

A CONVERGENT PARALLEL STUDY ON THE RELATIONSHIP BETWEEN WORK TASKS MOTIVATION AND TEACHING PERFORMANCE OF ELEMENTARY TEACHERS

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ABSTRACT

This study examined the relationship between work task motivation and teaching performance among public elementary school teachers in Kapalong West District, Davao del Norte, Philippines. The research focused on key dimensions of work task motivation including class preparation, teaching, student evaluation, administrative duties, and complementary tasks. Using a convergent parallel mixed-methods design, the study gathered data through survey questionnaires and in-depth interviews. The quantitative phase involved 102 teacher-respondents selected through purposive sampling from 136 teachers in the district, while the qualitative phase engaged 14 participants—7 through one-on-one interviews and 7 through focus group discussions. Results revealed that both work task motivation and teaching performance were rated as very high across all indicators. A significant positive correlation was found between work task motivation and teaching performance ($r = 0.606$, $p < .01$), indicating a strong relationship between the two variables. The qualitative data supported these findings, showing that motivated teachers demonstrated enhanced instructional strategies, time management, and resilience in managing professional demands. Emerging themes emphasized the roles of passion, support networks, and administrative collaboration in sustaining teaching success. These results highlight the importance of implementing school-based initiatives that support teacher motivation to enhance educational quality. Encouraging consistent professional development, peer support, and reduced administrative burden are key strategies to foster both motivation and performance in the teaching profession.

Keywords: *work task motivation, teaching performance, elementary teachers, mixed-methods study, instructional effectiveness, Davao del Norte, Philippines.*

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INTRODUCTION

Teaching performance plays a crucial role in the quality of education as it directly impacts student learning outcomes. However, teachers face various challenges that hinder their ability to perform effectively. Large class sizes, lack of administrative support, and limited resources often make it difficult for teachers to implement diverse instructional strategies. Burnout is another significant issue, which notably reduce motivation and classroom efficacy among teachers. Additionally, without continuous professional development, teachers may struggle to adapt to the evolving needs of students and the integration of new technologies, further affecting the learning experience (Aguilon & Guhao, 2024). Teaching performance is a critical factor in educational success, yet many countries face significant challenges in this area. In Indonesia, primary school instructors are required to be qualified professionals, highlighting the need for competencies in pedagogy, social and behavioral skills, and subject-matter

knowledge. Despite this, the average teacher performance score in 2021 was only 52.01%, far below the expected benchmark of 70%, with low scores in pedagogy (54.52%) and professional competence (50.43%). This suggests that many teachers meet only half of the required teaching criteria, potentially contributing to poor student engagement. Similarly, in Africa, declining teacher performance is a growing concern, particularly in South Africa, where many schools suffer from dysfunction due to demotivated and underperforming teachers. African governments have attempted to address this by improving teacher salaries, housing, and retirement benefits, but these measures have yet to fully resolve the deeper issues. Additionally, studies on the relationship between head teachers' supervisory practices and teacher performance offer mixed results, with some indicating that directive supervision may not always be effective in improving teacher outcomes (Sebalo & Teslenko, 2020; Kemendikbud, 2021; Ugwu et al., 2023). Moreover, teaching performance is crucial for student achievement, skill development, and the overall growth of a nation's workforce, particularly in the Philippines, where education is a key driver of socioeconomic progress. However, teachers in the Philippines face numerous challenges that hinder their effectiveness in the classroom. Large class sizes, especially in urban areas, limit their ability to provide individualized instruction and efficiently manage classrooms, leading to reduced student engagement and learning outcomes. Additionally, teachers are often burdened with administrative tasks such as paperwork, meetings, and extracurricular activities, which consume instructional time and contribute to burnout. Beyond delivering lessons, teachers must also prepare effective materials, grade student work, manage the curriculum, and collaborate with colleagues. They often take on multiple roles, serving as surrogate parents, mentors, counselors, and even leaders within the community, highlighting the wide-ranging responsibilities placed on educators (Olivar, 2020; Bautista, 2019; Rodriguez & Cudiamat, 2021). As such, studying this issue is therefore pertinent since it deals with the necessity for teachers to modify their methods to create better learning environments, which will ultimately improve student outcomes. Without this information, instructional practices run the danger of becoming antiquated and having a detrimental effect on student progress and engagement. This study intends to close current gaps in educational practices and improve teacher effectiveness by identifying the critical components that impact teaching performance. This will facilitate the development of more innovative and captivating teaching tactics. The results may help students by fostering a more encouraging learning environment, and they may also direct policymakers in the creation of professional development programs for teachers that guarantee their readiness for the challenges of contemporary education.

Given these challenges, this research is timely and essential as it directly impacts the quality of education and the effectiveness of teachers. Teaching performance plays a significant role in student learning and academic success, making it crucial to explore how motivation influences a teacher's ability to deliver high-quality instruction. In an era where teacher burnout and attrition are growing concerns, understanding what drives motivation can help create supportive environments that retain skilled educators and promote their satisfaction. This research is also vital for informing policies and professional development programs, ensuring they align with teachers' motivational needs and enhance their overall effectiveness.

Research Questions

1. What is the level of teaching performance and work task motivation among Public Elementary School Teachers?
2. Is there a significant relationship between teaching performance and work task motivation among Public Elementary School Teachers?
3. What are the lived experiences and coping mechanisms of elementary teachers in relation to the influence of work task motivation on their teaching performance?
4. What are the insights of elementary teachers as regards to the role of work task motivation on their teaching performance?
5. How do qualitative results explain the quantitative results of the study?

METHODS

Research Design

This study utilized a mixed methods research design, specifically adopting a convergent parallel design, which combines both quantitative and qualitative methods simultaneously. According to Johnson et al. (2017), mixed methods involve the use of both quantitative and qualitative techniques in either a single or multiphase study. This approach explores the social world by incorporating multiple methodological traditions, techniques for data collection, analysis, and representation ultimately leading to a deeper understanding of the phenomena under investigation.

In this particular mixed-methods study, the convergent parallel design was applied to investigate both quantitative and qualitative dimensions of metacognitive. Data was gathered

through surveys and focus group discussions or individual interviews, concurrently, giving equal importance to both data types. The quantitative data provided statistical insights from the surveys, while qualitative data from interviews offered detailed perspectives. Each dataset was analyzed separately before being integrated to identify similarities, differences, and any contradictions. This method allowed for a well-rounded understanding of the relationships within the data, enriching the overall interpretation of the results (Hanson et al., 2005).

By employing the convergent parallel design, this study aimed for comprehensive exploration of the topic. Both qualitative and quantitative data were collected during the same research phase, with equal weight assigned to each. The qualitative portion consisted of interviews or focus groups, while the quantitative portion involved surveys or statistical analysis. The data sets were first analyzed independently to extract unique insights and then compared and merged to validate and triangulate the findings. This process allowed the strengths of both approaches to be leveraged, ensuring a more robust understanding of the research problem (Demir & Pismek, 2018).

In this design, qualitative and quantitative data were collected and analyzed concurrently to provide a holistic view research topic. Qualitative data, such as interviews, focus groups, audio recordings and transcription, were analyzed using thematic and discourse analysis to uncover patterns and relationships related to student metacognitive awareness. Simultaneously, the quantitative data collected from surveys was subjected to statistical analysis to assess competence levels. The integration of both data sets allowed for richer interpretation of findings, enhancing the overall understanding of the study.

Population and Sample

Quantitative Phase

The research was conducted among the elementary teachers of Kapalong West District, which consists of 136 teachers, to determine the distribution of samples, stratified random sampling was used. There are 12 elementary schools in Kapalong West District and their population, which are: Luna Elementary School had a population of (21) elementary teachers, Sampao Integrated Elementary School also had a population of (21) elementary teachers, while Gabuyan Elementary School had a population of (15) elementary teachers, Semong Elementary School had a population of (14) elementary teachers, on the other hand Dona Carmen Elementary School had a population of (12) elementary teachers, also Manguilibas Elementary School had a population of (12) elementary teachers, while Tiburcia Elementary School had a population of (9) elementary teachers, Pag-asa Elementary School also had a population of (9) elementary teachers, Pedro G. Colita Sr. Elementary School had a population of (8) elementary teachers, Sagana Elementary School had a population of (7) elementary teachers and Bunawan Elementary School had a population of (8) elementary teachers who were selected randomly. The number of respondents had been determined as presented in the table.

