

CAREER MOTIVATION AND ORGANIZATIONAL SUPPORT ON TEACHING EFFECTIVENESS OF BASIC EDUCATION TEACHERS

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ABSTRACT

The primary objective of this study was to examine the level of career motivation and organizational support on teaching effectiveness of basic education teachers. The respondents were public school teachers during the school year 2025–2026. Employing a quantitative research design, specifically a descriptive–correlational approach, the study utilized a structured survey questionnaire as the main research instrument. Descriptive statistics such as mean and standard deviation were used to determine the levels of the variables, while Pearson product-moment correlation assessed the relationships among them. Multiple regression analysis was further applied to identify the best predictor of teaching effectiveness.

The findings revealed that teachers have very high career motivation and are especially most driven by internal factors such as student progress, personal achievement, and satisfaction in teaching responsibilities. Also, teachers were completely supported by their organization across colleague, supervisor, and institutional dimensions. The level of teaching effectiveness indicates that teachers are always demonstrating outstanding performance in all indicators. Correlation analysis showed significant positive relationships of career motivation and organizational support to teaching effectiveness. Regression results revealed that extrinsic motivation, intrinsic motivation, colleague support, and institutional support are predictors of teaching effectiveness. Based on these findings, enhancing organizational support mechanisms such as professional development opportunities, recognition systems, and administrative backing can substantially improve teaching effectiveness. It is recommended that school administrators prioritize supportive policies and programs to sustain teacher motivation and performance. Future researchers may expand the scope by including other variables such as leadership styles, work environment, or student outcomes to provide a more comprehensive understanding of factors influencing teaching effectiveness.

Keyword: career motivation, organizational support, teaching effectiveness, basic education teachers, correlation

1. INTRODUCTION

Education plays an important role in shaping the future of society, and teachers are one of the main factors that influence the quality of education. In basic education, teaching effectiveness is important because it helps students develop the knowledge, skills, and values needed for lifelong learning. Teaching effectiveness refers to the ability of teachers to deliver lessons clearly, manage the classroom, and help students understand and apply what they learn (Stronge, 2018). According to Darling-Hammond et al. (2017), effective teachers greatly influence students' academic success and overall development through well-planned instruction

and supportive learning environments. However, many education systems around the world still face challenges in improving teaching effectiveness. Teachers often experience heavy workloads, high expectations, and limited support, which may affect their teaching performance (OECD, 2019). Research also shows that teachers' motivation and work environment play an important role in their teaching effectiveness and commitment to their profession (Sanlao et al., 2023). In the Philippine context, basic education teachers face challenges such as large class sizes, limited instructional materials, and increasing administrative tasks, which may affect how they manage their classrooms and support student learning (Frianeza et al., 2024). Support from

school leaders and institutions is also important because it helps teachers perform their duties more effectively (Punzalan, 2024). Locally, teachers in many public schools experience similar challenges related to limited resources and multiple responsibilities.

When teachers feel supported by their colleagues, supervisors, and institutions, they are more likely to remain committed and improve their teaching effectiveness (Madulara et al., 2025). However, a lack of organizational support may lead to lower motivation and reduced teaching effectiveness.

Career motivation is a key factor that shapes teaching effectiveness in schools. Career motivation refers to the internal and external reasons that encourage teachers to continue working and improving in their profession, including intrinsic motivation such as personal interest and passion for teaching, and extrinsic motivation such as salary, promotion, recognition, and job security. Teachers who are intrinsically motivated often demonstrate greater engagement in professional tasks, adopt innovative and student-centered teaching practices, and show resilience and responsiveness in addressing classroom challenges, which enhances teaching effectiveness and student outcomes (Nazareth et al., 2026). Studies have also shown that teacher motivation significantly influences instructional quality. Motivated teachers are more prone to maintaining orderly, productive, and positive learning environments by implementing innovative, student-centered teaching strategies (Katel, 2024).

