

# THE IMPACT OF WORKING ENVIRONMENT AND MOTIVATION FACTORS ON TEACHING PERFORMANCE: A MIXED-METHODS STUDY

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## ABSTRACT

*This study assesses the working environment, motivation factors, and teaching performance of secondary unit earner teachers in Compostela East District, a division of Davao de Oro. Thus, this sequential explanatory mixed-methods research design allows us to build upon the initial quantitative findings by collecting qualitative data that provides deeper insights and a more comprehensive understanding of the relationship between working environment and motivation factors on teaching performance—the quantitative approach utilizing an adapted test questionnaire. The quantitative data investigated the relationship between the working environment and motivation factors in the teaching performance of unit-earner teachers using a universal sampling approach that employed representation from different schools within the district with 50 participants. In the qualitative phase, a purposeful sampling approach was utilized to select a subset of participants from the quantitative sample. The five participants were purposefully selected to provide in-depth insights into the challenges and coping mechanisms related to the working environment and motivation factors on the teaching performance of the unit earner teachers in secondary school. In Compostela East district, unit-earner teachers exhibited a significant relationship between working environment and motivational factors on teaching performance. They reported substantial working environment and motivation factors, reflecting high levels of contentment and competence in their teaching roles, as evidenced by very satisfactory ratings in their Individual Performance Commitment and Review Form (IPCRF). Despite facing challenges related to subject knowledge, student diversity, lesson planning, classroom management, and multiple responsibilities, these teachers displayed resilience and adaptability, addressing difficulties through personal coping mechanisms and support from authorities. This study underscores the importance of holistic job satisfaction in enhancing teaching performance among unit-earner teachers while highlighting their ability to navigate challenges effectively.*

**Keywords:** *teaching performance, working environment, motivation factors, IPCRF, sequential explanatory mixed-methods design*

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## 1. INTRODUCTION

Significant doubts on the teaching performance have been raised towards unit earner teachers' ability to effectively facilitate quality instruction (Kong et al., 2020; Somosot & Relox, 2023; Yanhua, 2022). According to Chand et al. (2021), several teachers in the field demonstrate satisfactory teaching performance only. Research has shown that to provide quality education, quality control through teacher education and certification is essential (Scull et al., 2020).

With these, You et al. (2022) used these to investigate China's teacher education and professionalization policies. Their research shows that in order for China to be competitive in the global era, more comprehensive teacher education is needed, even if the policy aims to improve teaching and teacher development and promote Chinese teacher education curricula. The quality of a teacher's performance is susceptible to change.

In the Philippines, Yanhua (2022) argued that unit earner graduates in the teaching profession faced greater difficulties on the implementation of pedagogical strategies. In addition, Wong (2020) pointed out that a notable disparity on the teaching performance was found among unit earner teachers in the field as compared to those graduates of education courses.

In the district of Compostela East of the Division of Davao de Oro where the researcher is presently teaching observed that some of these junior and senior teachers are unit earners in education. Unit earning teachers struggle to match their traditionally certified colleagues. Unit earners who lack subject mastery are frequently unable to deliver effective instruction or further help to students (Wakida & Lawther, 2014).

While literature abundantly presented performance concerns among unit earner teachers (Chand et al., 2021; Kong et al., 2020; Somosot & Relox, 2023; Yanhua, 2022), the external factors that may impact to their teaching performance as they are deployed in the field are yet to be explored. Wong (2020) claimed that an unfavorable work environment and a dearth of motivation among unit earner teachers might significantly impact their teaching performance. The presented literature was mostly foreign in context and were inconclusive, hence, the need to conduct a study within the local setting.

This study aimed to explore the relationship between the working environment and motivation factors on teaching performance and to examine coping mechanisms employed by unit-earner teachers in secondary schools in Compostela East District to overcome these challenges and maintain satisfaction. The findings of this study may add to the current body of knowledge and provide significant insights for educational institutions and policymakers seeking to provide real help in enhancing the teaching effectiveness of unit earners in the field.

### 1.1 Research Questions

The study determined the relationship between the working environment and motivation factors on the teaching performance. It sought to answer the following questions.

1. What is the level of working environment in terms of:
  - 1.1 work condition;
  - 1.2 work relation
  - 1.3 school policies
  - 1.4 administration and supervision; and
  - 1.5 benefits and salary?
2. What is the level of motivation factors in terms of:
  - 2.1 responsibility
  - 2.2 recognition
  - 2.3 advancement
  - 2.4 achievements; and
  - 2.5 work itself?
3. What is the level of teaching performance in terms of their IPCRF evaluation result?
4. Is there a significant relationship between working environment and teaching performance?
5. Is there a significant relationship between motivation factors and teaching performance?