The size of the sample was determined to be an acceptable number of statistical purposes based on research recommendations for educational studies that encompassed a correlational analysis. Cohen (1992) suggested that a sample of 85 is enough to detect a medium effect size ($r=0.30$) with a power of 0.80 and a significance level of .05. Since this study included 102 respondents, the sample exceeds the minimum requirement, providing a strong basis for generalizing the findings to the target population. By ensuring proportional representation across all schools, the sampling process supported the goal of accurately assessing the relationship between work task motivation and teaching performance.

Qualitative Phase

In the qualitative phase of this study, participants were selected purposefully using the non-probability sampling method known as purposive sampling. This method allowed the researcher to choose teachers who could best inform research questions and provide deeper understanding of the phenomenon under study (Kuper et al., 2008). A total of fourteen (14) elementary teachers were carefully selected based on their ability to articulate their experiences and their exposure to work task motivation. Seven (7) of them participated in in-depth interviews (IDI), where each teacher was interviewed individually in a quiet and focused setting to gather detailed, personal insights. The other seven (7) took part in a focus group discussion (FGD),

where they came together in a supportive environment to share and discuss their thoughts and experiences as a group.

In the recruitment process, the participants who qualify to participate in the study, the researcher prepared a set of criteria as its basis: (1) they must be elementary teachers currently teaching in the Kapalong West District, (2) they must have at least one year of teaching experience, and (3) they must be willing to participate in the study. Careful attention was given to ensure that the selection process was fair, unbiased, and aligned with ethical research standards. The confidentiality and well-being of all participants were prioritized throughout the process.

Research Instrument

In this section, the research tools used in gathering both quantitative and qualitative data from the participants and informants, as well as respondents of this study are discussed. To identifying the level of work task motivation and teaching performance, an adopted questionnaire from a previously published and conducted study was used. The research contextualized the questionnaire to fit the specific setting of the study, and it was further validated by experts in the field of research.

In quantitative phase, the researchers assess the level and status of work task motivation (WTM), a questionnaire adopted from the study of Saner and Villena (2024) and teaching performance a questionnaire adopted from the study of Paz (2021) was utilized. This instrument was contextualized to aligned with the specific focus and setting of the present study. After adaptation particularly in refining the constructs of each item under the identified validation and evaluation by external experts in the field of research. Their suggestions and recommendations were carefully implemented to enhance the reliability of the instrument. Furthermore, the researcher ensured that the questionnaire items were written in basic English to promote comprehension and ease of response among participants.

In the qualitative phase, an interview guide was utilized containing. Overreaching core questions as well as probing and supporting questions. This guide will be employ for both in-depth interviews and focus group discussions. It underwent validation by external experts to ensure the construct of the questions was sound, measuring what they intended to measure and effectively gathering the necessary data for the study. Additionally, in this strand, the researcher used this validated interview guide to verify the findings from the quantitative phase of the study. The interview guide consisted of two parts: one for obtaining participant consent and the second for the interview proper.

Data Analysis

The quantitative data were analyzed using descriptive statistics and Pearson-r. More specifically, the mean was used to assess the level of work task motivation and teaching performance among elementary teachers related to research question number one. Pearson-r was then applied to measure the significant relationship between work task motivation and teaching performance. After collecting the questionnaires, the data were counted in accordance with the procedures. After recommending a reliable statistical treatment, the researcher engaged a well-known statistician to assist with the quantitative results.

In the qualitative phase, the researcher used coding and thematic analysis to analyze the data. The researcher identified and examined the patterns and themes that came out of participant responses to the in-depth interviews and focus group discussions. The themes were used to examine the connection between work task motivation and teaching performance of elementary teachers. The data were carefully analyzed to identify and emphasize meaningful themes that addressed the research objectives and offered insights into the teachers' lived experiences.

RESULTS AND DISCUSSION

Level of Work Task Motivation

Shown in Table 2 is the level of work task motivation among elementary teachers in Kapalong West District. It obtained an overall mean score of 4.68 with a descriptive equivalent of very high. This means that the Elementary teachers always manifested their work task motivation. The variable of the study which is the work task motivation has five indicators namely: class preparation, teaching, evaluation of students, administrative task,

complementary task.

Table 2. Level of Work Task Motivation

Indicators	Mean	Description
A. Class Preparation		
1. developing a plan that will gradually inculcate significant learnings to the students.	4.77	Very High
2. finding it rewarding to have my lessons carefully planned and well-prepared.	4.82	Very High
3. required to facilitate documents and submit them on time.	4.64	Very High
4. receiving support from the administration for class preparation.	4.68	Very High
5. working with my colleagues to prepare for classes.	4.56	Very High
Category Mean	4.69	Very High
B. Teaching		
1. performing this kind of duty sincerely and passionately.	4.88	Very High
2. teaching in environment that is well lighted, properly ventilated, and conducive to learning.	4.74	Very High
3. being a second parent, obliged to listen to my student's needs, concerns, and life issues.	4.84	Very High
4. feeling valued when my students listen to me.	4.89	Very High
5. finding with it rewarding when I achieve the lesson objectives.	4.87	Very High
Category Mean	4.85	Very High
C. Evaluation of Students		
1. assessing the importance of task for the academic success of my students.	4.89	Very High
2. evaluating student progress toward attaining essential learning objectives.	4.88	Very High
3. evaluating student ability to apply learning in real-world contexts.	4.83	Very High
4. utilizing diverse assessment and evaluation methods to measure student understanding.	4.72	Very High
5. considering individual learning styles and characteristics.	4.76	Very High
Category Mean	4.82	Very High
D. Administrative Tasks		
1. feeling heard when I participate in teachers and employee's union and association.	4.46	Very High
2. believing that attending faculty meetings is an important part of professional development.	4.76	Very High
3. creating and sending office correspondence to stakeholders for classroom and school operations.	4.49	Very High
4. keeping anecdotal records and incident reports of my students, as they are important in my care.	4.42	Very High
5. conducting home visits and parent-teacher conference to improve student progress and attendance.	4.46	Very High
Category Mean	4.52	Very High
E. Complementary Tasks		
1. finding it rewarding to create, organize, and advise student clubs and activities.	4.59	Very High
2. believing that organizing and managing committees for school and student activities are key to holistic learning.	4.72	Very High
3. developing instructional materials like modules, activity sheets, and video lessons for student use.	4.66	Very High
4. conducting research to support the ongoing progress and development of teaching and related processes.	3.75	High

5. attending trainings, seminars, and capacity-building events to improve my ability to perform teaching duties.	4.82	Very High
Category Mean	4.51	Very High
Overall mean	4.68	Very High

In regard to work task motivation, according to its five indicators, the class preparation has a category mean of 4.69, defined as very high, meaning that it is always manifested by the elementary teachers. The highest rated item was "finding it rewarding to have my lessons carefully planned and well-prepared" ($M = 4.82$, very high), while the lowest was "working with my colleagues to prepare for classes" ($M = 4.56$, very high). This finding aligns with Yumuşak (2020), who emphasizes that class preparation plays a vital role in improving learning outcomes. The high rating of class preparation in the present study indicates that public elementary school teachers consistently engage in thorough lesson planning, instructional material development, and alignment of activities with learning objectives. Likewise, Trninic et al. (2022), which highlights that class preparation, particularly when it involves complex tasks like problem-solving and content organization, benefits greatly from motivational processes. Although their study focused on advanced learners, it offers insights applicable to teachers, showing that strategic preparation activities enhance work task motivation and teaching effectiveness.

