

# TEACHERS' LEVEL OF MOTIVATION AND COMPETENCE IN THE DELIVERY OF INSTRUCTION AND THEIR PERFORMANCE

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## ABSTRACT

***TEACHERS' LEVEL OF MOTIVATION AND COMPETENCE IN THE DELIVERY OF INSTRUCTIONS AND THEIR PERFORMANCE, by BETHEL JOY D. GLINO, Master of Arts in Teaching, Major in Social Studies, Valencia Colleges (Bukidnon) Incorporated, City of Valencia, Bukidnon. November 2025.***

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***This study assessed the level of motivation and competence of teachers in the delivery of instruction and their relationship to teacher performance in Quezon IV District, Division of Bukidnon, for the school year 2025–2026. Using a descriptive-correlational design, standardized questionnaires were administered to determine teachers' motivation, competence, and performance. The results revealed that teachers generally demonstrated moderate to high levels of motivation and competence, both of which were significantly related to teaching effectiveness. Highly motivated teachers showed greater commitment and success in lesson delivery.***

***Findings further emphasized that teachers' knowledge of subject matter, classroom management, and instructional skills had a positive effect on student learning outcomes. The study recommends continuous professional development, motivation-based incentives, and supportive leadership to enhance teacher efficiency and the overall quality of education. Strengthening teacher motivation and competence is essential for fostering effective instruction, improving performance, and raising educational standards.***

***Overall, motivation and competence serve as key factors influencing teachers' professional growth, classroom effectiveness, and students' academic achievement contributing to a more dynamic and high-performing educational environment. Competence is relevant to knowledge, skills and teaching capabilities of educators, which directly influences the success of the lesson delivery. Both lead to higher job performance and achievement in education.***

***Keyword: Motivation, Competence, Instructional Delivery, Teacher Performance***

## 1. INTRODUCTION

One of the elements of the school organization comprises the teachers. Teachers have a crucial part in achieving the educational goals and it is worthwhile that they are qualified. The teacher competencies and motivation are the two aspects that are related and are the measures of the quality of instruction and teacher performance. "The education that one obtains can never surpass the worth of his or her teachers, their level of motivation and ability is the same one that makes him or her effective, not just to him or her, but to all the students who they inspire." Modernized version of Barber and Mourshed (2007). Top-

quality teaching may not be easily achievable in many situations, such as the development of teaching lessons, the active engagement of students, teaching methods, and student learning. Motivation and teacher skills are two variables that are closely related and are key determinant variables that affect teaching performance and effectiveness of the teachers.

Motivation is a key factor when it comes to the effectiveness of the teachers in their work. It involves the inner motivation and external incentives that can help to stimulate the teachers to perform better, Aisyah and Isma (2022); Yadewani (2024). The studies continue to indicate

that passionate educators are more passionate, creative, and involved in their instructional approaches, which leads to the improved performance of students (Han and Yin, 2016; Kumari and Kumar, 2023). Indicatively, Rofifah et al., (2021) have found out that there is a positive and significant relationship between teacher motivation and performer performance, highlighting the fact that it is important to promote motivation using conducive working conditions and professional growth packages.

Teacher competence refers to being knowledgeable about the subject taught, having good teaching skills as well as acting professionally in the classroom. It comprises of educational, professional, social and personal skills (Shulman, 1987; Tatto et al., 2012). Competent teachers are in a better position to develop and provide learning experiences to meet different student needs, thereby enhancing motivation and academic achievement (Hayati and Pahlevi, 2022; Furi et al., 2023). Research shows that professional competence has a significant impact on teacher performance because better instruction and success of students are achieved when professional competence is improved (Wahyudi, 2019; Maryuni et al., 2024b).