## Null Hypothesis

To determine statistically the answers to the problem a null hypothesis was formulated:

Ho1: There is no significant relationship between work environment and teaching performance?

Ho2: There is no significant relationship between motivation factors and teaching performance?

The qualitative approach further explored the experiences of the secondary unit earner teachers. the study utilized specifically a phenomenological method and was guided by the following questions.

1. What are challenges faced by the participants in teaching?
2. What coping mechanisms do the participants employ to cope with the challenges they face in their teaching roles?

## 2. LITERATURE REVIEW

Academics place a premium on teacher performance (Mwangi & Njuguna, 2019) due to the unique function it plays in the classroom (Madrid et al., 2019). A major setback to the framework of students' academic careers results from underperforming teachers, which has far-reaching effects on the education sector. As a result, teacher performance is crucial in the education industry, and scholars and practitioners must consider it. According to Hartinah et al. (2020), a professional teacher needs to have a lot of qualities, including academic competence, strong work ethic, dedication to the profession, a passion for creativity and productivity in their students, and the ability to effectively communicate with them.

**Working Environment.** Physical, human, and organizational components make up what is known as the "work environment" (Tio, 2014). Everything about a workplace that is tangible, like its layout, illumination, and equipment, is part of the physical work environment. The human work environment refers to the interactions between employees and coworkers. The organizational environment refers to the procedures and organizational systems that exist in the workplace.

**Working Condition.** Bascia and Rottmann (2011) argue that in addition to teachers' motivation, efficacy, and job satisfaction, school work environments should prioritize student learning opportunities. According to earlier studies, there are a number of critical criteria that ensure instructors do high-quality work. These include having enough resources, a suitable workload, opportunities for professional growth, leadership support, and a voice in decision-making.

**Working Relation.** For teachers to be happy in their jobs, they need to have good relationships with their coworkers. When employees are able to lean on their coworkers for support, encouragement, comfort, and advice in a welcoming and supportive workplace, they report greater levels of job satisfaction. According to Oshagbemi (2001) and Rhodes et al. (2007) coworker satisfaction increased when employees felt they could trust and rely on their colleagues. Trust in one's coworkers has an effect on contentment in one's workplace (Liao et al., 2009). Straiter (2005) found that having good connections at work can make you happier at work. The importance of positive relationships with coworkers on teachers' levels of job satisfaction (Lin & Lin, 2011).

**School Policies.** According to Harry (2023) a school principal's leadership style is one factor that can impact a teacher's performance. The capacity to unite one's workforce in support of the school's objective is a crucial leadership quality for any principal. If the school is serious about fulfilling its purpose, it needs leaders who can motivate and direct the entire school community, including teachers, students, support staff, and student parents, to collaborate effectively.

**Administrative and Supervision.** Teachers' happiness, productivity, motivation, student achievement, and the school's overall success are all positively affected by strong school leadership, according to studies. Learners and performers both benefit from classrooms where instructors are enthusiastic about what they're doing (Ho & Lin, 2015). Increasing teachers' motivation and output is an important and ongoing responsibility of school administrators (Wu, 2017). According to Hariri et al. (2014) administrators' leadership styles and decision-making procedures greatly influence teachers' motivation, contentment, and performance. School environment can be improved and teachers can be involved in decision-making when leaders are effective (Barnett & McCormick, 2003).

**Benefits and Salary.** Research has confirmed a connection between pay and benefits and teacher morale, adding fuel to the fire of the long-running salary and benefit debate in the education sector (McMullen, 2008). According to Makaiau (2024), research done by the Hawaii State Teachers Association (HSTA) indicated that the best approach to boost teacher morale was to give them a pay raise and better benefits. The school year is a period when many teachers work part-time or even full-time to help pay the bills.

**Motivational Factors.** Employees can assign a monetary worth to themselves in comparison to the value placed on them by their organization as a result of motivational variables (Dartey-Baah & Amoako, 2011). Considerations such as these encompass the character of the work, the satisfaction one derives from it, recognition, accountability, and opportunities for professional and personal development. On top of that, it could improve morale, which makes employees more likely to be satisfied with their positions.