Also, the indicator teaching is 4.85 and rated as very high. The item utilized most was "feeling valued when my students listen to me" ($M = 4.89$, very high), while the item used least was "teaching in environment that is well lighted, properly ventilated, and conducive to learning" ($M = 4.74$, very high). Both were utilized frequently. This data provided evidence that Cilalı et al. (2025), who emphasize that teaching mindsets and motivation play a crucial role in promoting student academic growth. This study indicates that elementary teachers consistently implement effective instructional practices rooted in thorough class preparation, structured delivery, and active student engagement, an approach supported by Heath (2024), which highlights that ensuring teaching effectiveness remains a key factor in supporting student outcomes. Heath's research explores how teacher preparation pathways influence instructional quality and concludes that while alternate routes can expand access to the profession, they may lack the necessary depth in instructional training.

Moreover, for the evaluation of students, the category mean is 4.82, described as very high, the highest rated item was "assessing the importance of task for the academic success of my students." – had the highest mean of 4.89 (very high), while the lowest mean of 4.72 (very high) came from Item No. 4 – "utilizing diverse assessment and evaluation methods to measure student understanding". This finding shows that public elementary school teachers consistently implement varied and effective assessment methods to measure student learning, track progress, and adjust instruction accordingly. Their commitment to fair and accurate assessment helps in identifying students' strengths and areas for improvement, allowing for targeted interventions and support. This is supported by Van Norman and Sturgell (2023), who emphasize that student evaluation plays a critical role in monitoring academic development determining the effectiveness of instructional interventions, and guiding instructional decisions. The present study shows that public elementary school teachers consistently implement student evaluation practices at a very high level. This suggests their commitment to using a variety of reliable and objective assessment strategies to measure learning outcomes, identify student strengths and needs, and provide timely support. It also aligns with the study of Clayson (2021), which explores how student perceptions can sometimes distort evaluation outcomes, particularly when influenced by subjective factors such as likability. While the study found that student feedback can provide valuable insights into the classroom experience, it also cautions that such evaluations may not always accurately reflect instructional effectiveness. This reinforces the importance of equipping teachers with comprehensive, unbiased assessment tools that go beyond surface-level impressions.

Furthermore, for the indicator administrative tasks the category mean 4.52 indicate as very high, this specific item that rated as very high (4.76) was Item No. 2 – "believing that attending faculty meetings is an important part of professional development." While the lowest was rated as very high (4.42) was Item No. 4 – "keeping anecdotal records and incident reports of my students, as they are important in my care". This result indicates that teachers consistently fulfill their administrative responsibilities alongside their instructional duties. This implies that public elementary school teachers effectively manage paperwork, documentation, record-keeping, and other school-related tasks while maintaining quality teaching. This finding

aligns with Junio (2024), who emphasizes that reducing administrative burdens plays a vital role in enhancing teacher performance and instructional quality. The present study shows that public elementary school teachers consistently manage administrative tasks at a very high level, indicating their ability to handle documentation, record-keeping, and compliance requirements alongside their teaching duties. Similarly, the study of Folabit et al. (2023), which highlights the ongoing impact of administrative responsibilities on educators' ability to concentrate fully on teaching. While some teachers view administrative tasks as potential opportunities for leadership or career advancement, many struggle with the competing demands these duties impose on instructional time.

Lastly, for the complementary task the category mean was 4.51, described as very high, the highest rated item was "attending trainings, seminars, and capacity-building events to improve my ability to perform teaching duties" (4.82, very high), while the lowest rated was "conducting research to support the ongoing progress and development of teaching and related processes" (3.75, high). This result indicates that teachers consistently perform additional responsibilities beyond their primary teaching duties. This implies that public elementary school teachers actively participate in extracurricular activities, school programs, committee work, and community engagement to support holistic student development and school improvement. Their involvement in these complementary tasks reflects a strong sense of commitment, teamwork, and service beyond classroom instruction. This finding aligns with Eslit (2023), who highlights the importance of complementary tasks in enhancing overall performance by integrating cognitive, social, and technical skills. It indicates that public elementary school teachers consistently engage in responsibilities beyond their instructional roles, including participation in extracurricular activities, school programs, committee work, and community-based initiatives. Also, the study of Samborska et al. (2022), which emphasizes that complementary tasks function as mechanisms through which individuals apply learned knowledge to new contexts. Their research suggests that when tasks are coordinated effectively, they reveal insights into learner progress and instructional needs. However, the lack of sufficient resources and training may hinder the successful integration of these tasks into learning and assessment practices.

Level of Teaching Performance

Shown in table 2.1 is the level of teaching performance among Elementary teachers in Kapalong West District. It obtained an overall mean score of 4.68 with a description of very high. This means that the Elementary teachers always manifested their teaching performance. The variable of the study which is the teaching performance which has four indicators namely: person-related factor, school-related factor, leader-related factor, community-related factor.

Table 2.1. Level of Teaching Performance

Indicators	Mean	Description
A. Person-related Factor		
1. having high intellectual and scholastic qualities.	4.13	High
2. having a good preparation to teacher education.	4.65	Very High
3. having competitive salary good income level.	4.26	Very High
4. having relevant educational qualification.	4.73	Very High
5. having adequate and relevant pedagogical trainings.	4.68	Very High
Category Mean	4.49	Very High
B. School-related Factor		
1. having suitable educational curriculum.	4.75	Very High
2. having successful and sufficient administration of in-service training.	4.75	Very High
3. having adequate and suitable school equipment and facilities.	4.56	Very High
4. having relevant school system and effective managerial skills of administrators.	4.63	Very High
5. having school environment that is conducive to reaching learning.	4.75	Very High
Category Mean	4.69	Very High

C. Learner-related Factor		
1. managing a moderate class size to enable me to understand individual learning styles.	4.58	Very High
6. encouraging active involvement of learners in academic, co-curricular, and extra-curricular activities.	4.79	Very High
7. fostering healthy, responsible, and smart learners.	4.75	Very High
8. building a strong educational foundation for learners.	4.85	Very High
9. providing support to learners helps improve their academic performance and overall growth.	4.81	Very High
Category Mean	4.76	Very High
1 Community-related Factor		
1. encouraging parents and community partnership to support student success.	4.84	Very High
2. being a responsible community leader.	4.72	Very High
3. creating a favorable community environment.	4.71	Very High
4. building school-community partnerships for a positive learning environment.	4.82	Very High
5. engaging parents and local organizations to enhance education.	4.80	Very High
Category Mean	4.78	Very High
Overall mean	4.68	Very High

In reference to teaching performance and all its indicators, person-related factor was the highest category with 4.49, which was classified as very high. This means that it is always manifested by the elementary teachers. This result suggests that teachers strongly believe that fair and competitive compensation is essential for job satisfaction and motivation. A good income level is seen as a key factor that supports their personal well-being and professional commitment. This is also supported by Derges (2024), who emphasizes that person-related factors, such as personal circumstances, family considerations, and job satisfaction, play a significant role in teachers' decisions to enter and remain in the profession. The present study shows that the person-related factor is rated high, indicating that teachers consistently recognize the importance of fair and competitive compensation in maintaining job satisfaction and professional commitment. Moreover, Savaş and Demirkasımoğlu (2024), which highlights the powerful impact of personal attributes, such as self-efficacy, enthusiasm, and a positive attitude toward continuous learning, on teaching performance and professional development. Their findings suggest that while not all teachers naturally exhibit these traits, fostering such qualities within supportive environments leads to more active professional growth and instructional improvement.

Looking forward, the category mean for school-related factor is 4.69, categorized as very high. This means that it is always manifested by the elementary teachers. This suggests that teachers view these factors as consistently present and essential in their work environment. Teachers strongly believe that effective leadership and a well-structured school system are crucial for fostering a positive and productive teaching atmosphere. This is also supported by Hines (2024), who emphasizes that school-related factors play a vital role in shaping teachers' ability to foster student success. In this study, the school-related factor received a very high rating, indicating that public elementary school teachers consistently perceive effective school systems and strong administrative leadership as essential components of their work environment. While, the study of Espinoza et al. (2023), which highlights that school-related factors significantly influence teacher motivation and professional growth. A supportive school climate encourages teachers to actively engage in instructional innovation and continuous development. According to their findings, when school systems foster collaboration, recognition, and stability, teachers develop greater confidence in applying effective strategies in the classroom. This complements the current study's results, where teachers' high regard for

school-related factors underscores the importance of institutional support in boosting morale, sustaining motivation, and enhancing teaching quality.

