

WORK ENGAGEMENT AND MOTIVATION AS PREDICTORS OF WORK PERFORMANCE AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS

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ABSTRACT

The aim of the study was to investigate the impact of work engagement and motivation on the work performance of public elementary school teachers. Educators from the Compostela West District of Davao de Oro were involved in the implementation of a descriptive-correlational research design. The data were analyzed using descriptive statistics, Pearson correlation, and multiple regression after being collected using standardized questionnaires. The findings suggested that teachers' levels of work engagement were remarkably high, with high levels of vigor, dedication, and assimilation. Additionally, intrinsic and extrinsic motivation levels were elevated. However, work engagement and motivation did not significantly predict job performance. The research concluded that instructors' work performance is not significantly impacted by their elevated levels of motivation and engagement. This implies that other variables may be more significant in determining teacher performance, emphasizing the need for further research in this area. This study challenges the notion that work engagement and motivation are directly correlated with performance, thereby contributing to the existing body of literature. Additionally, it offers innovative perspectives for policy-making and educational leadership.

Keyword, *Educational Administration, Work Engagement, Motivation, Work Performance, Public-Elementary School Teachers, Descriptive Correlational, Philippines*

1. INTRODUCTION

Teachers play a role in ensuring quality education by not only imparting knowledge but also serving as mentors, guides and sources of inspiration for students over generations. However, there has been a decline in teachers work performance over time. Wang and Chens (2020) study highlights that this decline is primarily due to factors such as resources, overcrowded classrooms, heavy workloads, administrative duties, lack of development opportunities, inadequate compensation and high levels of stress. According to Hendrick et al. (2021) the shift, towards work practices and digital advancements underscores the need to reassess frameworks and explore new approaches to enhance engagement and performance. It is evident that when teachers are highly engaged and motivated in their work environment, they are more likely to excel and achieve outcomes that contribute to meeting targets and achieving desired results.

In a study conducted in Indonesia, Ahiri et al. (2023) emphasized the role of teachers work performance, in shaping the quality of education. They found that this performance directly influences students' academic achievements, their

levels and the overall effectiveness of schools. However, research also indicates that various internal and external factors have been hindering teachers from performing at their best. These challenges include increasing responsibilities, limited opportunities for development, insufficient resources and changing educational demands that lack adequate support systems or corresponding compensation adjustments. According to Palumbo (2022) if teachers lack a sense of mastery or competence in their teaching methods, they may struggle to feel engaged and dedicated to their work potentially leading to a decline, in their performance level.

Furthermore, a study, by Solania and colleagues in 2023 highlighted the challenges faced by teachers in Butuan City, who often grapple with workloads and long hours due to the demands of hybrid or remote teaching. The increased workload may lead to teachers feeling overwhelmed as they try to adapt curricula create teaching materials provide support to students and handle administrative tasks. As noted by Usop and team in 2020 this situation could potentially result in teacher burnout. Reduced engagement, in their profession ultimately impacting their job performance negatively.

Moreover, in Compostela, it has been noticed that teachers are experiencing levels of stress due, to changes in society and shifting expectations. These factors have impacted both their job performance and overall satisfaction. The lack of support from authorities and sometimes a lack of recognition for the teaching profession, in society also play roles in exacerbating these challenges. Furthermore, there is a compounding effect that not results in decreased teacher effectiveness but also exacerbates problems related to retaining and recruiting teachers.

Further, the results of this study are significant as it will become the baseline information for the enhancement of the educational management and leadership in the elementary schools. It will help the educational leaders to design activities that will enhance the productivity, motivation, and engagement of public-school teachers as they accomplish their targets. To realize these, the results of the study will be presented to the teachers and administrators. Through this, it is hoped that initial actions will be made relevant to the result of the study. Finally, the completed paper will be presented to research conferences and reviews and is hoped to be submitted for publication to reach broader range of readers.

2. METHODS

2.1 Research Design

This study employed a quantitative approach with a descriptive-correlational methodology. Quantitative research, as defined by Creswell (2012), involves the systematic collection, analysis, interpretation, and documentation of a study's findings. Moreover, Leedy and Ormrod (2001) claimed that quantitative research is characterized by its focus on surveying and experimentation, as it relies on established ideas. The approach of quantitative research adheres to the assumption of an empiricist paradigm.

In this study, a descriptive-correlational approach was used to determine the degree of relationship between various variables in the population of interest (Lomax & Li, 2013). It assesses whether there is a correlation between the increase or decrease of one variable and the increment of another variable (Tan, 2014). This research design was suitable for this study since the researcher sought to investigate the correlation between work engagement and motivation and performance of elementary public-school teachers.