**Responsibility.** It is said that teachers have "a sense of internal obligation and commitment to generate or avoid designated results, or that these outcomes should have been attained or prevented" (Lauermann & Karabenick, 2011). Teachers' sense of responsibility is complex, with different outcomes leading them to feel more or less responsible. According to Berger and Girardet (2021) there are four outcomes that teachers are accountable for: (a) students' motivation, which includes feelings of value, enthusiasm, and interest in the topic; (b) students' achievement, which includes feelings of learning, performance, and improvement; (c) relationships with students, which include feelings of confidence in the teacher, asking for help when they need it, and sense that the teacher cares about them; and (d) the quality of instruction.

**Recognition.** Institutions of higher learning, like any other business, aim to find a happy medium between teachers' productivity and their commitment to their work. Among the many variables that might affect teachers' motivation and work satisfaction are forms of public acknowledgement and compensation (Shah et al., 2012). The practice of quietly rewarding employees with monetary bonuses is also losing ground. An employee's experience is improved when they receive a monetary compensation that also contains outstanding delight and excitement (Shah et al., 2012). Staff morale and productivity are inversely proportional to the variety and quality of incentives offered. Employee motivation and happiness can be greatly affected by changes in recognition and incentives programs (Ali & Ahmed, 2009).

**Advancement.** One way to climb the corporate ladder and earn more money is to participate in training and development programs (Li et al., 2012). One definition of career progression is a change in responsibilities within an organization that often results in increased pay, status, and responsibility (Coldwell, 2017). Several studies have demonstrated that job satisfaction and retention are significantly affected by the absence of opportunities for career advancement (Nyamubi, 2017; Sahito & Vaisanen, 2020; Alnıaçık et al., 2012).

**Achievements.** According to Butler (2007), a teacher's accomplishment goal orientation is all about their aspirations for the profession and their definition of success. Numerous studies have examined students' attitude toward achievement goals (Elliot & Dweck, 2005). Teacher accomplishment target orientation is a relatively new topic of research, with its origins appearing to date back to 2007 (Butler, 2007; Papaioannou & Christodoulidis, 2007).

**Work Itself.** Job quality increases employee motivation, according to a Tehran-based study that looked at the correlation between work-life balance and motivation (Baleghizadeh & Gordani 2012). Similarly, Rosser and Petersen (2008) discovered that instructors are more likely to remain in the profession if they are satisfied with either their school or the teaching itself. This means that teachers' intrinsic motivation is very dependent on the specifics of their jobs. Contrarily, Beverly et al. (2008) places more emphasis on professional loyalty than on school enjoyment. Those who enter the teaching profession for financial reasons are less fulfilled and less driven, according to the authors, than those whose decision to teach is based on their own professional values and passion to the profession.

**Individual Performance Commitment and Review Form (IPCRF).** Initially, Burgos and Meer (2021) discovered that DepEd implemented the Individual Performance Commitment Review Form (IPCRF) in 2015. Teacher preparation for the Determinants Affecting Individual Performance Commitment and Review Form (IPCRF) begins with the creation of a broad work plan that serves as a roadmap for the upcoming school year. The research concluded that the guidelines lay out the procedures, standards, and methods for establishing performance goals, as well as for tracking progress, drawing conclusions, and planning future work. The DepEd uses the RPMS to make

sure that all their work is centered around fulfilling their vision, mission, values, and strategic priorities, which aim to provide Filipino students with superior education.

**Challenges.** The evidence confirms that educators experience difficulties on a regular basis in the classroom, which may influence educators' effectiveness. Unprofessional environments, more work, a lack of contact, and feelings of isolation are all factors that contribute to these difficulties (Buchanan et al., 2013). The teachers' effectiveness may suffer because of the difficulties they face. Overcrowded classrooms, low pay, a lack of resources, disruptive students, and inadequate infrastructure (no computers, no internet, no library) are just a few of the numerous issues that teachers have highlighted (Suleman et al., 2012). There may be further complications arising from these common place difficulties. For example, traditional teaching methods and more instances of poor student behavior are associated with overcrowded courses.

**Coping Mechanism.** To deal with a stressful circumstance, one must use a number of techniques. The effectiveness of a teacher's coping mechanisms in the face of adversity influences that person's psychological adjustment and well-being (Gustems-Carnicer et al., 2019). Bottiani et al. (2019) states that there are multiple elements that impact the amount of stress experienced by educators. All three of these factors—the teacher's capacity to evaluate present needs and devise solutions, the teacher's capacity to foresee future demands and be ready to address them, and the teacher's proficiency, training, and experience in addressing those demands—are important.