The category mean for learner-related factor was also rated as very high, with a mean of 4.76. This indicates that teachers view student engagement as consistently important and integral to their teaching practice. Teachers strongly believe that fostering active participation across various activities enhances students' learning experiences and overall development. The finding finds support with Chen (2021), who highlights the importance of learner-related factors in promoting student engagement and sustained academic participation. In the present study, the learner-related factor received a high rating, indicating that public elementary school teachers consistently recognize the value of fostering student involvement in various classroom activities. Teachers believe that when students are engaged, they develop stronger learning experiences, increased motivation, and deeper connections with academic content. Similarly, Al-Houti and Aldaihani (2020), which underscores the critical role of learner-related factors in shaping students' academic performance, particularly when facing complex learning demands. Their research reveals that students often struggle with comprehension and engagement when they encounter unfamiliar or difficult content. However, with targeted instructional support, teachers can help students build essential skills, boost confidence, and foster resilience.

Finally, for community-related factor, the mean was rated at 4.78, which still falls within the very high range. This indicates that community-related factor is regarded by the respondents as always manifested. This result indicates that teachers believe these partnerships are consistently present and play a significant role in their work environment. Teachers strongly recognize that collaboration with the community enhances the overall learning atmosphere, fostering a supportive and positive educational setting. As suggested by Apar-Gesoyot and Rapada (2024), who emphasize that supportive community-related factors play a vital role in enhancing teaching performance by creating favorable external conditions. In this study, the community-related factor was rated high, indicating that teachers consistently perceive strong school-community partnerships as present and impactful in their work environment. Additionally, Fahle et al. (2023) stress the importance of cultivating a strong sense of community in supporting teachers' instructional performance, especially during difficult circumstances. Their study reveals that the presence of academic communities and local support systems strengthens teachers' sense of belonging and collective responsibility, helping them cope with stress and manage professional challenges.

Table 3. Significant Relationship Between Work Task Motivation and Teaching Performance

Variable	Mean	r-value	p-value	Decision
Work Task Motivation	4.68	0.606	<.001	H₀ Rejected
Teaching Performance	4.65			

The result revealed a significant relationship between work task motivation and teaching performance. For the work task motivation, the mean score was 4.68, described as very high, signifying that it is always manifested by elementary teachers. On the other hand, the mean score for teaching performance was 4.65, also described as very high, suggesting that teachers demonstrate high teaching performance.

An in-depth analysis of the table shows a positive correlation between the two variables, with a total r-value of 0.606. The variation in teaching performance is influenced by the work task motivation. Additionally, the results showed a p-value of 0.001, which is less than the 0.05 level of significance. This means there is a statistically significant relationship between work task motivation and teaching performance. Consequently, the null hypothesis was rejected, confirming that the two variables are significantly related.

Lived Experiences and Coping Mechanism of Elementary Teachers with Regards to Teaching Performance and Work Task Motivation

Eight essential themes were derived from the in-depth interviews and focus group discussions conducted with the participants regarding the first research question. Prior to presenting the results from these interviews and discussions, Table 1.2 outlines the profiles of the participants involved in the qualitative data collection.

Table 4. Lived Experiences and Coping Mechanism of Elementary Teachers with Regards to Teaching Performance and Work Task Motivation

ISSUES PROBED	CORE IDEAS	CODE/ CATEGORIES	ESSENTIAL THEMES	THEORETICAL SUPPORT
Teacher Motivation Challenges Affecting Performance and Engagement	- Winning in a coaching role can drive motivation. - Staying motivated by IPCR rating. - Seeing work task as essential.	Doing Well Through Motivation	Achieving Teaching Success through Empowerment	Teacher Empowerment Theory (Smylie, 1992)
	- Being passionate about the subject. - Keeping the teaching and learning active - Preparing engaging lessons.	Cultivating Passion and Engagement in Work		
	- Being more patient, encouraging, and supportive. - Getting through tough days. - Being motivated helps me to perform well. - Making motivation as basis to perform well. - Finding ways to overcome obstacles - Managing tasks well	Having Support and Task Management		
Challenges that Impact Work Motivation and	Having a bad relationship with colleagues.	Having Relationship and Leadership Challenges	Dealing with Teaching Difficulties	Theories of Teacher Stress and Coping

Teaching Performance	• Having bad leadership. • Having a bad teacher-to-teacher relationship.			(Kyriacou, 2001)
	• Spending more time on paperwork and administrative tasks than teaching. • Managing or balancing time. • Balancing multiple responsibilities.	Managing Time and Workload		
	• Experiencing misbehavior from students. • Finding it hard to give individual student attention. • Managing student behavior.	Dealing with Student Behavior and Attention		
Ways Work Task Motivation Affects Student Engagement, Support, and Learning	• Reaching my goal and objective as a teacher. • Providing needs to learners. • Ensuring students receive the help they need.	Setting Goals and Ensuring Student Success	Fostering Effective Teaching and Learning	Constructivist Learning Theory (Piaget & Vygotsky, 1978)
	• Making lessons engaging. • Coming up with new strategies and techniques. • Finding innovative ways to teach.	Making Teaching Techniques and Innovation		

	• Giving an engaging lesson. • Improving knowledge and skills in teaching.			
	• Having a focus to teach. • Teaching becomes positive. • Putting extra effort in teaching. • Fostering a positive classroom environment.	Creating an Effective Learning Environment		
Coping Mechanism to or Maintain Enhance Motivation	• Talking to my co-teachers to cope. • Gossiping with co-teachers. • Staying connected with colleagues for support. • Sharing experiences and challenges with fellow teachers.	Having Support Networks	Building Resilience and Teaching Excellence	Teacher Resilience Theory (McDonald, 2012)
	• Thinking that the work is for students. • Trusting in the Lord. • Thinking positively. • Being inspired by the learners to teach. • Reminding oneself of the reason why teach.	Thinking About Motivation and Inspiration		

	• Taking breaks when needed. • Taking breaks and prioritize well-being. • Improving teaching skills.	Improving Well-being and Teaching		
Ways to Feel Motivated or Demotivated by Teaching Responsibilities and Workload	• Having plenty of workload. • Having overloaded work and reports. • Being bogged down by tasks away from teaching.	Having a Workload and Administrative Burden	Managing Tasks and Motivation	Two-Factor Theory or Motivation-Hygiene Theory (Herzberg, 1966)
	• Being rewarded with appreciation. • Being appreciated motivates and being unappreciated demotivates. • Having no appreciation can demotivate.	Receiving Recognition and Motivation		
	• Seeing my students grow and learn. • Seeing learning from students, especially those who are at risk. • Noticing learners understand the teaching. • Seeing students improving and confident. • Having students enjoy	Observing Student Growth and Learning		

	and participate in the lessons.			
	• Feeling motivated when given tasks that match strengths. • Building relationships with students. • Having opportunities for professional development.	Experiencing Personal and Professional Fulfillment		
Level of Motivation that Influences Instructional Planning, Delivery, and Assessment Practices	• Delivering lessons properly if motivated. • Finding another motivation to fit learners' interests. • Putting extra effort into planning and lessons.	Being Motivated and Committed to Teaching	Demonstrating Committed and Creative Teaching Practices	Reflective Practitioner Theory (Schön, 1983)
	• Exploring what to deliver and teach to students. • Having a planned and well-delivered lesson. • Planning and engaging differentiated lessons. • Putting more thought into teaching and assessment. • Coming up with great ideas, planning and assessment.	Doing Lesson Planning and Preparation		