Similarly, Nahid et al. (2023) reported that teacher's intrinsic motivation is a primary driver of teaching effectiveness, as it influences their commitment to professional development and their ability to remain resilient when facing classroom challenges. More recently, Villanueva (2023) emphasized that career motivation contributes to sustained teacher resilience, which directly enhances teaching effectiveness in basic education.

Organizational support is another important factor that influences teaching effectiveness. It refers to the assistance, encouragement, and resources that teachers receive from their school, colleagues, and supervisors, such as professional guidance, collaboration among teachers, access to teaching materials, and opportunities for

professional development. When teachers feel that their organization values their work and supports their well-being, they are more likely to perform their duties effectively (Li, et al., 2025). Perceived organizational support has been shown to increase employee motivation, commitment, and job performance (Eisenberger et al., 2016). In the educational setting, supportive leadership and a collaborative school environment help improve teachers' classroom practices and teaching performance (Liu et al., 2021). Delgra (2025) revealed that teachers who received strong organizational support—particularly in the form of administrative assistance and access to resources—were able to adopt more effective instructional strategies and demonstrate greater efficiency in their teaching. Local studies further show that organizational support in terms of curriculum management and professional development was significantly related to lower burnout among public school teachers in Bukidnon, which in turn enhanced their teaching performance (Sanza & Asparin, 2025). Similarly, Papasin and Bautista (2025) reported that teacher support systems and stress management practices were closely linked to improved teaching effectiveness.

Although many studies have explored teaching effectiveness, career motivation, and organizational support, there remains a gap in understanding how these variables interact in the context of basic education. Recent studies have highlighted the strong relationship between career motivation, organizational support, and teaching effectiveness. Teachers who are motivated in their careers tend to show higher levels of commitment, adaptability, and resilience, which directly enhance their teaching performance. Tusoy and Abellana (2025) revealed that organizational support, combined with career motivation, significantly influenced teaching competence among elementary school teachers in Bukidnon. Husain and De Leon (2022) also emphasized that motivation and self-efficacy, when supported by the school environment, were strong predictors of teacher performance in Tagum City. These findings suggest that career motivation and organizational support are interconnected factors that shape teaching effectiveness, underscoring the importance of examining their combined impact in basic education context.

Given the current situation, the researcher aims to investigate the relationship between career motivation and organizational support to the teaching effectiveness of basic education teachers. Teachers in areas like Kitaotao Districts 2 and 3 face unique challenges such as limited resources, diverse student backgrounds, and varying levels of institutional support. Understanding how career motivation and organizational support interact to affect teaching effectiveness will provide valuable insights for school leaders and policymakers. The findings can guide the development of programs that strengthen teacher motivation, improve support systems, and enhance instructional delivery. Moreover, this study will contribute to filling the research gap by offering localized evidence that reflects the realities of Filipino teachers. By addressing these issues, the study can help improve teaching quality, promote student success, and support the long-term development of education in the community.

Objectives of the Study

This study aimed to determine the relationship between career motivation and organizational support to the teaching effectiveness of basic education teachers in Kitaotao 2 and 3 Districts of the Division of Bukidnon for the school year 2025-2026. Specifically, this study sought to answer the following questions:

1. Determine the level of career motivation of teachers in terms of:
 - a. intrinsic, and
 - b. extrinsic?
2. Assess the level of organizational support of teachers in terms of:
 - a. colleague support;
 - b. supervisor support; and
 - c. institutional support?
3. Ascertain the level of teaching effectiveness of teachers in terms of:
 - a. commitment;
 - b. knowledge of the subjects;
 - c. teaching for independent learning; and
 - d. Management of learning?
4. Find out the relationship between teaching effectiveness and:
 - a. career motivation, and
 - b. organizational support?
5. Identify the variables, singly or in combination, that best predicts the teaching effectiveness of basic education teachers?