2.2 Research Locale

The study was conducted in Compostela West District, Davao de Oro Division. These schools are publicly-funded educational institutions that aim to offer fundamental education to students, usually from kindergarten to sixth grade.

Further, Compostela is a constituent municipality within the expansive plains of Davao de Oro. The development of the area began prior to World War II, when the region was primarily covered by a forest and inhabited solely by the indigenous Mandayas, who decided to establish their settlements along the river banks of the benevolent Agusan River.

The origin of Compostela's name is not documented, but esteemed people speculate that it was a transient Spanish hamlet known as a "Kampo de Kastila" that originated from the Eastern Coast of Davao Oriental. Another account suggests that a Spanish friar from the East Coast arrived to the location, bringing along a statue of Senior Santiago de Apostol, the patron saint of his hometown Compostela, Spain. As a result, the place was named Compostela.

Compostela is a municipality located inland in the province of Davao de Oro, which is situated along the coast. The municipality covers a surface area of 287.00 square kilometers or 110.81 square miles, accounting for 6.29% of the total area of Davao de Oro. The population, ascertained through the 2020 Census, was 89,884. This accounted for 11.71% of the entire population of Davao de Oro province, or 1.71% of the total population of the Davao Region. The population density is calculated to be 313 individuals per square kilometer or 811 individuals per square mile, based on these numbers. Viewpoint, Kapehan, San Miguel Spring Resort, and Atlantis Pool and Restaurant are some of the tourist attractions found in Compostela.

The schools that will be participating in this study are the Gabi Central Elementary School, San Jose Elementary School, Lagab Elementary School, Osmeña Elementary School, Mapaca Elementary School and Aurora Elementary School.

2.3 Research Subject

The research respondents of the present study were the 100 elementary public-school teachers from DepEd Davao de Oro Division – Compostela West District Office. In this study, universal sampling was used. In this technique, every member of the population has an equal chance of being selected (Kuper et al. 2008). This investigation made use of a method known as universal sampling, to which every elementary public-school teachers in the mentioned locale were included in the study. These respondents were selected due to the fact that they are elementary public-school teachers who assisted in the study. Moreover, elementary school teachers who were not from the Compostela West District were excluded in this study.

2.4 Research Instrument

In congruence with the quantitative research design, the researcher adapted a questionnaire. The adapted questionnaires were subjected to validation by the panel of experts. Moreover, the researcher conducted pilot testing and asked an expert to determine the Cronbach's alpha of the adapted questionnaires to check to ensure the reliability and validity of the questionnaires. Further, the researcher secured an ethical clearance from the ACN Research Ethics Committee.

To determine the level of work engagement of the elementary public-school teachers, an adapted questionnaire from the study of Schaufelli and Bakker (2003) which consists of 17 items, was utilized. The respondents were asked for their agreements to each statement using the 5-Likert scale namely: 5- strongly agree; 4- agree; 3- somewhat agree; 2- disagree; and 1- strongly disagree. Below is the scale utilized in determining the level of work engagement of elementary public-school teachers.

Range	Description	Interpretation
3.50-4.00	Very High	The work engagement is always evident.
2.50-3.49	High	The work engagement is sometimes evident.
1.50-2.49	Low	The work engagement is rarely evident.
1.00-1.49	Very Low	The work engagement is never evident.

Further, to determine the level of motivation of the elementary public-school teachers, an adapted questionnaire from the study of Khan and Iqbal (2013) which consists of 16 items, was utilized. The respondents were asked for their agreements to each statement using the 5-Likert scale namely: 5- strongly agree; 4- agree; 3- somewhat agree; 2- disagree; and 1- strongly disagree. Below is the scale utilized in determining the level of work engagement of elementary public-school teachers.

Range	Description	Interpretation
3.50-4.00	Very High	The motivation is always evident.
2.50-3.49	High	The motivation is sometimes evident.
1.50-2.49	Low	The motivation is rarely evident.
1.00-1.49	Very Low	The motivation is never evident.

On the other hand, to determine the level of performance of the elementary public-school teachers, the final rating from their Individual Performance Commitment Report Form (IPCRF) was utilized. Below is the scale utilized in determining the level of performance of the elementary public-school teachers.