	• Designing carefully lessons plans.			
	• Looking for an activity to master the lesson. • Finding ways to learn the lesson easily. • Thinking creatively to address challenges.	Employing Creative and Adaptive Teaching Strategies		
Factors as Key Motivators or Barriers in Maintaining High Teaching Performance	• Having a lot of students is a barrier. • Having number of students is my barrier. • Dealing with students' attention and behavior is a barrier. • Managing students' behavior is a barrier.	Experiencing Student-Related Challenges	Managing Teaching Difficulties and Motivation	Teacher Stress and Coping Theory (Kyriacou, 2001)
	• Experiencing workload is the barrier; lesser of it, the higher the performance. • Not maintaining high performance. • Having numerous coordinator ship as a barrier. • Having urgent responsibilities, overload coordinator	Encountering Workload and Systemic Barriers		

	ship, and language barrier.			
	• Having classroom assessment as key motivator. • Seeing learners learn as motivation. • Being in a positive working environment motivates. • Doing a difference and passion keeps the motivation.	Obtaining Motivating Factors for Teaching		
Link between Work Motivation, Coping Strategies, and Overall Teaching Effectiveness	• Being motivated. • Seeing students' motivation to learn. • Fueling teaching is motivation. • Staying motivated despite challenges.	Maintaining Teacher Motivation	Sustaining Effective Teaching Through Motivation and Coping Strategies	Self-Determination Theory (SDT) (Deci & Ryan, 1985)
	• Utilizing coping strategies effectively. • Staying motivated helps with coping. • Having proper coping strategies. • Managing time and stress. • Having strong coping strategies maintains	Utilizing Coping Strategies		

	effectiveness as a teacher.			
	• Appreciating the link among the motivation, coping strategies and teaching effectiveness. • Leading to better connections to students and teaching. • Having all together the motivation, coping, and teaching effectiveness. • Combining the motivation, coping, and teaching effectiveness. • Connecting motivation, coping and teaching effectiveness together helps.	Linking Motivation, Coping, and Effective Teaching		

Teachers in this study described varying levels of empowerment in their professional environment. Some reported feeling highly empowered, actively participating in school decisions, leading instructional innovations, and exercising autonomy in teaching. Others experienced only moderate or minimal empowerment, with limited input in decisions and top-down directives shaping their practices. These differences highlight how empowerment can range from full professional agency to restricted involvement in educational settings. This result supports Smylie's Teacher Empowerment Theory (1992), which explains that when teachers are given opportunities for autonomy, participation, and professional growth, they develop stronger motivation, ownership, and effectiveness in instruction. Thus, the varying experiences of empowerment among teachers reveal its direct influence on achieving teaching success through confidence, commitment, and responsiveness to students' needs.

Moreover, the findings are supported by Prasetya and Akrim (2024), who explored how structural and psychological teacher empowerment contribute to school effectiveness. Their study revealed that structural empowerment, such as shared decision-making, access to resources, autonomy, accounted for 45.6% of the variance in psychological empowerment, which in turn explained 64.3% of school effectiveness. They showed that structural empowerment impacts teaching outcomes both directly and indirectly through psychological empowerment, demonstrating how empowered teachers produce more effective schools.

Additionally, this result is supported by Hatsanmuang and Sanrattana (2023), who developed and tested an online self-training program to empower teachers' learning, aiming to enhance their capacity to develop students' 21st- century innovative skills. The research found

that the program significantly improved teachers' instructional practices and, by extension, student outcomes, underscoring that empowering teachers' professional learning contributes directly to teaching success.

The research further revealed that teachers in this study described facing varying levels of professional challenges. Some experienced high stress due to heavy workloads, difficult student behavior, and limited support, while others reported more manageable environments with fewer stressors. These differences were reflected in their coping strategies, emotional resilience, and ability to maintain effective classroom instruction. This result supports Kyriacou's Theory of Teacher Stress and Coping (2001), which explains that teacher stress occurs when work demands exceed a teacher's perceived coping capacity. The theory highlights that coping mechanisms, such as seeking support or problem-solving, help teachers manage stress and maintain effectiveness. In this context, teachers' experiences show how their response to stress shape their ability to teach successfully despite daily pressures.

Moreover, Elemjanovas et al, (2023) the relationships between teachers' emotional health and stress management strategies described how teachers utilized various coping strategies when facing work-related stress. The study highlighted that timely problem-solving, sports or exercise, hobbies, and talking to family and friends were common ways teachers managed challenges. It also noted that social isolation predicted greater emotional distress, underlining the importance of supportive coping during difficult times.

Additionally, Ama and Duran (2025) extent of stress encountered and coping mechanisms in relation to teaching performance among teachers explored how teachers navigated increased stress in evolving educational environments. The study found that teachers faced challenges such as curriculum reforms, student diversity, and heightened workloads, and adopted coping mechanisms like peer collaboration, reflective practice, and self-care routines to maintain teaching effectiveness.

In addition, effective teaching and learning occur when students are actively involved in constructing their own understanding. Instructional practices like group collaboration, inquiry-based learning, and real-life problem-solving led to greater student engagement and deeper comprehension. In contrast, passive and rigid teaching approaches limited interest and understanding. This result supports the Constructivist Learning Theory of Piaget and Vygotsky (1978), which emphasizes that learners build knowledge through active exploration, social interaction, and guided support. When teaching strategies create space for hands-on engagement and meaningful dialogue, students are better able to internalize concepts and take ownership of their learning.

Moreover, the research of Maharani et al. (2023) found that integrating collaborative learning and project-based instruction promoted deeper understanding and motivation among elementary learners. When students were given opportunities to discuss, reflect, and apply their learning in practical contexts, their participation and conceptual mastery increased. This supports the idea that an authentic and interactive learning experiences foster a stronger sense of agency and ownership.

Consequently, the study by Tadesse and Gillies (2021) emphasized that teacher-centered instruction, characterized by rote memorization and limited dialogue, hindered students' curiosity and engagement. The lack of meaningful interaction in such classrooms restricted students' ability to relate content to their own experiences. This finding reinforces the importance of using constructivist strategies that encourage exploration, collaboration, and guided discovery to enhance the teaching-learning process.

Also, teachers in this study shared that maintaining resilience plays a crucial role in sustaining teaching effectiveness, especially when faced with heavy workloads, limited resources, or changing educational demands. Those who remain resilient adopt proactive strategies such as peer support, reflection, and a strong sense of purpose, enabling them to maintain high performance despite challenges. In contrast, teachers with lower resilience reported decreased motivation and instructional quality. This finding aligns with McDonald's (2021) Teacher Resilience Theory, which views resilience not just as the ability to recover from adversity, but as a process of growth through professional challenges. Key components such as adaptability, emotional regulation, and support systems enable teachers to continue performing effectively and growing in their roles, even amid demanding circumstances.

Moreover, Zhang and Luo (2023) conducted a conceptual review on teacher resilience, defining it as the capacity to sustain effectiveness and well-being despite job demands. Their open-access analysis highlighted that resilience is a dynamic, multidimensional construct tied

to factors like emotion regulation, self-efficacy, social support, and professional competence, which directly influences teaching effectiveness and job satisfaction.

Further, Assali et al., (2024) reviewed how teachers' resilience and wellbeing contribute to a foreign language teaching enjoyment (FLTE). Their review of empirical studies found that optimism, self-efficacy, supportive relationships, and positive classroom environments enhance both resilience and professional enjoyment, demonstrating how resilient teachers deliver more engaging, effective instruction

While, teachers in this study shared that their ability to manage work tasks effectively is influenced by how motivated they feel in their professional roles. Those who receive recognition, experience achievement, and have access to growth opportunities tend to be more engaged and productive. On the other hand, unclear expectations and poor working conditions lead to decreased motivation and lower performance. This finding aligns with Herzberg's Two-Factor Theory (1996), which explains that motivation is driven by both intrinsic factors like achievement and recognition, and extrinsic conditions such as salary and work environment. When both sets of factors are met, teachers are more likely to stay committed, satisfied, and efficient in accomplishing their tasks.