Also, the teacher competence is defined as a combination of expertise, skills, mindsets, and values enabling teachers to carry out their duties and satisfy the compound needs of the contemporary classroom. The competence of the teacher should not only concern the subject matter, but also academic thinking, classroom management, and communication to encourage students to think critically, be creative, and work in teams. The combination of these competence dimensions empowers the teachers to provide content knowledge, as well as motivate and steer students to become creative and critical thinkers, collaborative workers, and lifelong learners ready to address the demands of the future.

Combined influence of motivation and competence on teachers' performance. Some observed studies focus on how both motivation and competence jointly contribute to teacher performance.

These elements resulted in the conduct of this study giving an idea of how competent and motivated the teachers in public schools are, as well as to identify areas for improvement for the

overall success of the educational organization. It aimed to determine the connection between teachers' performance and their motivation and skills.

## 2. THEORETICAL FRAMEWORK

In this study, the hierarchy of needs of Maslow and Herzberg two-factors theory were used to explain the elements affecting teacher motivation (Cherry, 2025; Heneman and Scheibe, 2025). Competence experiences underline the continuous professional growth and immersion practice as a way to improve the quality of teachers OECD, (2019). These theories offer a platform on which the relationship between motivation, competence, and effective performance may be studied. Competence experiences focus on continuous professional growth and effective practice as a way of improving teacher quality OECD, (2019). These theories form the basis of investigating the relationship between motivation and competence in relation to a successful performance.

Also, moderating roles are associated with other related factors including the school environment and administrative support. This explains the necessity of comprehensive strategies in teacher development plans. The current knowledge presented in this review has indicated that teacher motivation and competence are significant and ready variables that can affect teacher performance, thus providing a good background to your research focus.

In public school education, the teacher's successful accomplishment of their daily teaching responsibilities is important for the school's successful operation. Their duties and responsibilities include educating students, preparing lessons, assessing progress, promoting a positive learning environment, cooperating and establishing good relationships with associates for effective teaching, and cooperating with the parents to support students' development, which can heavily mark the school's overall success. Motivation and competence are the two vital influences that are important to know how these teachers perform.

Motivation catalyzes all individual employees working for an organization to improve their work performance or to finish responsibilities much better than they naturally do. It is openly connected to individual performance, which contributes to organizational performance. People

who work for a group keep it going, and each worker has their own main goal. Sekhar et al., (2013). Motivation can come from within, like personal fulfillment, development opportunities, supportive atmosphere, or from external sources like acknowledgement and rewards for commendable performance. When teachers are more motivated, they're more likely to participate with effort and eagerness on their part.

Work competencies refer to the blend of knowledge, skills, and work attitude needed for accomplishment in a particular work. Accordingly, the organization's administration must expand worker competence through development, teaching, and constant education Geopani et al., (2024). Having the right competence and skills goes together with motivation; this allows the teachers to do their jobs. It covers educating students, preparing lessons, assessing progress, developing a positive learning environment, cooperating and creating good relationships with colleagues for effective teaching, and communicating with the parents to support students' development.

The performance of teachers reflects the whole effect of motivation and competence. In most cases, teachers who are highly motivated are also more engaged, active, and more responsible in their work. Competency, on the other hand, allows teachers to assist students in learning, performing well and developing. Teachers should be motivated and skilled to make them more effective and productive in general.

Further, good teaching depends on the motivation and competence of teachers, which are yet to be determined on how they interrelate to determine the performance of teachers. The aim of this research is to measure their overall effect on the efficacy of educators. The professional development plans enhance the knowledge of the teachers regarding policy and initiatives that motivate them and develop their skills. These plans align individual and organizational goals, support students, parents and the community. The schematic representation of the study is shown in figure 1.