2. METHODOLOGY

This section describes the methods and procedures used in the conduct of this study. This section contains the research design, the study's locale, respondents, the research instrument, data-gathering procedure, and the statistical treatment.

2.1. Research Design

The study utilized a quantitative research design, specifically a descriptive–correlational design to assess relationships among two or more variables. The descriptive design helped describe the levels of career motivation, organizational support, and teaching effectiveness among teachers. The correlational research method was applied to evaluate the relationship between career motivation, organizational support, and teaching effectiveness of basic education teachers. Additionally, the regression technique was employed to determine which variables, singly or in combination, significantly affected teaching effectiveness.

2.2. Locale of the Study

This study was conducted in Kitaotao Districts 2 and 3, Bukidnon, Philippines. These districts were part of the Division of Bukidnon in Region X and encompassed a variety of public elementary and secondary schools. The study focused specifically on two hundred fifty (250) public elementary and secondary school teachers within this municipality for the academic year 2025-2026.

2.3. Respondents of the Study

The respondents of the study were randomly selected, consisting of 300 elementary and secondary public school teachers of Kitaotao 2 and 3 Districts within the Division of Bukidnon. The study utilized a complete enumeration approach for participant selection. Through this technique, 300 public basic education teachers from the Kitaotao 2 and 3 Districts within the Division of Bukidnon during the school year 2025–2026 were included.

2.4. Research Instrument

A structured survey questionnaire was employed as the main research tool of this study. The questionnaire was adopted to assess three key areas: career motivation, organizational support,

and teaching effectiveness among basic education teachers.

First, to identify the level of career motivation, the researcher adopted the questionnaire of Tusoy (2025) utilized in her master's thesis entitled *Organizational Support and Career Motivation on Teaching Competence of Elementary School Teachers* with a Cronbach alpha of 0.965, indicating a high reliability. The career motivation section of the questionnaire composed of two (2) sub-variables: intrinsic, with 10 indicators and extrinsic, with 10 indicators. The following limits, descriptive rating, and qualitative interpretation were employed in analyzing the data.

Second, to identify the level of organizational support, the researcher adopted the questionnaire of Magpulong (2022) utilized in her master's thesis entitled *Teaching Engagement and Organizational Support on Instructional Delivery of Teachers*. The organizational support section of the questionnaire composed of three (3) sub-variables: colleague support, with 5 indicators; supervisor support, with 7 indicators, and institutional support, with 5 indicators. The following limits, descriptive rating, and qualitative interpretation were employed in analyzing the data.

To ascertain the teaching effectiveness of teachers, the researcher adopted the questionnaire of Pico (2025) utilized in his master's thesis entitled *Digital Competence and Work-Life Balance on Teaching effectiveness of Long-Serving Basic Education Teachers*. The organizational support section of the questionnaire composed of four (4) sub-variables: commitment, with 5 indicators; knowledge of the subject, with 5 indicators; teaching for independent learning, with 5 indicators, and management of learning, with 5 indicators. The following limits, descriptive rating, and qualitative interpretation were employed in analyzing the data.

2.5. Data Gathering Procedure

The researcher first prepared a letter requesting permission to conduct the study, which was reviewed and noted by the subject professor. This letter was then submitted to every school's head of office. Once approved, the letter served as official authorization to distribute the survey questionnaires to public school teachers.

The participants received a letter informing them of their selection. The letter also explained the purpose of the study, and the participants were given one week to answer the questionnaire. The study also utilized a digital platform like Google Forms to streamline and accelerate the data collection process.

The data were then organized, tallied, and categorized according to the research questions. The gathered information underwent thorough analysis, discussion, and interpretation. Multiple regression analysis was applied to determine how career motivation and organizational support influenced the teaching effectiveness of public school teachers.

2.6. Statistical Analysis

Descriptive statistics, including mean and standard deviation, were used to determine the level of career motivation, organizational support, and teaching effectiveness of teachers.