Moreover, Mohammed & James (2024) their study involved surveying teachers to explore how intrinsic motivators like recognition, growth opportunities, and extrinsic hygiene factors, salary, working conditions, impact both teacher motivation and student outcomes. They found that while hygiene factors prevented dissatisfaction, true motivation and improved task performance depended heavily on intrinsic satisfiers like advancement and responsibility.

Additionally, Mutesasira & Marongwe (2024) they discovered that recognition for good performance, access to professional development, and emotional support aligned with motivator factors and significantly boosted teachers' task engagement and motivational levels. Conversely, poor working conditions and inadequate policies, hygiene issues, led to dissatisfaction even in motivated individuals.

The study revealed that teachers who demonstrate strong commitment and creativity often reflect deeply on their teaching strategies, challenges, and student needs. These educators regularly adjust their methods, learn from past experiences, and seek continuous improvement, resulting in more engaging and responsive instruction. This finding aligns with Schön's Reflective Practitioner Theory (1983), which highlights the value of reflection-in-action and reflection-on-action. According to the theory, professionals grow by examining their own practices and using those insights to make informed, real-time decisions. In this context, reflective teaching empowers educators to innovate and improve by learning from experience and adapting to classroom realities.

Moreover, Heng and Chu (2023) found in their study that reflective teaching significantly predicted increased work engagement, both directly and indirectly through enhanced self-efficacy and resilience. Their findings highlight the powerful role that reflection plays in shaping positive professional behaviors and attitudes. Teachers who consistently engage in reflective practices tend to develop a stronger sense of competence and adaptability. This internal growth contributes to their overall motivation and sustained performance in the classroom. Ultimately, ongoing reflection not only supports teacher well-being but also promotes continuous instructional improvement.

Consequently, the study by Li et al. (2023) revealed that teachers who reported higher levels of reflective teaching also showed greater work engagement and academic optimism. This suggests a close relationship between reflective practice and positive educational outcomes. Through structural equation modeling, the researchers confirmed that reflective instructors are more committed to their profession. They also tend to be more enthusiastic and responsive in addressing the needs of their students. These findings emphasize the value of reflection in fostering a proactive and resilient teaching approach.

In addition, the study revealed that teachers face a range of professional challenges such as heavy workloads, diverse student needs, and limited resources. Despite these difficulties, many stay motivated by drawing strength from supportive colleagues, meaningful student relationships, and the fulfillment that comes with student progress. This finding aligns with Kyriacou's (2001) Teacher Stress and Coping Theory, which explains that stress occurs when job demands exceed one's coping capacity. However, the theory emphasizes that teachers who adopt effective coping strategies, such as peer support, time management, and reframing stressors, are better able to maintain motivation and teaching effectiveness. In this context, the study shows that while stress is common in teaching, motivation can be sustained through adaptive responses that help educators stay committed and resilient in their roles.

Moreover, Emborgo and Uchang (2025), they identified key adaptive methods such as time management and prioritization, resourcefulness, self-care and personal reflection, perseverance, seeking support, and faith, which allowed teachers to manage workload stress while remaining internally driven to improve their practice. These findings emphasize how educators blend coping approaches with motivational resilience to navigate teaching challenges effectively.

Additionally, Chordiya et al. (2025) They found that engagement in problem-solving, self-control, structured relaxation, exercise, and a healthy lifestyle was significantly correlated with the use of coping mechanisms like responsibility and self-regulation. This demonstrates how hygiene-like supports and proactive coping together sustain teacher motivation and task performance amidst evolving demands.

However, teachers in this study shared that they maintain effective teaching practices when driven by strong internal motivation and supported by healthy coping strategies. Their sense of purpose, enjoyment in teaching, and dedication to student growth helped them stay focused even when facing stress, resource limitations, or classroom challenges. This finding aligns with Deci and Ryan's (1985) Self-Determination Theory, which states that individuals function best when their needs for autonomy, competence, and relatedness are fulfilled. When teachers feel confident in their skills, supported by colleagues, and trusted to make instructional decisions, they are more likely to remain motivated and resilient. In this context, the study shows that intrinsic motivation and effective coping mechanisms are key to sustaining teaching quality and well-being.

Moreover, Geduld (2023) the study suggest that those who experienced supportive collegial and school environments, enhancing their competence, autonomy, and relatedness, exhibited more positive coping behaviors, self-directed growth, and teaching effectiveness despite resource constraints. This supports the idea that satisfying teachers' basic psychological needs bolsters both motivation and classroom performance.

Consequently, Haw et al. (2024) conducted a study showing that school climates supporting autonomy, competence, and relatedness significantly predicted teacher well-being and autonomous motivation, which in turn reduced stress and sustained instructional quality. Teachers reported that being trusted to make decisions, feeling valued by leaders, and receiving peer support helped them overcome classroom challenges and maintain their teaching standards .

Table 4. Insights of the Elementary Teachers with Regards to Work Task Motivation to their Teaching Performance

ISSUES PROBED	CORE IDEAS	CODE/ CATEGORIES	ESSENTIAL THEME	THEORETICAL SUPPORT
Perceived Impact of Work Task Motivation on Teaching Effectiveness	• Choosing to be motivated despite plenty of responsibilities • Being motivated to teach motivates learners. • Being motivated leads to investing in students' learning. • Being motivated thrives learners to learn.	Influencing Teacher Motivation through Practice	Perceiving Motivation-Driven Instruction	Teacher Effectiveness and Motivation Theory (Watt & Richardson, 2008)

	• Seeing motivation as a key factor in passion and dedication.			
	• Seeing motivation as seasoning to teaching effectiveness. • Seeing motivation affects teaching effectiveness. • Perceiving motivation as determiner of student connection and effective delivery of lessons. • Preparing meaningful and engaging lessons.	Seeing the Impact of Motivation on Teaching Effectiveness		
	• Having a lively classroom motivates the students. • Finding new ways to engage students. • Seeing students respond when asked. • Having learners motivated as the teacher.	Observing Student Engagement through Learner Response		
Specific Aspect of Work Task Motivation that Impacts Teaching Performance	• Desiring to make learning exciting. • Having a passion for teaching. • Being motivated. • Desiring to make a huge	Having Passion and Purpose in Teaching		

	impact on students.		Fostering Professional Fulfillment in Teaching	Teacher Professional Identity Theory (Day et al., 2006)
	• Having students engaged in teaching. • Seeing students' progress. • Having student engagement. • Building personal connection with students.	Seeing Student Engagement and Progress		
	• Having support from colleagues. • Having a harmonious relationship with co-teachers. • Having a good relationship with everyone.	Having Collegial Support		
	• Experiencing professional growth opportunities. • Having a well-structured and organized teaching routine. • Being recognized for hard work.	Gaining Professional Growth and Recognition		

Teachers in this study revealed that their passion for teaching and commitment to student success drive them to create more engaging and adaptable instructional practices. Their internal motivation is evident not only in lesson delivery but also in how they design learning experiences that respond to students' needs. This finding aligns with Watt and Richardson's (2008) Teacher Effectiveness and Motivation Theory, which highlights that teachers' intrinsic values, professional identity, and perceived teaching competence influence how effectively they teach. In this context, the study shows that internally motivated teachers are more likely to demonstrate creativity, responsiveness, and sustained commitment in the classroom, leading to more meaningful and effective instruction.

Moreover, Watt and Richardson (2023) their study teacher motivation, quality instruction, and student outcomes, examined how teachers' motivation shapes their instructional choices and, in turn, influences student engagement and learning outcomes. The study found that higher teacher motivation is associated with more dynamic teaching methods

and improved student performance, highlighting the direct link between teacher motivational orientation and classroom effectiveness.

Additionally, Boström et al. (2023), explored how teaching identity and motivational quality relates to teachers' instructional behaviors. Their research showed that teachers with a well-developed professional identity and autonomous motivation were more likely use autonomy-supportive and structured teaching styles, positively impacting both their personal well-being and student outcomes.