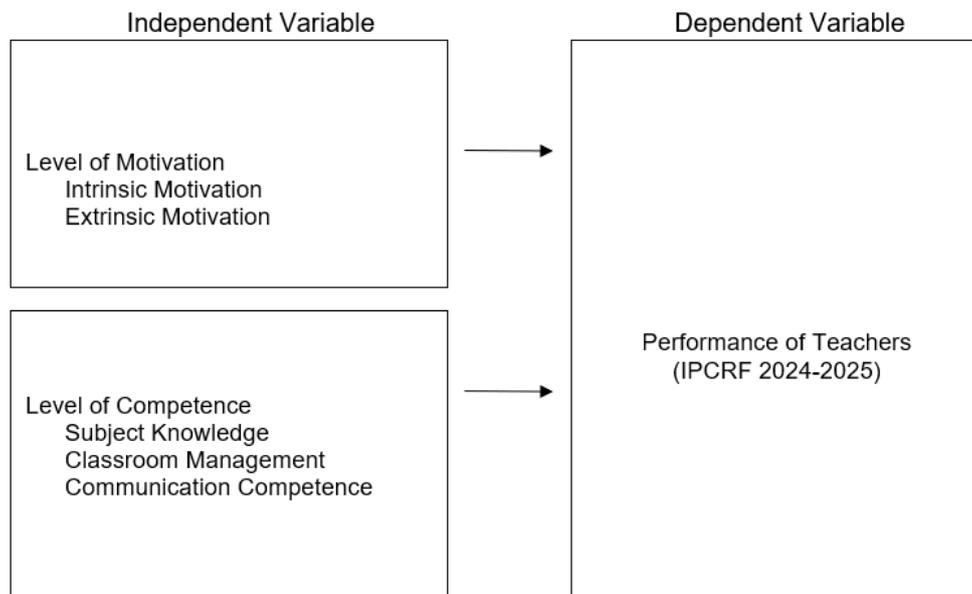


Figure 1. Schematic Diagram of the Independent and Dependent Variables of the Study.

### 3. SCOPE

This paper established the motivation and competence of the teachers in the instruction delivery process and their performance in Quezon IV, Division of Bukidnon, the school year 2025-2026. The study focused exactly on teachers' level of motivation and competence in the delivery of

instruction and their performance. The respondents are the elementary and junior high school teachers in Quezon IV District. The research instruments were used in methods like surveys and qualitative analysis.

The following terms are to be understood:

*Classroom Management.* Classroom management refers to rules and procedures by which the teachers ensure that students are learning in a safe and productive manner.

*Communication.* Communication is the process of transfer of information and perception between one individual, one group of individuals or one location to another.

*Communication Competence.* Communication competence is the ability to know the grammar, syntax, and body language rules and in what instance to apply this in various social circumstances.

*Delivery.* Delivery is defined as the means and the process through which teaching takes place to help the student learn.

*Extrinsic.* Extrinsic factors that motivate teachers include things like recognition, chances for career advancement and growth, pay and benefits, and a work environment that encourages them to do their best work.

*Individual Performance Commitment and Review Form (IPCRF).* Individual Performance Commitment and Review Form is employed to record the performance commitments by an employee and keep track of his performance relative to the performance commitment.

*Instruction.* Instruction in education is a process or act of teaching and guiding students by using techniques and learning activities to achieve knowledge acquisition and skill development.

*Intrinsic.* Intrinsic motivation for teachers comes from things like feeling good about creating a helpful learning environment, being happy about helping students, parents, and coworkers with their needs, and feeling satisfied with their work.

*Level of Competence.* Level of Competence can be described as the capacity of an individual to be able to do a job or work by utilizing the knowledge, skills, and behavior that are necessary to them.

*Level of Motivation.* Level of Motivation is the intensity of the internal impetus of a person to perform something based upon the perceived significance and the anticipated outcomes of the task or objective, which affects the degree of effort and perseverance a person puts in accomplishing the task.

*Motivation.* Motivation can be affected by intrinsic variables such as interest and effectiveness in self, and extrinsic variables like working conditions and acknowledgement.

*Performance.* Performance refers to the teachers' recent Individual Performance Commitment Review (IPCR) Rating.