To examine the relationship of these variables, Pearson product-moment correlation (Pearson r) was employed to assess the significance of associations between career motivation, organizational support, and teaching effectiveness among basic education teachers.

Moreover, multiple regression analysis was conducted to identify the best predictor of basic education teachers' teaching effectiveness.

2.7. Ethical Considerations

The researcher adhered to the ethical standards throughout the study. To ensure the integrity of the research, several ethical considerations were observed to protect the respondents' rights and well-being. To ensure compliance with ethical guidelines and legal requirements, the researcher secured the required permit from the Institutional Ethics Review Committee (IERC) of the University Research Office.

Prior to distributing and retrieving the questionnaires, the researcher submitted a formal letter to the respective district supervisors requesting permission to conduct the study.

Moreover, all participants provided informed consent after being fully informed about the study's nature and purpose. Their voluntary participation was valued and appreciated. The

participants' anonymity was ensured throughout the research process.

3. RESULTS AND DISCUSSION

This section includes the presentation of the gathered data and comprehensive analysis, interpretation, and support of the findings of the study. The first part determines the level of career motivation of teachers in terms of intrinsic motivation and extrinsic motivation. It also assesses the level of organizational support of teachers in terms of colleague support, supervisor support, and institutional support. Furthermore, it ascertains the teachers' teaching effectiveness in terms of commitment, knowledge of the subjects, teaching for independent learning, and management of learning.

The second part displays the correlation between teachers' career motivation, organizational support and teaching effectiveness. The variable that significantly affects teacher's teaching effectiveness was described and identified. Predictors for teachers' teaching effectiveness were identified and presented in the third part of this chapter.

3.1. Career Motivation of Teachers

Table 1 presents teachers' career motivation, categorized into intrinsic and extrinsic sub-variables. The results indicate that teachers are very highly motivated, with an overall mean score of 4.54.

Indicator	Mean	Descriptive Rating	Qualitative Interpretation
Intrinsic Motivation	4.66	Strongly Agree	Very Highly Motivated
Extrinsic Motivation	4.43	Agree	Highly Motivated
Overall Mean	4.54	Strongly Agree	Very Highly Motivated

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly Motivated
3.51-4.50	Agree	Highly Motivated
2.52-3.50	Neutral	Moderately Motivated
1.51-2.50	Disagree	Rarely Motivated
1.00-1.50	Strongly Disagree	Not Motivated at All

Table 1. Mean Score of Career Motivation of Teachers

The result shows that intrinsic motivation emerges as slightly stronger than extrinsic motivation, suggesting that teachers are most driven by internal factors such as student progress, personal achievement, and satisfaction in teaching responsibilities. Nevertheless, external supports including school policies, leadership respect, and collegial collaboration remain vital in sustaining motivation.

The results indicates that intrinsic motivation provides the primary source of energy for teachers, reinforcing their commitment to student learning and professional growth. Extrinsic motivation, while somewhat lower, still plays a critical role in shaping teachers' experiences, particularly when organizational structures and recognition systems are supportive. These findings underscores that teaching effectiveness is maximized when schools cultivate both intrinsic and extrinsic motivators, thereby ensuring that teachers feel valued internally through personal fulfilment and externally through institutional support.

Research shows that intrinsic or autonomous motivation is strongly linked to better teaching performance and well-being, while extrinsic motivation plays a supporting role (Howard et al., 2020). Another study found that teachers who are internally motivated tend to have higher self-efficacy in managing classrooms and engaging students (Calkins et al., 2023). Rothinam et al. (2024), in a systematic review, confirmed that both intrinsic and extrinsic factors shape teacher motivation, reinforcing the idea that personal passion and external support work together to sustain high levels of motivation. These studies support the conclusion that teachers' career motivation is strongly influenced by a balance of internal drive and external reinforcement, both of which are crucial for teaching effectiveness.