Range	Description	Interpretation
3.50-4.00	Very High	The work performance always meets expectations.
2.50-3.49	High	The work performance sometimes meets expectations.
1.50-2.49	Low	The work performance rarely meets expectations.
1.00-1.49	Very Low	The work performance never meets expectations.

2.5 Statistical Treatment of Data

The collected data were analyzed to determine the level of teacher's work engagement and performance as well as the significance of the two variables.

Mean. Mean is the ratio of sum of all the observations and total number of observations in a data set. This was used to determine the level of teacher's work engagement, motivation, and performance.

Standard deviation. The standard deviation is a statistic that measures the dispersion of a dataset relative to its mean and is calculated as the square root of the variance. This was used to calculate and indicate the extent of deviation for the group as a whole.

Pearson Product Moment Correlation. Pearson's correlation coefficient is the test statistics that measures the statistical relationship, or association, between two continuous variables. This was used to measure the significant relationship between work engagement and performance and motivation and performance of the elementary public-school teachers.

Multiple Regression. This was used to determine which of the independent variables can predict work performance.

3. RESULTS AND DISCUSSION

The study's findings and analysis. This findings use of both tabular and textual modes to effectively display the material. In order to analyze the inferential results, this study used the 0.05 level of significance.

3.1 Level of Teachers Work Engagement

The descriptive statistics for three indicators of work engagement among public elementary school teachers are presented in the table below: absorption, dedication, and vigor. The descriptive ratings, standard deviations, and mean scores emphasize that teachers demonstrate exceptional levels of dedication and vigor, while their absorption is highly rated. In general, the composite score of these indicators suggests a very high level of work engagement.

Table 2
Level of Work Engagement of Elementary Public-School Teachers

Indicators	Mean	SD	Descriptive
Vigor	3.52	0.3661	Very High
Dedication	3.64	0.3943	Very High
Absorption	3.41	0.3461	High
Overall	3.52	0.3688	Very High

The results of the descriptive statistics indicate that public elementary school teachers demonstrate exceptionally high levels of work engagement in the areas of vigor, dedication, and absorption. These indicators collectively indicate that teachers are deeply engaged, committed, and highly motivated in their professional duties, which is consistent with the current body of literature on work engagement in educational environments.

The level of vigor among teachers is particularly high. This suggests that teachers are endowed with a robust physical and mental vitality, which is essential for the successful teaching and learning of students (Schaufeli, 2019). The uniform sense of enthusiasm and vitality in the professional activities of the sampled teachers is emphasized by the consistency of this high energy level. Kim and Beehr (2020) underscore that vigor, a component of work engagement, has a substantial impact on the performance of teachers and their capacity to motivate and inspire students, which is consistent with these findings.

Additionally, teachers exhibit an extraordinary level of commitment, which is indicative of their profound sense of honor, significance, and engagement in their profession. Teachers' job satisfaction and performance are likely to be improved by their strong emotional connection to their roles, as evidenced by their high level of dedication (Hakanen, Bakker, & Schaufeli, 2019). The overall high rating suggests a prevalent sense of commitment and meaningful engagement in their roles, despite some variability in the levels of dedication. This discovery is corroborated by the research conducted by Li et al. (2021), who discovered that teachers who are dedicated are more inclined to engage in innovative teaching practices and demonstrate resilience in the presence of obstacles.

Furthermore, teachers' levels of assimilation are still elevated, despite the fact that they are slightly inferior to those of vigor and dedication. This implies that educators frequently experience a sense of immersion in their work, resulting in a loss of time as a result of their intense concentration. The results are consistent with those of Upadaya and Salmela-Aro (2020), who emphasize that teachers who are absorbed are more likely to experience flow states, which in turn increase productivity and creativity. Despite the fact that there is a minor increase in the degree of variability in the frequency with which teachers experience absorption in comparison to vigor and dedication, the high rating still suggests a substantial level of engagement.

In general, the composite score for work engagement among public elementary school teachers is exceedingly high. This comprehensive measure combines the individual characteristics observed in vigor, dedication, and absorption, highlighting a consistent and robust level of work engagement. The reliability of these findings is further bolstered by the consistency of the standard deviations across the indicators, which implies that the teachers in the sample possess a common attribute of high engagement. Bakker and Albrecht (2018) assert that teachers who are highly engaged are essential for the development of learning environments that are both supportive and stimulating, thereby improving the educational outcomes of students.

3.2 Level of Teachers Motivation

The descriptive statistics for teachers' motivation levels, specifically examining intrinsic and extrinsic motivation, are presented in the table below. The mean scores and standard deviations (SD) are provided, along with their respective descriptive categories. Teachers demonstrate exceptionally high levels of intrinsic and extrinsic motivation, as evidenced by their exceptionally high motivation score.