*Subject Knowledge.* Subject knowledge refers to knowledge and mastery of the content, concept, theories and facts about a given academic subject matter. It also involves the ability of the teacher to explain, apply, and relate subject matter in a manner that allows learning among students.

*Teacher.* A teacher is also called a schoolteacher as he or she is a person that teaches students how to behave, how to do things, and how to learn.

*Teacher Competence.* Teacher competence refers to learning, knowledge, skills as well as abilities that a teacher should possess to provide instructions effectively, manage the classroom and enable students to learn.

*Teacher Motivation.* Teacher motivation implies that they enjoy the work they do, feel satisfied with their work and they are committed to assisting students learn.

*Teacher Performance.* Teacher Performance refers to actual administration of the teaching role, i.e. preparation of lessons, teaching, classroom control and tracking the student progress.

#### 4. REVIEW OF RELATED LITERATURE AND STUDIES

##### *Teachers Motivation*

Motivation is very important in the classroom because it boosts teachers' confidence and performance, which helps students reach their goals. Motivating teachers can change their behavior in any school. Case by case, the level of motivation changes within an individual Robbins, Judge, and Sanghai, (2005). Moreover, according to (Mustafa and Othman 2010), if the teachers lack motivation, their lack of understanding has an immediate impact on the pupils and the educational system.

In addition, Motivation can be defined as a driving force that forces an individual to act with a goal to achieve positive goals, Maslow, (1993). That is, the drive acts as an engine by inspiring people to fulfill

increasingly important needs, from self-actualization to endurance, with frustrated desires generating the inner conflict that motivates behavior.

Also, teacher motivation does not only consider personal success or performance, but also relational involvement, thus bringing the understanding of teacher motivation to an interpersonal and holistic perspective. The study by Butlers (2012) enhanced the traditional achievement goal model of teacher motivation with the relational engagement, which expands the understanding of the motivational force of teachers as more of an interpersonal and more integrated perspective.

Besides, it is closely related to student motivation, teaching reform, and teacher psychological well-being and satisfaction. Han and Yin (2016) discovered that teacher motivation has a significant impact on all aspects of education and training; high motivation results in better teaching, collaboration with other educators, and classroom innovativeness, and is closely related to student motivation, teacher satisfaction, and well-being.

Lastly, Adăscălietz et al. (2020) found that the correlation between teacher motivation and curriculum autonomy was moderate and positive. More flexibility in curriculum development leads to higher motivation and quality of teaching. Therefore, professional autonomy in curriculum can highly encourage teachers. One of the ways to enhance the motivation of the teachers can be to have them to be given more freedom in the curriculum they teach, and this may enhance the quality of the teaching they offer. Correlation between teacher motivation and professional autonomy demonstrates that curriculum control is a significant aspect of teacher motivation.

#### *Intrinsic and Extrinsic Motivation*

There are many types of motivation, but they usually fall into one of two categories: extrinsic or intrinsic (Galindo, 2023).

Specifically, intrinsic motivation is known as an act of acting without a clear outside reward. Teachers do it because it is exciting and enjoyable for them; they do it not in response to any pressure or incentive. People are said to be acting with intrinsic motivation when they are driven by

their own reasons instead of outside rewards or peer pressure (SpriggHR, 2020).

In addition, Burton et al. (2020) examined the unique effects of intrinsic motivation and identified regulation (a type of well-internalized extrinsic motivation) on psychological well-being and academic functioning in the context of self-determination theory (SDT). Thus, the study emphasizes that intrinsic motivation especially sustains personal well-being, while identified motivation especially enhances greater task performance and goal achievement.

External rewards can be effective and helpful in motivating teachers and keeping them engaged. This kind of motivation is especially significant whenever individuals must do something that is hard or boring for them, such as a boring school task or a hard task from work. Research has established that in certain situations, rewards may boost motivation, but in other situations this is not the case. It is a fact that overly generous incentives may reduce motivation Cherry, (2022).