3.2. Organizational Support of Teachers

Table 2 presents the organizational support experienced by teachers, categorized into colleague support, supervisor support, and institutional support. The results indicate that teachers are completely supported, with an overall mean score of 4.58.

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Colleague Support	4.56	Strongly Agree	Completely Supportive
Supervisor Support	4.59	Strongly Agree	Completely Supportive
Institutional Support	4.59	Strongly Agree	Completely Supportive
Overall Mean	4.58	Strongly Agree	Completely Supportive
Range	Descriptive Rating	Qualitative Interpretation	
4.51-5.00	Strongly Agree	Completely Supportive	
3.51-4.50	Agree	Fairly Supportive	
2.51-3.50	Neutral	Somewhat Supportive	
1.51-2.50	Disagree	Slightly Supportive	
1.00-1.50	Strongly Disagree	Not Supportive at all	

Table 2. Mean Score of Organizational Support of Teachers

These findings indicates that teachers thrive in environments where they experience fairness, recognition, and empathy from both individuals and institutions. The interpretation of these results highlights that organizational support is not only about policies but also about relationships and leadership practices that foster trust and collaboration. When teachers feel supported by colleagues, supervisors, and institutions, they are more likely to remain motivated, resilient, and effective in their teaching roles.

A study of UNESCO (2024) emphasized globally that teacher motivation and retention depend heavily on supportive policies, recognition, and professional development opportunities, underscoring the universal importance of organizational support in sustaining teaching effectiveness. In the Philippine context, Sanza and Asparin (2025) examined organizational support and work-life balance among public school teachers in Bukidnon. They reported that teachers experienced high levels of support in curriculum management, professional development, and partnerships, which helped sustain motivation despite moderate burnout levels. Similarly, Purisima (2025) conducted a thematic literature review on educational leadership in the Philippine setting and found

that leadership styles, fairness, and supportive practices significantly influence teacher motivation. This demonstrates that organizational support through effective leadership is essential for sustaining morale and performance among teachers.

3.3. Teaching Effectiveness of Teachers

Table 3 presents the teaching effectiveness categorized into commitment, knowledge of the subjects, teaching for independent learning, and management of learning. The result indicate that teachers are outstanding, with an overall mean of 4.87.

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Commitment	4.89	Always	Outstanding
Knowledge of the Subjects	4.83	Always	Outstanding
Teaching for Independent Learning	4.87	Always	Outstanding
Management of Learning	4.89	Always	Outstanding
Overall Mean	4.87	Always	Outstanding
Range	Descriptive Rating	Qualitative Interpretation	
4.51-5.00	Always	Outstanding	
3.51-4.50	Often	Very Satisfactory	
2.51-3.50	Sometimes	Satisfactory	
1.51-2.50	Rarely	Unsatisfactory	
1.00-1.50	Never	Poor	

Table 3. Mean Score of Teaching Effectiveness of Teachers

The data suggests that teachers are not only competent in subject knowledge but also excel in fostering independent learning and managing classrooms effectively. The highest mean scores in commitment and management of learning highlight that teachers are deeply dedicated to their roles and are able to create structured, supportive environments for students. The slightly lower mean in knowledge of the subject, though still outstanding, implies that while mastery is strong, continuous professional development remains important.

The findings indicates that teaching effectiveness is strongly tied to both professional competence and personal dedication. Teachers who are committed and skilled in managing learning processes are more likely to sustain high levels of student engagement and achievement. This aligns

with the idea that teaching effectiveness is multidimensional, requiring both technical expertise and emotional investment in students' growth.

Internationally, Zhang and An (2024) found that teacher commitment significantly enhances teaching quality and student learning outcomes, showing that dedication is a critical predictor of effectiveness. In the Philippine context, Omar, Tolod, and Pagara (2024) emphasized that teacher commitment within the Philippine Professional Standards for Teachers framework strongly predicts teaching performance, particularly in areas of classroom management and student-centered learning. Similarly, a study by Dela Cruz and Santos (2021) highlighted that Filipino teachers' effectiveness is closely linked to their ability to balance subject mastery with strategies that promote independent learning, confirming the importance of both knowledge and pedagogical skills.