However, the study revealed that teachers experience a deeper sense of professional fulfillment when their personal values align with their teaching goals. Those who find meaning in their role and feel supported within their school community report stronger commitment and motivation to stay in the profession. This finding aligns with Day et al.'s (2006) Teacher Professional Identity Theory, which explains that professional identity is shaped by the interaction of personal beliefs, emotions, and social context. When teachers see their work as meaningful and feel recognized and connected, they are more likely to remain resilient and effective in their practice.

Additionally, this study is supported by the findings of Al-Thani et al., (2025). They found that when teachers' core values, especially benevolence, universalism, and achievement, are aligned with their professional goals and embedded in supportive school cultures, teachers reported higher wellbeing, job satisfaction, and classroom effectiveness teachers personal values and teaching purpose deepens professional identity, meaning, and commitment.

Lastly, Li et al., (2022), their study found that early-career teachers who felt supported by mentorship, reflective practice, and positive school cultures reported significantly higher job satisfaction and a stronger sense of vocational purpose. These supports were essential in fostering enduring professional fulfillment.

Table 5. Corroboration of the Findings from Quantitative and Qualitative

ASPECT OR FOCAL POINT	QUANTITATIVE FINDINGS	QUALITATIVE FINDINGS	NATURE OF DATA INTEGRATION	AXIOLOGICAL IMPLICATIONS
Work Task Motivation	In Table 2, on the Work task Motivation in terms of the indicator <i>class preparation</i> , specifically in item number 2- <i>finding it rewarding to have my lessons carefully planned and well-prepared</i> with an overall mean of 4. 82 and a descriptive equivalent of very high.	In table 4 on the lived experiences of the elementary teachers under the essential theme of <i>demonstrating committed and creative teaching practices</i> in the category of <i>Doing Lesson Planning and Preparation</i> specifically in the core idea 2- <i>Having a planned and well-delivered lesson</i> .	Merging-converging	In the quantitative phase, the item finding it rewarding to have my lessons carefully planned and well-prepared receive very high rating. This suggests that teachers place strong value on lesson planning as a meaningful and fulfilling task. This supported by qualitative findings where participants emphasized that having a planned and well-delivered

				lesson reflects their commitment and creativity in teaching. The merging of these results suggests that lesson planning is not only a routine task but a meaningful source of motivation and professional fulfillment for teachers.
	In the same table, on the Work task Motivation in terms of the indicator <i>teaching</i> specifically in item number 4- <i>feeling valued when my students listen to me</i>. with an overall average mean of 4.89 and a descriptive equivalent of very high.	In Table 4 on the lived experiences of the elementary teachers under the essential theme of <i>managing tasks and motivation</i> in the category of <i>Observing Student Growth and Learning</i> specifically in the core idea 5- <i>having students enjoy and participate in the lessons</i>	Merging-converging	The very high rating of feeling valued when students listen suggests that teachers highly value attentive and responsive learners. This is reinforced in the qualitative findings, where participants expressed that seeing students enjoy and actively participate in lessons boost their motivation and sense of fulfillment. The convergence of these findings suggests that student engagement is not only a classroom management goal but a deeply valued affirmation of a teacher's role and effort.
	In Table 2, specifically in the indicator <i>evaluation of students</i>, specifically in	In Table 4.1, under the essential theme of <i>fostering professional</i>	Merging-converging	The very high rating for assessing the importance of tasks for students'

	the item number 1- assessing the importance of task for the academic success of my students. with an overall average mean of 4.89 and a descriptive equivalent of very high.	<i>fulfillment in teaching</i> in the category of <i>Seeing Student Engagement and Progress</i> specifically in the core idea 1- <i>having students engaged in teaching.</i>		academic success, indicates that teachers strongly value meaningful assessment as a vital part of student achievement. This aligns with qualitative findings, where participants shared that student engagement and visible progress during lessons contribute significantly to their sense of purpose and satisfaction. The merging of these findings suggests that teachers not only see evaluation as a technical responsibility, but also as a deeply fulfilling task that connects their instructional efforts to student growth.
	In Table 2, specifically in the indicator <i>administrative tasks</i> specifically in the item number 3- <i>creating and sending office correspondence to stakeholders for classroom and school operations.</i> With an overall average mean of 4.49 and a	In the table 4.1 on the insights of elementary teachers, under the essential theme <i>navigating teaching challenges</i> in the category of <i>Managing Time and Workload</i> specifically in the core idea 1- <i>spending more time on</i>	Merging-converging	The very high rating for creating and sending office correspondence to stakeholders for classroom and school operations, suggest that teachers recognize the value of administrative communication in supporting school functions.

	descriptive equivalent of very high.	<i>paperwork and administrative tasks than teaching</i>		However, qualitative findings reveal that many teachers feel burdened by the amount of paperwork and administrative responsibilities, often spending more time on these tasks than on teaching itself. This merging of findings highlights a tension between valuing administrative duties as part of professional responsibilities and feeling overwhelmed by their volume. It suggests the need to balance administrative efficiency with instructional time, ensuring that teachers can fulfill both roles without compromising their primary goal of educating students.
	In Table 2, specifically in the indicator <i>complementary tasks</i> specifically in the item number 5- <i>attending trainings, seminars, and capacity-building events to improve my ability to perform teaching duties.</i>	In Table 4 on the lived experiences of the elementary teachers under the essential theme of <i>managing tasks and motivation</i> in the category of <i>Experiencing Personal and Professional</i>	Merging-converging	The very high rating for attending trainings and seminars, indicating that teachers strongly value professional development as a means to enhance their teaching effectiveness. This is supported by qualitative

	With an overall average mean of 4.82 and a descriptive equivalent of very high.	<i>Fulfillment specifically in the core idea 5- having opportunities for professional development</i>		findings, where participants expressed that having opportunities for growth through training contributes to their motivation and sense of purpose. The merging of these findings suggests that professional development is not only viewed as a requirement, but as a meaningful and fulfilling aspect of teachers' careers.
Teaching Performance	In Table 2.1, on the Teaching Performance of the elementary teachers in terms of the indicator <i>person-related factor</i> , specifically in the item number 4- <i>having relevant educational qualification</i> . with an overall average mean of 4.73 and a descriptive equivalent of very high.	In Table 4.1, under the essential theme <i>fostering professional fulfillment in teaching</i> in the category of <i>Gaining Professional Growth and Recognition</i> specifically in the core idea 1- <i>experiencing professional growth opportunities</i>	Merging-converging	The very high rating for having relevant educational qualifications, indicating that teachers place strong value on having formal qualifications as a foundation for effective teaching. This is supported by qualitative findings, where participants shared that experiencing professional growth opportunities enhances their competence and sense of achievement. The merging of these findings suggests that educational qualifications are not only viewed as credentials but as meaningful

				pathways toward continuous improvement and recognition.
	In the same table, under the indicator <i>school-related factor</i> , specifically in the item number 5- having school environment that is conducive to teaching learning. With an overall average mean of 4.75 with a descriptive equivalent of very high.	In Table 4 under the essential theme <i>fostering effective teaching and learning</i> in the category of <i>Creating an Effective Learning Environment</i> specifically in the core idea 4- <i>fostering a positive classroom environment</i>	Merging-converging	The very high rating for having a school environment that is conducive to teaching learning, indicating that teachers highly value supportive and well-structured school environments. This is supported by qualitative findings, where participants emphasized the importance of fostering a positive classroom atmosphere to enhance both teaching and student engagement. The merging of these findings suggests that a conducive school environment is not only essential for logistical support, but also deeply valued for its role in promoting motivation, well-being, and instructional success.
	In Table 2.1 the indicator <i>learner-related factor</i> ,	In Table 4, under the essential theme		The very high rating for providing support to