Teachers' competence refers to the mix of knowledge, skills, attitude and values that equip teachers to perform their roles and responsibilities to address the in demands in the contemporary classroom. To promote students' critical thinking, creativity, and cooperation, teachers should be pedagogic thinking, classroom management, communication, and discipline competencies.

Professional competence means that the students have the capacity to learn the content in its entirety and comprehensiveness to achieve the national education standards of competence (Kunter et al., 2013). The capacity to perform the fundamental duties and roles outlined in the lesson plans, monitor or implement the process of learning and assess the performance of students are all elements of professional competence of a teacher.

#### *Teachers' Competence*

Teachers' competence is the combination of knowledge, abilities, attitudes, and values that enable teachers to fulfill their duties and responsibilities to meet the demands of the modern classroom. Teachers must know how to teach, manage a classroom, communicate, and know their subject matter well to encourage

students to think critically, be creative, and work together.

In addition, Spector and de la Teja (2001) assert that competence refers to the individual's abilities or qualifications, whether they are quantitative or qualitative. Similarly, (Semaan and Yamazaki 2015) defined the connection between competency and knowledge, abilities, skills, and personality traits all of which have an immediate effect on performance.

Also, to be competent, one must learn and practice certain actions. Schools can develop their staff's competence at work by providing them with opportunities to learn new skills, set evident objectives, and make specific improvement strategy. This investment will be of vital importance for the success of an organization in a continually changing business world. Flexibility and skill will be some of the most important influences one will ever encounter that may affect your career and where your company is headed. The key is adaptation, knowledge and the exceptional skills that are illustrated in the basic skills.

#### *Teachers Performance*

The terminology used in education is that job performance is a contraction of the word performance that means or results in the performance of the duties (Goldhaber and Hansen, 2008). The job performance of a teacher is the output of his actual performance and includes the amount and the quality of the successes of the teacher in the performance of their teaching responsibilities and obligations. Successful execution of the duties by instructors is termed as job performance at schools. This is in terms of the quantity and quality of the outcomes, including learning achievements and student involvement.

In addition, Solomon Ortiz added that education is the gateway to success in life and teachers have a long-term impact on their students, which gave prominence to the crucial role that teachers play in determining the students' academic success and life prospects. This quote demonstrates the way of devotion of teachers who go beyond the curriculum to build resilience, critical thinking and self-development, equipping the students with skills in future employment and challenges. By fostering mentorship and emotional support, educators produce enduring outcomes in the form of higher graduation rates, career preparedness

and service to society and hence their influence becomes invaluable and intergenerational.

The performance of a teacher is a complicated phenomenon influenced by motivation, skills, job satisfaction, working environment, professional development and autonomy. These factors are essential to effective teaching and school performance, and there is a need to develop favorable policies and environments that can promote a continuous growth of educators, thus improving student learning and performance in general. Teacher performance is shaped by factors such as motivation, skills, job satisfaction, work conditions, professional growth, and autonomy. Leadership support, resources, positive communication, collaboration, and recognition further enhance effectiveness. A supportive school culture, emotional well-being, and community involvement sustain long-term performance and student achievement.

#### **4. RESEARCH METHODOLOGY**

This descriptive-correlational research design describes data without manipulating the environmental setting. It entails meeting groups of people; gathering, analyzing, sorting, and organizing data; and determining what the data means. Information that is available now also attempts to find the correlation between different things for the sake of making it easy to predict what is most likely to happen next.

The researcher will collect data in this study through a survey questionnaire to assess teachers on work motivation and competence. Descriptive and linear correlation methods will be used to explain and examine the correlation between teachers' performance competence and motivation.

Besides, the approach recognizes trends to formulate approaches to improve teacher performance, taking advantage of data to improve education. It examines how motivation and skills are involved in the effective teaching and the interaction between these elements with description and analysis of how the complex classroom dynamics can be seen.

The study was conducted in the Division of Bukidnon in District IV of Quezon, Bukidnon.