### 3. METHODOLOGY

#### 3.1 Research Design

The study being conducted using sequential explanatory mixed-method was investigating the influence of working environment and motivation factors on the teaching performance among unit earner teachers in Compostela East District. The quantitative data explored the quantitative relationship between working environment and motivation factors on unit earner teachers on their teaching performance using a sequential explanatory approach, while their challenges and coping mechanisms were examined by qualitative data.

Plato Clark (2017) stated that one can gain more understandings from quantitative data if it is collected first, then some qualitative data can be added for the purpose of explaining those numbers. The rationale for this approach is that while numbers and findings provide a broad overview of the research topic, it is important to separately consider methods including the collection of qualitative data.

#### 3.2 Research Participants

The research participants for this study were secondary unit-earner teachers in Compostela East District. The participants came from Bango National High School, Diosdado Macapagal National High School, Mangayon National High School, Consuelo M. Valderrama National High School, and Compostela National High School. The study used a sequential explanatory mixed-methods design, with the quantitative phase being followed by the qualitative phase.

#### 3.3 Instruments of the Study

The study used the following research instruments to acquire data and information.

##### 3.3.1 Quantitative Collection

In performing the research, the researcher used a questionnaire the five-point Likert scale, to explain the mean scores for the components of working environment and motivation factors in this research. Scores from 1.00 to 1.49 were categorized as very dissatisfied, 1.5 to 2.49 were considered dissatisfied, 2.5 to 3.49 were categorized as neutral, 3.5 to 4.49 were categorized as satisfied and 4.5 to 5.00 were categorized as very satisfied.

This scale was applied to assess the mean scores and corresponding levels of working environment, including work conditions, work relations, school policies, administration and supervision, and benefits and salary, as well as in motivation factors, encompassing responsibility, recognition, advancement, achievements, and work itself, utilizing this scale allowed for the interpretation of the mean scores, providing valuable insights into the levels of working environment and motivation factors experienced by the secondary unit earner teachers in Compostela East District.

<b>Range of Means</b>	<b>Descriptive Rating</b>	<b>Interpretation</b>
4.5-5.00	Very Satisfied	The desired working environment/motivation factors for teachers has manifested always.
3.5-4.49	Satisfied	The desired working environment/motivation factors for teachers has manifested often.
2.5-3.49	Neutral	The desired working environment/motivation factors for teachers has been manifested, neither particularly satisfied nor dissatisfied.
1.5-2.49	Dissatisfied	The desired working environment/motivation factors for teachers has manifested less often than desired.
1.00-1.49	Very Dissatisfied	The desired working environment/motivation factors for teachers has not manifested as often as desired.

The study included documentation analysis of the Teachers' Work Performance Instrument. The study used the performance ratings of teachers from the School Year 2021-2022 provided by their school heads. The researcher will find the mean test scores and corresponding levels of teaching performance of the secondary unit earner teachers in Compostela East District in terms of Individual Performance and Commitment and Review Form (IPCRF) Rating. The mean scores for the IPCRF evaluation results in this study were interpreted using a 5-point Likert scale. Scores ranging from 1.00 to 1.49 were classified as Poor, 1.5 to 2.49 as Fair, 2.5 to 3.49 as Satisfactory, 3.5 to 4.49 as Very Satisfactory, and 4.5 to 5.00 as Outstanding.

This scale allows for the interpretation of means scores obtained from the IPCRF ratings. The corresponding levels of teaching performance are categorized as poor, fair, satisfactory, very satisfactory, and outstanding. Teachers with higher means scores would generally exhibit better teaching performance, while those with lower mean scores would show areas in need of improvement.

### **3.3.2 Qualitative Collection**

To gather the challenges and coping mechanisms of the participants, the researcher made a structured interview questionnaire which was validated by the experts in making qualitative instruments. An in-depth interview with a structured questionnaire was useful for gathering information on the research participants' challenges and coping mechanisms. During this phase, the researcher documents and records the flow of the interview using audio recorders as backup notes. Documentation of important details includes the relevant behaviors and gestures shown by the participants during the interview process.

### **3.4 Procedure**

To facilitate the study, the researcher requested permission from the Schools Division Superintendent to perform the study. Attached with the approved letter from the Schools Division Superintendent was an informed consent distributed to each Secondary School Head in Compostela East district to conduct a study on the unit earner teachers. After the informed consents were signed, a schedule for an in-depth interview was set.

To get significant information for the study, universal sampling was used to select unit earner teachers from district secondary schools for quantitative data. The adapted questionnaire assessed working conditions and motivation on teacher performance. The questionnaire was completed online using Google Forms with ethical and privacy considerations.

