlighting that teacher effectiveness is a multifaceted concept shaped by classroom management, subject matter knowledge, instructional strategies, and student relationships.

Table 14
Difference in the Level of Teachers' Work Motivation in Far Flung Elementary Schools in the Area Career Development According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	4	87.95	3808.50	0.013		Significant
	Older	3					
Sex	Male	6	89.30	3766.00	0.088	0.05	Not Significant
	Female	5					
Average Family Monthly Income	Lower	2	100.62	4589.00	0.620		Not Significant
	Higher	4					

Higher 6
8 96.63

Table 14 presents the difference in the level of teachers' work motivation in Far Flung Elementary Schools in the area of career development when grouped and compared according to sex and average family monthly income. The results showed no significant differences, as the computed p-values of 0.088 and 0.620 were greater than the significance level of 0.05. Therefore, the hypothesis stating that there is no significant difference in teachers' work motivation based on these variables was accepted. However, when respondents were grouped and compared according to sex, the computed p-value of 0.013 was less than 0.05, leading to the rejection of the null hypothesis that there is no significant difference based on plantilla position. This finding suggests that while age plays a critical role in shaping teachers' work motivation and engagement, factors such as sex and family income did not show significant variations. This highlights the importance of considering age-specific strategies in professional development and support, ensuring that all teachers are motivated and engaged, regardless of their gender or financial situation. Tailoring support based on age-related motivational drivers can help foster a more committed and effective teaching workforce. The study aligns with the work of Lisa H. Munoz and David J. Miller (2017), who emphasized that teachers' motivations and professional development opportunities vary with age and experience.

Table 15

Difference in the Level of Teachers' Work Motivation in Far Flung Elementary Schools in the Area Work Environment According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	4 3	92.80	4230.00	0.155	0.05	Not Significant
	Older	6 5	103.93				
Sex	Male	3 6	93.82	4082.50	0.386	0.05	Not Significant
	Female	7 2	101.10				
Average Family Monthly Income	Lower	4 0	97.58	4699.00	0.829	0.05	Not Significant
	Higher	6 8	99.32				

Table 15 presents the difference in the level of teachers' work motivation in Far Flung Elementary Schools in the area of work environment when grouped and compared according to age, sex, and average family monthly income. The results showed no significant differences, as the computed p-values of 0.155, 0.386, and 0.620 were all greater than the significance level of 0.05. Therefore, the hypothesis stating that there is no significant difference in work motivation based on these variables was accepted. This finding suggests that while demographic differences such as age, sex, and income may exist, they may not be as influential in determining work motivation as other factors like school culture and support systems. Educational leaders should focus on creating a supportive and collaborative work environment that fosters motivation for all teachers, irrespective of their demographic characteristics. This approach could lead to a more cohesive and motivated teaching staff, ultimately benefiting student outcomes and school effectiveness. This aligns with the studies by Skaalvik and Skaalvik (2014), which suggest that while age can influence teachers' experiences and expectations, its impact on motivation may vary depending on contextual factors such as the school environment and leadership support.

Table 16

Difference in the Level of Teachers' Work Motivation in Far Flung Elementary Schools in the Area Financial Stability According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	4 3	92.66	4246.00	0.167	0.05	Not Significant
	Older	6 5	103.78				
Sex	Male	3 6	98.74	4393.00	0.964	0.05	Not Significant
	Female	7 2	98.37				

Average Family Monthly Income	Lower	40	99.15	4724.00	0.879	Not Significant
	Higher	68	97.92			

Table 16 presents the difference in the level of teachers' work motivation in Far Flung Elementary Schools in the area of financial stability when grouped and compared according to sex and average family monthly income. The results showed no significant differences, as the computed p-values of 0.167, 0.964, and 0.879 were all greater than the significance level of 0.05. Therefore, the hypothesis stating that there is no significant difference in work motivation based on these variables was accepted. This suggests that, despite variations in demographic characteristics, teachers' perceptions of financial stability do not significantly impact their motivation in this context. The findings imply that external factors, such as school culture, administrative support, and professional development opportunities, may play a more critical role in influencing teachers' motivation than individual demographic traits. This aligns with the study by Laura S. Reed and John A. Wilson (2020), which emphasized that external influences like school culture and support systems are crucial in shaping teacher motivation, often outweighing personal demographic factors.

Table 17
Difference in the Level of Teachers' Performance in Far Flung Elementary Schools According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	43	108.12	3894.50	0.023	0.05	Significant
	Older	65	89.81				
Sex	Male	36	103.85	4035.50	0.323	0.05	Not Significant
	Female	72	95.53				
Average Family Monthly Income	Lower	40	112.20	3524.00	0.001	0.05	Significant
	Higher	68	86.38				

Table 17 showed no significant difference in teachers' performance in Far Flung Elementary Schools when grouped by sex, with a p-value of 0.323, which is greater than the 0.05 significance level. However, when grouped by age and family monthly income, significant differences were observed, with p-values of 0.023 and 0.001, respectively, indicating that age and income impact teachers' performance. These results suggest that while sex does not significantly influence performance, age and income may play a key role in shaping teachers' effectiveness.

The findings imply that older teachers may require additional training or professional development to stay updated on teaching methods, while younger teachers might benefit from mentorship programs. Furthermore, disparities in teacher income may contribute to inequities in performance, as lower-income teachers may face challenges that affect their job satisfaction and performance. Addressing income disparities and offering targeted professional support could improve teachers' performance and contribute to a more equitable education system. These results align with the work of Alan J. D. Beck and Carol M. Smith (2015), which highlights the impact of age, experience, and professional development needs on teachers' performance.

Table 18
Relationship Between the Level of Teachers' Work Motivation and their Level of Performance in Far Flung Elementary Schools

Variable	Rho	p-value	Sig. level	Interpretation
Work Motivation Performance	1.000	0.161	0.05	Not Significant

Table 18 showed no significant relationship between teachers' work motivation and their level of performance in Far Flung Elementary Schools, with a p-value of 0.161, which is greater than the 0.05 significance level. This suggests that factors beyond motivation, such as resources, support, professional development, and workload, may play a more significant role in influencing teacher performance. While motivation is important, teachers may still perform well if they have the necessary supports in place, and a lack of motivation could indicate potential risks of burnout or disengagement. Teacher performance is a multifaceted construct influenced by various factors, including self-efficacy, subject knowledge, and the socio-cultural context of the school, as noted by Klassen & Tze (2014).

Conclusions:

The study revealed that most teachers in far-flung elementary schools are tenured, female, and have higher incomes, with generally high motivation in areas like career development, work environment, and financial stability, showing no significant variation across age, sex, or income groups. Despite their high motivation, teachers' performance was rated as very satisfactory, but no direct relationship was found between motivation and performance, suggesting other factors may influence classroom outcomes. Based on these findings, it is recommended that continuous professional development opportunities be provided to further enhance skills, infrastructure and resources be improved in remote areas to support motivation and performance, and additional financial incentives be offered to teachers working in these locations. Since no direct link between motivation and performance was identified, further investigation into other influencing factors such as workload and community support is suggested. Furthermore, introducing performance-based rewards and tailored support for different demographic groups could help improve teaching outcomes.

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