3.4. Correlation Analysis of Career Motivation and Organizational Support on Teaching Effectiveness

Table 4 shows the Pearson correlation coefficients between career motivation, organizational support, and teaching effectiveness among basic education teachers, based on 250 cases using 2-tailed tests.

VARIABLES	r-value	p-value
Career Motivation		
Intrinsic Motivation	.457	.000**
Extrinsic Motivation	.485	.000**
Organizational Support		
Colleague Support	.444	.000**
Supervisor Support	.305	.000**
Institutional Support	.282	.000**

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

NS - Not Significant

Table 4. Correlation Analysis of Career Motivation and Organizational Support on Teaching Effectiveness

The correlation analysis shows that both career motivation and organizational support have significant positive relationships with teaching

effectiveness among basic education teachers. The data reveal that extrinsic motivation ($r = .485, p = .000$) and intrinsic motivation ($r = .457, p = .000$) are strongly correlated with teaching effectiveness, suggesting that teachers who are motivated by both internal satisfaction and external rewards tend to perform better in their roles. Organizational support also demonstrates meaningful correlations, with colleague support ($r = .444, p = .000$) being the strongest, followed by supervisor support ($r = .305, p = .000$) and institutional support ($r = .282, p = .000$). These findings indicate that supportive environments, whether through peers, leadership, or institutional policies, contribute to improved teaching outcomes.

Analyzing these results, it becomes clear that motivation and support systems work hand in hand to sustain teacher effectiveness. Intrinsic motivation reflects teachers' passion and commitment to their profession, while extrinsic motivation highlights the importance of recognition, compensation, and career advancement. The organizational support variables emphasize that collaboration with colleagues, guidance from supervisors, and fair institutional practices are essential in maintaining high levels of teaching performance. The interpretation of these values suggests that while motivation is a strong driver of effectiveness, organizational support provides the necessary environment for teachers to thrive.

Studies indicate that extrinsic and intrinsic motivation directly influence how educators perform in the classroom, with recognition and internal satisfaction driving engagement and task completion (Alrawahi et al., 2020). When teachers feel appreciated and validated, their commitment to educational outcomes strengthens. Furthermore, the role of organizational support cannot be overstated. A supportive environment, characterized by strong colleague and institutional backing, creates a foundation where teachers feel equipped to handle their duties. Research demonstrates that perceived organizational support directly impacts teacher performance, improving job satisfaction and overall teaching quality (Karlina et al., 2022). Additionally, providing educators with adequate resources and a collaborative work culture has been shown to boost their overall effectiveness,

work engagement, and resilience (Van Wingerden et al., 2017).

3.5. Regression Analysis on Career Motivation and Organizational Support on Teaching Effectiveness of Basic Education Teachers

Table 5 presents multiple linear regression results predicting teaching effectiveness from extrinsic motivation, intrinsic motivation, colleague support, and institutional support among basic education teachers.

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.017	.231		8.734	.000
Career Motivation					
Extrinsic	.222	.043	.287	5.101	
Intrinsic	.206	.038	.287	5.378	.000
Organizational Support					
Colleague	.119	.031	.213	3.796	.000
Institutional	.081	.033	.127	2.458	.015
<hr/>					
R=	.633	R ² =	.401	F =	40.938
				P=	0.000

$$Y = 2.017 + 0.222X_1 + 0.206X_2 + 0.119X_3 + 0.081X_4$$

Where:

Y = Teaching Effectiveness

X1 = Extrinsic Motivation (Career Motivation)

X2 = Intrinsic Motivation (Career Motivation)

X3 = Colleague Support (Organizational Support)

X4 = Institutional Support (Organizational Support)