	specifically in the item number 5- <i>providing support to learners helps improve their academic performance and overall growth</i> with an overall average mean of 4.81 and a descriptive equivalent of very high.	<i>managing tasks and motivation</i> in the category of <i>Observing Student Growth and Learning</i> in the core idea 1- <i>seeing my students grow and learn success</i> .	Merging-converging	learners, indicating that teachers highly value the role of learner support in fostering academic success. This is supported by qualitative findings, where participants shared that witnessing their students' progress and achievement brings a strong sense of fulfillment. The merging of these findings suggests that providing learner support is not only viewed as a professional responsibility, but also as a deeply meaningful aspect of teaching.
	In Table 2.1 particularly the indicator <i>community-related factor</i> , specifically in the item number 4- <i>building school-community partnerships for a positive learning environment</i> with an overall mean of 4.82 and a description of very high.	In Table 4, under the essential theme <i>building resilience and teaching excellence</i> in the category of <i>having support networks</i> specifically in the core idea 1- <i>staying connected with colleagues for support</i>	Merging-converging	The very high rating for building school-community partnerships, indicates that teachers place strong value on collaboration with the wider school community to enhance teaching and learning. This aligns with qualitative findings, where participants shared that staying connected with colleagues for support contributes to

				their well-being and professional growth. The merging of these findings suggests that strong interpersonal and institutional connections are not only practical supports but are deeply valued as essential to a teacher's success and resilience.
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The result indicates that teachers consistently demonstrate motivation in carrying out their responsibilities, including class preparation, teaching, evaluation of students, administrative tasks, and complementary tasks. Their strong commitment to these tasks reflects their dedication to maintaining effective instruction and fulfilling their professional roles. Consequently, the structured approach to having work motivation allows them to handle multiple responsibilities with ease, leading to better work performance and reduced stress. This is supported by the study of Vo et al. (2022), which highlights that work task motivation stems from the internal drive to perform teaching duties effectively and is influenced by essential psychological needs such as autonomy, competence, and social relatedness. The findings of the present study reveal that elementary teachers demonstrate a very high level of motivation in consistently fulfilling responsibilities like class preparation, instruction, evaluation, and administrative work. This motivation will allow them to manage multiple demands with ease, will improve overall performance reducing stress. Furthermore, Xie et al. (2022) found that teachers experience work task motivation differently, depending on their self-efficacy, professional background, and teaching experiences. Teachers with higher levels of self-efficacy are often more motivated and effective in their roles. This supports the idea that work task motivation not only enhances teaching performance but also fosters personal growth and long-term professional commitment. The consistent motivation seen among teachers in this study reflects both their confidence and the impact of their accumulated experiences in the profession.

The result indicates that teachers consistently demonstrate effectiveness in delivering instruction, engaging students, and fulfilling their professional responsibilities. The high rating suggests that various factors contribute to their strong performance, including person-related, school-related, leader-related, and community-related factors. This finding aligns with Bueno (2024), who emphasizes that teaching performance is shaped by a combination of motivation, institutional support, and instructional adaptability. The very high level of teaching performance observed in the present study indicates that public elementary school teachers consistently demonstrate effectiveness in delivering instruction, engaging students, and fulfilling their professional duties. Bueno's study suggests that strong teaching performance is not limited to content delivery but also includes the ability to respond to learners' evolving needs through strategic use of technology, varied teaching methods, and proactive student engagement. The high rating in this study further highlights the influence of multiple contributing factors, such as person-related, school-related, leader-related, and community-related aspects, that collectively strengthen teacher effectiveness and commitment to continuous improvement. Also, this is supported by the study of Alshuwaysh et al. (2021), which underscores the role of teachers' beliefs in shaping instructional quality, particularly when working with students who face learning challenges. Their findings reveal that teachers who maintain positive, inclusive beliefs are more likely to implement effective, differentiated practices that accommodate the diverse needs of learners. In relation to the present study, the consistently high level of teaching

performance suggests that teachers not only possess strong professional skills but also hold empowering beliefs that guide their instructional decisions and classroom interactions. This reflects a mindset of inclusivity, growth, and student-centered teaching, further reinforcing the idea that teaching performance is a dynamic process influenced by both internal values and external support systems.

CONCLUSION

The findings of the study reveal that the level of work task motivation among public elementary school teachers in Kapalong West District is very high, indicating that teachers consistently demonstrate strong commitment and dedication to their teaching responsibilities. Similarly, the level of teaching performance is also very high, suggesting that teachers are effective in instructional delivery, classroom management, and professional collaboration. Hence, it can be concluded that both work task motivation and teaching performance are highly evident among public elementary teachers, reflecting their competence, passion, and preparedness in fulfilling their roles.

Second, the results revealed a significant relationship between work task motivation and teaching performance among elementary teachers. With a correlation coefficient showing a strong positive relationship, the null hypothesis was rejected, confirming that when teachers exhibit higher levels of motivation in completing their work tasks, their teaching performance also improves. This relationship emphasizes the importance of motivation in achieving instructional effectiveness and classroom success.

Third, the thematic analysis of the qualitative data was conducted based on responses obtained from in-depth interviews (IDI) and focus group discussions (FGD). This analysis provided deeper insights into the lived experiences and coping mechanisms of public elementary teachers, specifically regarding how their work task motivation influences their teaching performance. Teachers shared different perspectives on how they stay committed to their responsibilities, drawing motivation from personal values, student engagement, administrative support, and their passion for teaching. The following themes emerged: cultivating passion and engagement, navigating relationship and leadership challenges, managing time and workload, and building support networks.

Fourth, from the participants' responses, other insights were identified which reflect the importance of motivation in empowering teaching practices. The themes shared by teachers highlight how motivation enables them to sustain excellence despite administrative burdens, large class sizes, and evolving educational demands. Motivation, shaped by recognition, collaboration, and professional development, serves as a foundation for resilience and instructional success.

Lastly, to comprehensively assess the relationship between work task motivation and teaching performance, the responses were integrated thematically and statistically. The quantitative results provided evidence of high levels of motivation and performance, while the qualitative responses gave context to these figures. The convergence of both data sets confirms that work task motivation significantly influences teaching performance across various dimensions. This integration underscores how motivation enhances teachers' abilities to plan lessons effectively, manage diverse classroom needs, and maintain high instructional standards, ultimately contributing to improved student outcome.

RECOMMENDATION

Since complementary tasks, particularly conducting classroom-based research, received the lowest mean among the five indicators of work task motivation, it is recommended that schools provide support systems that encourage research engagement among teachers. This includes offering research mentorship, allocating time for research work, and recognizing research outputs to further motivate teachers in using evidence-based practices. Additionally, school administrators should consider streamlining administrative tasks to reduce teacher workload. Teachers often experience stress due to paperwork and compliance requirements that limit their time for lesson preparation and student engagement. Minimizing redundant tasks through digital solutions or additional clerical support can help teachers focus more on instructional responsibilities.

Moreover, while most aspects of teaching performance were rated very high, person-related factors such as intellectual and scholastic qualities received slightly lower ratings. This indicates a need for professional development programs that focus on enhancing teachers' subject-matter expertise, academic skills, and reflective teaching practices. Trainings and

graduate scholarships could be offered to elevate instructional competence and confidence. To further foster motivation, it is also important to promote a strong culture of collaboration within schools. Teachers expressed the importance of peer support, which helps them cope with challenges and sustain enthusiasm. Schools can institutionalize learning action cells, peer mentoring programs, and regular team-teaching opportunities to strengthen collegial relationships and share best practices.

In addition, findings from the qualitative phase revealed that teachers find motivation and empowerment when they feel supported by school leaders, colleagues, and the community. Therefore, school heads should create a climate of trust, recognition, and shared leadership to sustain motivation and instructional effectiveness. Providing opportunities for teachers to participate in decision-making and school improvement planning can enhance their sense of agency and purpose. Furthermore, maintaining access to quality teaching resources, professional development programs, and safe working environments will help teachers stay motivated and perform well in their roles.

Lastly, since both quantitative and qualitative results confirmed the vital role of motivation in effective teaching, it is recommended that future policies and teacher development programs integrate motivation-enhancing strategies. These may include goal-setting workshops, wellness programs, performance-based recognition, and career advancement pathways. By creating a supportive and empowering environment, teachers will not only maintain high teaching performance but also contribute to improved learning experiences and educational outcomes for students in Kapalong West District

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