Qualitative data was collected from a sample of five participants to explore how working environment and motivation factors affect unit earner teachers' teaching ability. To obtain qualitative data, semi-structured interview guidelines allowed participants to discuss working environment problems and motivation factors on teaching performance. With consent, audio-recorded interviews were augmented with field notes to capture non-verbal cues and context.

### 3.5 Ethical Consideration

Ethics were observed during data collecting. All participants gave informed consent and were kept private. Securely restored data was only accessible to the researcher. Data was collected professionally and respectfully to ensure participant comfort and being involved.

## 4. RESULTS AND DISCUSSION

The results section of the sequential explanatory mixed method reports on the findings from the analysis of both quantitative and qualitative databases.

### 4.1 Level of Working Environment

**Work condition.** Table 1 shows the mean of the level of working environment in terms of work condition.

Table 1  
**Work Condition**

Indicators	Mean	Descriptive Rating
1.A well-designed physical work environment, including an organized workspace and accessible facilities.	3.84	Satisfied
2. The availability of necessary resources and equipment for employees to perform their jobs effectively and efficiently.	3.76	Satisfied
3. A flexible work schedule not only accommodates the diverse needs of employees but also promotes work-life balance.	3.7	Satisfied
4. Safety and security measures in the workplace to ensure that employees feel safe and protected, fostering a positive and supportive work atmosphere.	4.04	Satisfied
Overall Mean	3.84	Satisfied

The item 'safety and security measures in the workplace to ensure that employees feel safe and protected, fostering a positive and supportive atmosphere' has the highest mean of 4.04 with a descriptive rating of satisfied. Meanwhile, the item that got the lowest mean was 'a flexible work schedule not only accommodates the diverse needs of employees but also promotes work-life balance' with a mean of 3.7 and a descriptive rating of satisfied.

The working environment in terms of work condition got a mean of 3.84 with a descriptive rating of satisfied. The results revealed that the desired working environment in terms of working condition of the unit earner teachers has manifested often.

**Work relation.** Table 2 shows the mean of the level of working environment in terms of work relation.

Table 2  
**Work Relation**

Indicators	Mean	Descriptive Rating
1. Communication and collaboration with colleagues in promoting a productive and harmonious workplace environment.	4	Satisfied
2. Receiving support from the school head and colleagues in boosting a teacher's confidence and facilitating successful educational outcomes.	3.96	Satisfied
3. Teamwork and cooperation among colleagues for fostering a cohesive and efficient work environment, allowing individuals to achieve shared goals more effectively.	4.08	Satisfied
4. Opportunities for professional networking provide a platform for UNIT EARNER TEACHERS to exchange ideas, share best practices, and collaborate on innovative strategies to improve teaching and learning processes.	3.92	Satisfied
Overall Mean	3.99	Satisfied

The item 'teamwork and cooperation among colleagues for fostering a cohesive and efficient work environment, allowing individuals to achieve shared goals more effectively' got the highest mean of 4.08 with a descriptive rating of satisfied. Meanwhile, the item 'opportunities for professional networking provide a platform for unit earner teachers to exchange ideas, share best practices, and collaborate on innovative strategies to improve teaching and learning processes' got the lowest mean of 3.92 with a descriptive rating of satisfied.

Overall, the working environment in terms of work relation the total mean scores was 3.99 with a descriptive rating of satisfied. The results revealed that the desired working environment in terms of working relation of the unit earner teachers has manifested often.

**School policies.** Table 3 shows the mean of the level of working environment in terms of school policies.

Table 3  
**School Policies**

Indicators	Mean	Descriptive Rating
1. The clarity and transparency of school policies in fostering trust and understanding within the school community, enabling teachers to work in line with the institution's expectations and objectives.	3.86	Satisfied
2. Fairness and consistency in policy implementation in ensuring that all teachers are treated equally and that the work environment is equitable and just.	3.78	Satisfied
3. Supportive policies for work-life balance to mitigate teacher stress and burnout, encouraging a healthier and more productive educational workforce.	3.78	Satisfied
4. The adequacy of policies addressing teacher well-being in maintaining a positive and supportive school environment, contributing to both the mental and physical health of educators.	3.84	Satisfied
Overall Mean	3.82	Satisfied

The item 'the clarity and transparency of school policies in fostering trust and understanding within the school community, enabling teachers to work in line with the institution's expectations and objectives' got the highest mean of 3.86 with a descriptive rating of satisfied. Meanwhile the items 'fairness and consistency in policy implementation in ensuring that all teachers are treated equally and that the work environment is equitable and just' and 'supportive policies for work-life balance to mitigate teacher stress and burnout, encouraging a healthier and more productive educational workforce' got the lowest mean of 3.78 with a descriptive rating of satisfied.