As Quezon is still growing, it is essential to enhance the performance of teachers that can offer good education that can foster community development. Professional and motivated teachers bring about student success by modifying the lessons to meet the local requirements and incorporating modern courses and technology to develop critical thinking and practical skills.

The Quezon IV district consists of ten (10) public educational institutions. It consists of one (1) national high school, Apyao National High School, one (1) central school, Busco Central Elementary School, five (5) elementary schools: Apyao Elementary School, Butong Elementary School, Dumalama Elementary School, Kipaypayon Elementary School, and Lumintao Elementary School, and three (3) integrated schools: Paitan Integrated School, Salaysay Integrated School, and Sto. Domingo Integrated School.

The respondents in this study were one hundred and eighty-one (181) teachers of early childhood, primary, and junior high school in the Quezon IV District, Division of Bukidnon with all of them being directly engaged in classroom instruction. All the teachers of respondents had direct classroom teaching.

For this research, the respondents were the one hundred eighty-one (181) teachers from elementary school and junior high school teachers from Quezon IV District, Division of Bukidnon.

In collecting the population sample, the complete enumeration regarding the number of elementary teaching staff of the schools, and arrived at the number of respondents, which were one hundred eighty-one (181) teachers and utilized by the researcher.

The instrument used to gather the necessary data was a questionnaire composed of 3 parts.

Part one was the performance assessment of teachers of Quezon IV District, Division of Bukidnon. This tool was aimed at significant teacher performance aspects that can be applied in such an environment, such as personality, competency, and task performance.

Part two was the level of teachers' motivation. It contains items that capture various dimensions of teacher motivation according to theories of motivation, particularly Self Determination Theory (SDT). All these measurement tools tend

to measure the intrinsic and extrinsic motivation as well as the demotivation in terms of Likert-scale items.

Part three was the level of teachers' competence in the delivery of instructions. This tool contains items that address major instructional competencies like preparing lessons, delivery clarity and effectiveness, utilization of instructional strategies, classroom management, and assessment.

The questionnaire was adapted from the Work Tasks Motivation Scale for Teachers (WTMST). These were all adapted, and all questions were modified by the researcher.

In this study, the researcher created a standardized survey questionnaire that inherently meets reliability criteria and attains an acceptable Work Tasks Motivation Scale for Teachers (WTMST) competence and performance rating scales.

For the Performance Assessment, the respondents were asked to fill in their recent Individual Performance Commitment Review (IPCR) Rating in the first part of the questionnaire. According to DepEd Order No. 2, s. 2015, the employees' performance on IPCR rating.

To test the reliability of the questionnaire, teachers took part in a pilot study before gathering data for this study. Before gathering data for the investigation, the researcher made a survey questionnaire to measure motivation and competence.

The researcher sent a request letter to the appropriate offices, including the office of the school division superintendent, the school district supervisor, and the principals of the school, to make sure that the research follows ethical guidelines about getting permission from participants, keeping their information private, and handling data.

The researcher administered the standardized survey either face-to-face at scheduled times of the day or electronically after the approval was given. The obtained questionnaires were gathered by the researcher, tabulated, and statistically examined. It was then analyzed, discussed, and construed.

Research on motivation, ability, and performance of teachers should be conducted according to key

ethical guidelines that protect the participants and sustain the integrity of the research. When informed consent is involved, it is necessary to assure the participants that a thoroughly informed educators understand the purposes of the study, the methods used, and the information collected and that their participation is strictly voluntary and will not lead to any distress or affect their careers.

The studies show that ethical leadership in schools positively affects the motivation and commitment of the teachers, hence providing an atmosphere without tyranny would retain maximum performance. Teachers must uphold professionalism in areas like honesty, dignity, and commitment to the teaching profession to enhance the credibility of education.