Table 5. Regression Analysis on Career Motivation and Organizational Support on Teaching Effectiveness of Basic Education Teachers

The regression analysis shows that both career motivation and organizational support significantly predict teaching effectiveness among basic education teachers. The model explains 40.1% of the variance in teaching effectiveness ($R^2 = .401$), which indicates a moderate explanatory power. Extrinsic motivation ($B = .222$, $\beta = .287$, $p = .000$) and intrinsic motivation ($B = .206$, $\beta = .287$, $p = .000$) are the strongest predictors, suggesting that teachers who are motivated by both internal satisfaction and external rewards tend to be more effective. Organizational support also contributes meaningfully, with colleague support ($B = .119$, $\beta = .213$, $p = .000$) and institutional support ($B = .081$, $\beta = .127$, $p = .015$) showing significant positive effects. These results highlight that motivation and support systems together create a strong foundation for teaching effectiveness.

From these findings, it is clear that motivation is a primary driver of teacher performance, while organizational support provides the enabling environment. The interpretation is that teachers who are motivated by personal fulfillment and external recognition are more likely to excel, but their effectiveness is further enhanced when they receive support from colleagues and institutions. This balance between personal drive and systemic support underscores the importance of holistic approaches to teacher development.

Research increasingly supports the idea that teacher effectiveness is a product of both individual drive and the environment provided by educational institutions. A study focused on elementary school teachers found that career motivation and organizational support are significant predictors of teaching competence, with intrinsic motivation and performance appraisals emerging as particularly strong drivers (Tusoy & Abellana, 2025). Studies have also shown that teacher motivation significantly influences instructional quality. Motivated teachers are more prone to maintaining orderly, productive, and positive learning environments by implementing innovative, student-centered teaching strategies (Katel, 2024). Li, et al. (2025) also point out that when teachers feel that their organization values their work and supports their well-being, they are more likely to perform their duties effectively.

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4. CONCLUSION

The findings of this study answer the research questions on career motivation and organizational support on teaching effectiveness of basic education teachers in Kitaotao 2 and 3 Districts in the Division of Bukidnon for the school year 2025-2026.

1. Teachers are very highly motivated in terms of career motivation.

2. Teachers were completely supported across colleague, supervisor, and institutional dimensions.

3. Teachers demonstrate outstanding performance in their teaching responsibilities.

4. Both career motivation and organizational support have significant positive relationships with teaching effectiveness among basic education teachers.

5. The study found that extrinsic motivation, intrinsic motivation, colleague support, and institutional support significantly predict teaching effectiveness among basic education teachers.

5. RECOMMENDATION

Based on the findings of this study on career motivation and organizational support on teaching effectiveness of basic education teachers in Kitaotao Districts 2 and 3, the following recommendations are proposed:

1. Schools leaders may strengthen both intrinsic and extrinsic teacher motivation by promoting autonomy, encouraging innovative practices, recognizing contributions, ensuring fair compensation, and providing clear promotion pathways.

2. School principals could strengthen organizational support by fostering collaboration among colleagues, providing consistent guidance and fair evaluation to teachers, and establishing institutional mechanisms that reduce administrative burdens while ensuring adequate resources and professional development opportunities.

3. DepEd supervisors could enhance teaching effectiveness by initiating targeted training programs that strengthen teachers' commitment, deepen subject mastery, and improve classroom management skills.

4. School leaders and policymakers could prioritize interventions on the strongest predictors, career motivation and organizational support to maximize teacher performance and improve student outcomes.

5. Schools and policymakers could prioritize intrinsic career motivation and supervisor support as the strongest predictors of teaching effectiveness. Programs that nurture teachers' passion and provide supportive leadership could enhance commitment, maximize performance, and improve student outcomes.

6. Future researchers may expand the scope to other districts or educational levels to validate and

compare findings. Additional variables such as teacher resilience, self-efficacy, and digital competence may also be explored to enrich the framework of teaching effectiveness.

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