The working environment in terms of school policies got a mean of 3.82 with a descriptive rating of satisfied. The results revealed that the desired working environment in terms of working condition of the unit earner teachers has manifested often.

**Administrative and supervision.** Table 4 shows the mean of the level of working environment in terms of administrative and supervision.



Table 4  
**Administrative and Supervision**

Indicators	Mean	Descriptive Rating
1. The clarity of job expectations and responsibilities in enabling employees to align their work with the goals of the organization, thus improving overall performance and productivity.	3.84	Satisfied
2. Supportive and effective supervision provides guidance and assistance to employees, enhancing their skills, boosting morale, and increasing their overall job satisfaction.	4.06	Satisfied
3. Opportunities for professional growth and development for employees' career progression and to improved job performance, engagement, and retention.	3.94	Satisfied
4. Constructive feedback and transparent performance evaluation processes to personal and professional development.	3.92	Satisfied
Overall Mean	3.94	Satisfied

The item 'supportive and effective supervision provides guidance and assistance to employees, enhancing their skills, boosting morale, and increasing their overall job satisfaction' earned the highest mean of 4.06 with a descriptive rating of satisfied. Meanwhile, the item that got the lowest mean was 'the clarity of job expectations and responsibilities in enabling employees to align their work with the goals of the organization, thus improving overall performance and productivity' with a mean of 3.84 and descriptive rating of satisfied.

The working environment in terms of administrative and supervision got a mean of 3.94 with a descriptive rating of satisfied. The results revealed that the desired working environment in terms of administrative and supervision has manifested often.

**Benefits and salary.** Table 5 shows the mean of the level of working environment in terms of benefits and salary.

Table 5  
**Benefits and Salary**

Indicators	Mean	Descriptive Rating
1. The level of compensation in relation to workload and responsibilities in maintaining a sense of fairness and motivation among employees, ensuring they feel valued for their efforts.	3.80	Satisfied
2. A well-structured pay system and comprehensive benefits package in attracting, motivating, and retaining talented employees in an organization.	3.92	Satisfied
3. Opportunities for salary increments and promotions provide employees with a sense of career progression and reward for their hard work and dedication.	3.88	Satisfied
4. Overall satisfaction with your salary	3.92	Satisfied
Overall Mean	3.88	Satisfied

The items 'a well-structured pay system and comprehensive benefits package in attracting, motivating, and retaining talented employees in an organization' and 'overall satisfaction with your salary' got the highest mean of 3.92 with a descriptive rating of satisfied. Meanwhile, the item 'the level of compensation in relation to workload and responsibilities in maintaining a sense of fairness and motivation among employees, ensuring they feel valued for their efforts' earned the lowest mean of 3.80 with a descriptive rating of satisfied.

The overall mean score of work environment in terms of benefits and salary was 3.88 with a descriptive rating of satisfied. The results revealed that the desired working environment in terms of administrative and supervision has manifested often.

#### 4.2 Level of Motivation Factors

**Responsibility.** Table 6 shows the mean of the level of motivation factors in terms of responsibility.

Table 6  
**Responsibility**

Indicators	Mean	Descriptive Rating
1. The level of autonomy and decision-making authority granted to an employee to enhance their sense of responsibility and job satisfaction, fostering innovation and encouraging personal growth.	3.86	Satisfied
2. A strong sense of control and ownership over one's work to boost motivation and productivity, leading to higher quality outputs and a more engaged and committed workforce.	3.84	Satisfied
3. Opportunities for taking on challenging tasks and projects provide employees with a platform for skill development and personal growth, fostering a culture of continuous learning and improvement within the organization.	3.86	Satisfied
Overall Mean	3.85	Satisfied

The items 'the level of autonomy and decision-making authority granted to an employee to enhance their sense of responsibility and job satisfaction, fostering innovation and encouraging personal growth' and 'opportunities for taking on challenging tasks and projects provide employees with a platform for skill development and personal growth, fostering a culture of continuous learning and improvement within the organization' got the highest mean of 3.86 with a descriptive rating of satisfied. Meanwhile, the item 'a strong sense of control and ownership over one's work to boost motivation and productivity, leading to higher quality outputs and a more engaged and committed workforce' earned a lowest mean of 3.84 with a descriptive rating of satisfied.

The motivation factors in terms of responsibility got a mean of 3.85 with a descriptive rating of satisfied. The result revealed that the desired motivation factors of the unit earner teachers in terms of responsibility has manifested often.