The statistical test that the researcher used to resolve each of the problem statements is the following:

Standard deviation and mean were the first variables used in evaluating the levels of teacher motivation and competence in the research. Frequency, percentage, mean, and standard deviation were then utilized to evaluate teachers' performance levels. Finally, Pearson correlation analysis was applied to determine the relationship between teachers' motivation, competence, and their overall performance.

## 5. FINDINGS

This study shows that internal motivation by teachers is exhibited through their commitment to the achievement of good school operations and assistance of the students, which attain their professional values. High extrinsic motivation rates indicate that external rewards and a supportive working environment have an additional positive impact on engagement. These findings are in line with research which finds competence, autonomy and collaboration to be key elements in motivating teachers. This balance ensures the very high-performance indicators, which are registered in the IPCRF ratings in Quezon IV District, and economic development in the region. Ultimately, it develops a system in which professional teachers will drive students to success and societal development.

In this study, the authors underline the fact that well-trained teachers with good subject knowledge and pedagogical skills offer high-

quality education. Their versatility and effective classroom management create the best learning environments, which increase motivation and performance. Communication competence is also essential since it would foster positive relationships with families, enhancing the effectiveness of teaching and student outcomes. The findings confirm the association between competence, motivation and teaching effectiveness. This cooperation in Quezon IV District contributes to the high IPCRF scores and is consistent with the community development by preparing students to overcome the challenges in the future.

This study confirms that effective teacher performance is enhanced by good abilities and motivation. The IPCRF is effective as it determines the quality and timeliness of work performance, which means proper professional development and motivation strategies. Performance tests have significant value, promote continuous growth, and increase the commitment of teachers to learning targets. This framework aligns with economic development in the Quezon IV District since it ensures that educators are on high standards. Eventually, it creates a chain of improvements that increases the success of the school and its students.

The findings of the research do not fully coincide with much of the available literature, which generally establishes the existence of a positive correlation between the motivation and teacher effectiveness (Burton et al., 2020; Aytac et al., 2024). Though intrinsic and extrinsic motivation is traditionally associated with increased job satisfaction and performance (Davis and Wilson, 2020; Han and Yin, 2016), the lack of any significant correlation in this scenario implies that the effects of motivation may depend on the context, including job satisfaction or engagement (Effiyanti, 2023; Wang, 2025). This highlights the fact that the relationship between motivation and competence and performance is complex, with the impact of motivation on performance that may be indirect and dependent on the situation (Klassen, Skaalvik, and Skaalvik, n.d.; Aytac et al., 2024).

The study showed that there was a strong positive correlation between teacher subject knowledge and teacher motivation as it was previously found that proficiency especially in subject mastery was positively related to confidence and intrinsic motivation (Kunter et al.,

2013; Klassen, Skaalvik, and Skaalvik, n.d.). However, the direct impact of classroom management and communication skills on motivation was not significant, which may mean that the impact of these two elements is more complex or tied to other factors (Burton et al., 2020; Aytaç et al., 2024). These results highlight the idea that improving motivation may require approaches based on mastering the subject, following Han and Yin (2016), about contextual and individual differences.

## 6. CONCLUSION

Overall, the results highlight the importance of intrinsic motivation in relation to teacher engagement, effectiveness, and commitment and have a positive relationship with the quality of teaching and creativity (Aytaac et al., 2024; Han and Yin, 2016). It is also important to establish positive settings and promote effective leadership to improve performance and student achievement (Davis and Wilson, 2020). In addition, extrinsic factors such as recognition, working in a team, career development and fair remuneration are important in motivating employees. The combination of these with intrinsic factors enhances performance and commitment of the teachers. The education systems must embrace policies which promote internal and external motivations towards teacher effectiveness as well as ensuring quality education.

This study concludes that improving subject knowledge and instruction skills creates a positive feedback mechanism in which competence enhances motivation and performance resulting in high student outcomes. The key to maintaining this competency in the light of the evolving education demands is through continuous learning and flexibility. In addition, well-developed communication skills enhance the feeling of competence and professional support of teachers, which keeps them motivated and productive. Teaching competence, motivation, and communication all have an interdependent foundation to good teaching and increased student achievement.