Table 3
Level of Motivation of Elementary Public-School Teachers

Indicators	Mean	SD	Descriptive
Intrinsic Motivation	3.54	0.3147	Very High
Extrinsic Motivation	3.48	0.3057	High
Overall	3.51	0.3102	Very High

The descriptive statistics in Table 3 emphasize the motivation levels of elementary public-school teachers, indicating that they possess extremely high levels of intrinsic and extrinsic motivation, resulting in an overall very high motivation score. These results are consistent with the current body of literature on teacher motivation, indicating that educators possess a comprehensive motivational profile.

Initially, the significance of internal satisfaction in the teaching profession is emphasized by the intrinsic motivation of teachers. Intrinsic motivation is fueled by internal rewards, including personal growth, enjoyment, and a sense of accomplishment (Ryan & Deci, 2020). Teachers are profoundly engaged and derive significant personal gratification from their work, as evidenced by the high level of intrinsic motivation. This engagement is essential for the development of a positive learning environment and the improvement of student outcomes (Richardson et al., 2019). The consistent level of intrinsic motivation among the surveyed teachers is suggested by the relatively low standard deviation, which suggests a shared internal drive within the group.

On the other hand, extrinsic motivation, although marginally lower than intrinsic motivation, remains significantly high. According to Deci, Olafsen, and Ryan (2017), extrinsic motivation incorporates factors such as job security, recognition, benefits, and salary. The high mean score in this category indicates that teachers are significantly motivated by external rewards and incentives. This discovery is in accordance with prior research that underscores the significance of extrinsic factors in the retention and job satisfaction of teachers (Garcia & Weiss, 2019). Once more, the low standard deviation suggests that the extrinsic motivation levels among the participants are consistent, suggesting that these external factors are similarly valued across the teaching cohort.

Teachers are generally highly motivated in their duties, as indicated by the overall motivation score, which integrates both intrinsic and extrinsic factors. This motivation is fueled by a harmonious combination of internal satisfaction and external rewards. It is imperative to have a comprehensive measure of motivation in order to comprehend the multifaceted nature of teacher motivation and its implications for educational practice (Moe, Pazzaglia, & Ronconi, 2020). The low variability in the aggregate motivation score further suggests that there is minimal disparity in motivation levels among the surveyed teachers, indicating a homogenous motivational profile.

3.3. Level of Teachers Work Performance

The descriptive statistics for work performance among elementary public-school teachers are presented in the table below. A continuously very high level of work performance among the respondents is indicated by the mean score of 4.42 and the standard deviation of 0.0959.

Table 3
Level of Work Performance of Elementary Public-School Teachers

	Mean	SD	Descriptive
Work Performance	4.42	0.0959	Very High

The findings indicate that elementary public-school teachers consistently exhibit an exceptionally high level of work performance. This result is consistent with prior research that emphasizes the importance of supportive work environments and professional development in improving the performance of teachers. For example, Desimone and Garet (2015) underscore the substantial contribution of continuous professional development (CPD) programs to the enhancement of teachers' instructional practices, which, in turn, has a positive impact on their perceived work performance.

Additionally, the high mean score indicates that the majority of respondents regard themselves as flourishing in their professional responsibilities and obligations. This perception may be attributed to the effective implementation of CPD programs that are customized to meet the unique requirements of teachers, as well as the provision of sufficient resources and support from the school administration. Darling-Hammond et al. (2017) have found that CPD that is collaborative, sustained, and in accordance with the instructional objectives of teachers is more likely to lead to increased job satisfaction and teaching efficacy.

Moving on to the standard deviation analysis, the comparatively low value suggests that there is minimal variation in the work performance scores of the participants. This consistency is significant because it implies that the group has a consistent perception of high work performance. This uniformity may be indicative of a culture of excellence and a strong work ethic that are prevalent within the teaching community. Kraft and Papay (2014) emphasize the importance of a positive school climate, which is defined by collegial collaboration and supportive leadership, in order to cultivate an environment that is conducive to the success and optimal performance of teachers.

Additionally, the consistent high performance may serve as an indicator of the effectiveness of ongoing professional development initiatives that facilitate teachers' ongoing learning and development. Teachers who participate in consistent, high-quality professional development are more likely to employ effective teaching strategies and exhibit superior job performance, according to research conducted by Wei, Darling-Hammond, Andree, Richardson, and Orphanos 2009.