**Recognition.** Table 7 shows the mean of the level of motivation factors in terms of recognition.

Table 7  
**Recognition**

Indicators	Mean	Descriptive Rating
1. Receiving feedback and acknowledgment for your achievements	3.8	Satisfied
2. Appreciation and praise from supervisors and colleagues to boost morale and job satisfaction, fostering a supportive and positive work environment.	3.82	Satisfied
3. Opportunities for receiving rewards and incentives for further performance improvements and foster a competitive yet collaborative workplace.	3.74	Satisfied
Overall Mean	3.79	Satisfied

The item 'appreciation and praise from supervisors and colleagues to boost morale and job satisfaction, fostering a supportive and positive work environment' got the highest mean of 3.82 with a descriptive rating of satisfied. Meanwhile, the item 'opportunities for receiving rewards and incentives for further performance improvements and foster a competitive yet collaborative workplace' got the lowest mean of 3.74 with a descriptive rating of satisfied.

The overall mean score of motivation factors in terms of recognition was 3.79 with a descriptive rating of satisfied. It shows that motivation factors in terms of recognition have manifested often.

**Advancement.** Table 8 shows the mean of the level of motivation factors in terms of advancement.

Table 8  
**Advancement**

Indicators	Mean	Descriptive Rating
1. Opportunities for career growth and promotion within an organization to enhance employee motivation, commitment, and	3.9	Satisfied

job satisfaction, leading to a more productive and engaged workforce.		
2. Clear pathways and criteria for career advancement ensure transparency and fairness within the organization.	3.9	Satisfied
3. Support for professional development and training in nurturing an employee's skills and knowledge.	3.96	Satisfied
Overall Mean	3.92	Satisfied

The item 'support for professional development and training in nurturing an employee's skills and knowledge' got the highest mean of 3.96 with a descriptive rating of satisfied. It was followed by the items 'opportunities for career growth and promotion within an organization to enhance employee motivation, commitment, and job satisfaction, leading to a more productive and engaged workforce' and 'clear pathways and criteria for career advancement ensure transparency and fairness within the organization' with a lowest mean of 3.9 and descriptive rating of satisfied.

Overall, the motivation factors in terms of advancement the total mean score was 3.99 with a descriptive rating of satisfied. The results revealed that the motivation factors in terms of advancement of the unit earner teachers has manifested often.

**Achievements.** Table 9 shows the mean of the level of motivation factors in terms of achievements.

Table 9  
Achievements

Indicators	Mean	Descriptive Rating
1. Sense of accomplishment and making a difference through one's work.	4.1	Satisfied
2. Opportunities for exceeding expectations and challenging oneself foster personal growth and continuous improvement, contributing to a dynamic and innovative work environment.	4.08	Satisfied
3. Feeling proud of your work and its impact.	4.16	Satisfied
Overall Mean	4.11	Satisfied

The item 'feeling proud of your work and its impact' got the highest mean of 4.16 with a descriptive rating of satisfied. Meanwhile the item 'opportunities for exceeding expectations and challenging oneself foster personal growth and continuous improvement, contributing to a dynamic and innovative work environment' earned the lowest mean of 4.08 with a descriptive rating of satisfied.

The motivation factors in terms of achievements got a mean of 4.11 with a descriptive rating of satisfied. The result revealed that the desired motivation factors of the unit earner teachers in terms of achievements has manifested often. The unit earner teachers were motivated by achievements-related factors, and these factors frequently manifest in their work.

**Work itself.** Table 10 shows the mean of the level of motivation factors in terms of work itself.

Table 10  
Work Itself

Indicators	Mean	Descriptive Rating
1. Enjoyment and interest in the tasks and responsibilities.	4.12	Satisfied
2. Feeling motivated and engaged in your work.	3.98	Satisfied
3. Alignment of your skills and interests with job requirements.	4.04	Satisfied
Overall Mean	4.05	Satisfied

The item 'enjoyment and interest in the tasks and responsibilities' got the highest mean of 4.12 with descriptive rating of satisfied. Meanwhile, the item 'feeling motivated and engaged in your work' earned the lowest mean of 3.98 with a descriptive rating of satisfied.

Overall, the motivation factors in terms of work itself the total mean score was 4.05 with a descriptive rating of satisfied. The results revealed that the motivation factors in terms of work itself has manifested often. The unit earner teachers expressing satisfaction and motivation related on their work.

#### 4.3 Level of Teaching Performance

**IPCRF evaluation result.** Table 11 shows the mean of the level of teaching performance in terms of IPCRF evaluation result.