The IPCRF ratings in Quezon IV District are high and this fact shows that teacher competence, motivational and support systems can be used together to promote performance. This virtuous cycle creates a continuous professional development and helps in raising the quality of

education. Considering the economic and social growth of the district, it is a guarantee that the student acquires skills in new future opportunities. Finally, by maintaining these aspects, Quezon IV becomes an educational excellence leader.

This research concludes that motivation is critical to teacher performance, although it is not as much a predictor of performance alone. It is fundamental to acknowledge that intermediary positions of different situational influences promote teacher growth and improve educational performance. These subtle intuitions can be used in Quezon IV District to prioritize intervention, e.g., enhancing training of subject knowledge, to maximize the influence of motivation during the community development. Finally, it encourages holistic approaches which maintain high IPCRF scores and student achievements.

The findings concluded that highlight subject knowledge has a strong direct effect on teacher motivation which is a vital competency, but the data does not display such a direct impact of classroom management or communication. This confirms that the focus on subject knowledge can be regarded as one of the primary strategies of boosting teacher motivation and performance Han & Yin, (2016). The knowledge in Quezon IV District proposes intensive learning of content based on mastery because it already has high competence levels. In the end, it enhances the positive motivation cycle, performance, and student achievement within the framework of the development of the area.

## 7. RECOMMENDATION

Based on these findings, it is implied that the Department of Education should focus on creating positive environments and enabling leadership to instill intrinsic motivation in teachers. Also, the policies are to focus on extrinsic motivation such as recognition, teamwork, career development, and remuneration. Combining the intrinsic and extrinsic factors will increase teacher commitment, performance and subsequently the student outcomes. The balanced approach that would be used in Quezon IV District would expand on the already high IPCRF ratings and competence levels in the area and would sustain excellence in the area despite economic growth. In the end, it not only provides students with future success

skills but also makes the district an educational model.

To improve the schools, the department of education and the principals need to invest in the never-ending professional development which is geared towards building subject knowledge, teaching skills and communication. Encouraging life-long learning and flexibility will contribute to high competence, motivation and effectiveness of teachers. It is also necessary to promote effective communication with families and stakeholders to facilitate a collaborative learning process and enhance student achievement. These would be used in Quezon IV District by capitalizing on the high levels of IPCRF rating and motivation that already exists in the area, and to ensure the education is correlated with the development of the community.

According to these results, to improve the Quezon IV District, the Department of Education and the school heads must carry on improving teacher competence and motivation by using focused professional development and facilitative systems. The use of performance checks such as IPCRF should be done regularly to give constructive feedback, promote sustained improvement and to reaffirm the teachers to uphold high standards in education.

Based on these findings, the school heads recommended that education and stakeholders should consider the intricate and situational implication of motivation to performance. Mediating factors such as job satisfaction and engagement as well as motivation are to be addressed by supporting strategies so that teacher development could be effectively encouraged and educational outcomes could be improved. They would imply making interventions as local-specific as possible, i.e., using high IPCRF ratings in Quezon IV District, to maximize their effects. Finally, it develops a complex system which perpetuates teacher excellence and pushes students to success as the community develops.

To improve the professional development, the school principals and the Department of Education must focus on improving the subject knowledge among the teachers so that it becomes easy to increase motivation and performance. Moreover, the strategies must be sensitive to both the contextual and an individual level, attributing that such competencies as classroom management

and communication can have a more complicated effect on motivation. The targeted focus on Quezon IV District would focus on the already high competence and IPCRF ratings in the area, helping to develop more in-depth content mastery in the area using workshops and mentoring. In the end, it forms a dynamic system in which improved competencies lead to long-term passion, high-quality teaching, and student preparedness to the development of the municipality.

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