3.4. Relationship between Teachers' Work Engagement and Work Performance

The statistical analysis of the relationship between work engagement and work performance among elementary public-school teachers is presented in Table 4. The table contains the p-value, the coefficient of determination (R^2), and the correlation coefficient (R), which are utilized to ascertain the statistical significance of the relationship.

Table 4
Relationship between Work Engagement and Work Performance of Elementary Public-School Teachers

IV1	DV	r	R2	p-value	Decision
Work Engagement	Work Performance	0.001	0.000001	0.994	Failed to Reject H0

The findings suggest that there is a negligible positive correlation between work engagement and work performance among elementary public-school teachers. This is evident from the correlation coefficient (R) which is nearly zero, as there is virtually no linear relationship between these two variables. This discovery is of particular significance because it challenges the widely held belief that improved work performance is directly proportional to increased work engagement.

Additionally, the coefficient of determination (R^2) indicates that work engagement contributes to a negligible proportion of the variance in work performance. The near-zero R^2 value suggests that work engagement has almost no explanatory power in relation to the differences in work performance among the teachers studied. As a result, this underscores the potential for other variables, including organizational support, instructor experience, and classroom resources, to have a more substantial impact on work performance. Bakker and Albrecht (2018) have conducted recent research that underscores the multifaceted nature of work performance, indicating that a variety of personal and contextual factors can influence the performance of teachers in their respective positions. This notion is substantiated by their findings.

Additionally, the p-value is significantly higher than the conventional alpha level, suggesting that the correlation observed is not statistically significant. Consequently, the null hypothesis (H_0), which asserts that there is no correlation between work engagement and work performance, is unfeasible. This result implies that, at least within this sample, there is insufficient evidence to substantiate a significant relationship between these variables. Work engagement is typically associated with positive outcomes, such as reduced turnover rates and job satisfaction,

according to a study by Schaufeli (2019). However, its direct impact on performance can be variable and context-dependent.

A more nuanced approach to improving teacher performance is warranted by these findings, which transition to practical implications. Although it is still beneficial to encourage work engagement, educational administrators and policymakers should also take into account other factors that influence work performance. For example, the establishment of supportive school environments, the enhancement of classroom resources, and the provision of continuous professional development opportunities may have a more significant effect. The performance of teachers is significantly influenced by the broader school climate, which encompasses factors such as leadership support and professional community, as emphasized by Skaalvik and Skaalvik (2020).

3.5. Relationship Between Teachers' Motivation and Work Performance

The study examined the correlation between motivation and work performance among elementary public-school teachers, as illustrated in Table 5. The statistical significance of the relationship is determined by the correlation coefficient (R), the coefficient of determination (R²), and the p-value, which are all presented in the table.

Table 5
Relationship between Motivation and Work Performance of Elementary Public-School Teachers

IV2	DV	r	R2	p-value	Decision
Motivation	Work Performance	0.161	0.011881	0.109	Accept H0

Several significant insights are obtained from the examination of the relationship between work performance and motivation among elementary public-school teachers. A faint positive relationship between the two variables is indicated by the correlation coefficient. This suggests that, although there is a correlation between the motivation of teachers and their work performance, the magnitude of this relationship is relatively low. These results are consistent with recent research in educational psychology, which frequently emphasizes the multidimensional nature of teacher performance, which is influenced by a variety of factors beyond motivation alone (Klassen & Tze, 2019).

Additionally, the coefficient of determination quantifies the percentage of variance in work performance that can be attributed to motivation. The value specifically suggests that only a small proportion of the variability in work performance can be attributed to variations in motivation. This emphasizes the limited influence of motivation on the work performance of the sample of teachers. Skaalvik and Skaalvik (2020) conducted a study that underscores the importance of motivation, but also emphasizes that organizational support, professional development opportunities, and personal life factors substantially influence a teacher's performance.

Additionally, the p-value, which exceeds the alpha level of 0.05, implies that the correlation observed is not statistically significant. As a result, the null hypothesis (H₀), which asserts that there is no correlation between motivation and work performance, is unfeasible. This discovery suggests that the data does not provide sufficient evidence to support the conclusion that motivation has a significant impact on the work performance of elementary public-school teachers. This outcome is in accordance with the literature that indicates that teacher performance is influenced by a multifaceted interplay of intrinsic and extrinsic factors. For example, Ronfeldt and McQueen (2019) contend that intrinsic motivation is significant; however, external support systems and collaborative environments are more significant in improving teacher performance.