Table 11  
IPCRF Evaluation Result

Mean	Descriptive Rating
4.38	Very Satisfactory

The unit earner teachers were rated as indicated very satisfactory the over-all weighted mean of 4.38.

#### 4.4 Relationship Between Working Environment and Teaching Performance.

The table shows the data on the relationship between working environment and teaching performance of the unit earner teachers.

Table 12  
Relationship Between Working Environment and Teaching Performance

Variables	Mean	Standard Deviation	P-value	Correlation Coefficient	Decision	Interpretation
Teaching Performance	4.38	0.53	0.035	0.3	Reject Ho1	Significant
Working Environment	3.89	0.54				

There was significant relationship between IPCRF on teaching performance and working environment of the unit earner teachers. Evidently, the correlation was conducted to test the relationship between IPCRF and working environment, p-value is 0.0035 which is less than 0.05 which is significant, coefficient is 0.3, low positive correlation. This means that the first null hypothesis is rejected.

#### 4.5 Relationship Between Motivation Factors and Teaching Performance.

The table shows the data on the relationship between motivation factors and teaching performance of the unit earner teachers.

Table 13  
Relationship Between Motivation Factors and Teaching Performance

Variables	Mean	Standard Deviation	P-value	Correlation Coefficient	Decision	Interpretation
Teaching Performance	4.38	0.53	0.013	0.350	Reject Ho2	Significant
Motivation Factors	3.94	0.57				

Moreover, the correlation was conducted to test the relationship between IPCRF and motivation factors, p-value is 0.013 which is less than 0.05 which is significant, coefficient is 0.350, low positive correlation. This means that the second null hypothesis is rejected. Therefore, there was significant relationship between teaching performance and motivation factors of the unit earner teachers.

## 5. DISCUSSIONS

The study conducted in Compostela East district revealed that there was significant relationship between working environment and motivation factors on teaching performance among unit earner teachers. Generally, unit earner teachers reported satisfaction with working environment, including work conditions, work relationships, school policies, administration and supervision, and benefits and salary. Additionally, they expressed contentment with motivation factors such as responsibility, recognition, advancement, achievements, and the nature of their work itself.

Furthermore, it was found that unit earner teachers in Compostela East district achieved outstanding ratings in their Individual Performance Commitment and Review Form (IPCRF), which serves as a basis for evaluating their teaching performance by school heads. This indicates that they were highly competent and effective in their teaching responsibilities.

The difficulties encountered by the unit earner teachers on subject knowledge, diverse needs, and lesson planning and preparation, as well as the challenges they have encountered regarding in classroom management, and balancing multiple responsibilities. All of these issues were resolved or addressed through coping mechanisms learned personally or provided by authority.

The quantitative findings may be supported by qualitative data, or vice versa. In other words, the test scores may be justified by the difficulties they encountered in their line of work. That is, the satisfactory rating is owing to the described issues, which were later overcome as they learned through work experiences and trainings.

## 6. CONCLUSION

From the quantitative data, the data revealed that unit earner teachers in Compostela East district were generally satisfied on working environment, including work conditions, work relations, school policies, administration and supervision, and benefits and salary. This suggest that the district has been successful in providing a conducive work environment.

Similarly, the study indicates that secondary unit earner teachers in the district were satisfied with motivation factors such as responsibility, recognition, advancement, achievements, and the work itself. This demonstrate that teachers find intrinsic motivation in their performance.

The quantitative analysis also highlights that unit earner teachers have obtained outstanding ratings in their Individual Performance Commitment and Review Form (IPCRF), which serves as the basis for evaluating their teaching performance. This suggest that teachers are excelling in their instructional roles.

The data further established a significant relationship between working environment and teaching performance; and motivation factors and teaching performance among unit earner teachers in Compostela East district. This correlation underscores the importance of addressing factors related to work environment and motivation factors in order to enhance teaching performance.

This study offers a thorough insight of the various difficulties that unit earner teachers confront throughout their careers. These challenges encompass various aspects of teaching, including subject knowledge, meeting diverse student needs, lesson planning, classroom management, and the demanding task of balancing multiple responsibilities. The challenges identified illuminate the complexities of the teaching profession. However, they also present opportunities for growth and improvement. By providing teachers with necessary support, resources, and professional development to address these challenges effectively. Educational institutions can create an environment where teachers can excel in their

performance. This, in turn, leads to enhanced learning experiences and improved outcomes for students, reaffirming the pivotal role that teachers play in shaping the future of education.

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