It is clear that school administrators and policymakers should adopt a more comprehensive approach to enhancing teacher performance when transitioning from these statistical results to practical implications. Focusing solely on motivational enhancements may not result in substantial enhancements in performance. Conversely, a comprehensive approach that encompasses conducive working conditions, supportive leadership, and professional development may

prove to be more advantageous. This comprehensive perspective is corroborated by the research conducted by Harmsen et al. (2019), which demonstrated that teacher performance is substantially improved in environments that offer robust professional development and growth opportunities.

3.6. Work Engagement and Motivation as Predictors of Teachers Work Performance

The results of the analysis that investigated the relationship between work engagement and motivation as predictors of work performance among elementary public-school teachers are presented in Table 6. The table comprises coefficients, p-values, and the decision to reject the null hypothesis for each predictor.

Table 6
Work Engagement and Motivation as Predictors of Elementary Public-School Teachers Work Performance

IV	DV	B	p-value	Decision
Work Engagement	Work Performance	-0.027	0.456	Accept H ₀
Motivation		0.069	0.078	Accept H ₀

Table 6 presents an analysis that investigates the correlation between work engagement and motivation as predictors of work performance among elementary public-school teachers. The findings suggest that work performance within this sample is not substantially predicted by either work engagement or motivation. The coefficient for work engagement is negative, indicating a negligible inverse relationship between work engagement and work performance. Nevertheless, the effect size is negligible, and the p-value exceeds the alpha level of 0.05, suggesting that this relationship is not statistically significant. As a result, the decision is to reject the null hypothesis, which implies that there is insufficient evidence to conclude that work engagement substantially predicts work performance in this context.

Moving on to the discussion of motivation, the coefficient for motivation is positive. Although the magnitude of this effect is relatively modest, this positive coefficient suggests a potential positive relationship between motivation and work performance. Although the p-value is below the threshold of 0.1, it exceeds the more stringent 0.05 criterion. This implies that the relationship is on the brink of significance, but falls short of the statistical significance threshold. Consequently, the decision is to reject the null hypothesis, which suggests that, despite the potential for motivation to have a positive impact on work performance, the evidence is insufficient to establish a significant predictive relationship based on this analysis.

These results are consistent with the literature that emphasizes the intricacy of the factors that affect the work performance of educators. For example, Skaalvik and Skaalvik (2020) underscore that teacher performance is not solely determined by work engagement and motivation, despite their significance. Their research indicates that additional variables, including job satisfaction, self-efficacy, and the work environment, also significantly influence work outcomes. Schaufeli (2021) similarly emphasizes the multifaceted character of work engagement, which encompasses absorption, dedication, and vigor. The direct impact of overall engagement on performance may be diminished by the interplay of these dimensions, as evidenced by the minimal effect size observed in the current analysis.

Additionally, the correlation between motivation and work performance is intricate. Ryan and Deci (2020) examine the distinct contributions of intrinsic and extrinsic motivation to work outcomes. Extrinsic motivation, which is influenced by external rewards and pressures, may not have the same positive effect as intrinsic motivation, which is driven by personal interest and satisfaction and often results in higher engagement and performance. The current study's discovery of a non-significant relationship between motivation and work performance may suggest that the sample of teachers is characterized by varying levels of intrinsic and extrinsic motivation, resulting in a minimal predictive effect.

4. CONCLUSIONS

In light of the thorough examination of the findings of this investigation, the subsequent conclusions were articulated. Additionally, these conclusions were organized in accordance with the order of the research objectives.

First, the very high levels of vigor and dedication, in conjunction with the high level of absorption, suggest that public elementary school teachers are highly engaged in their work. Effective teaching and learning necessitate strong energy, profound commitment, and focused attention, all of which are exhibited in this engagement. Contemporary literature supports the findings, emphasizing the significance of labor engagement in educational environments. It is essential for the success of students and the well-being of teachers to ensure that they maintain high levels of engagement.

Second, the results of Table 3 suggest that elementary public-school teachers have an extremely high motivation score, as well as high levels of intrinsic and extrinsic motivation. The consistent data, as demonstrated by the low standard deviations, substantiates this balanced motivational profile. These findings are in accordance with the current body of literature, which underscores the significance of both intrinsic and extrinsic factors in teacher motivation.

Third, the significance of supportive work environments and continuous professional development is emphasized by the consistently exceptional level of work performance among elementary public-school teachers. The results indicate that positive school climates and CPD programs are essential for improving teachers' perceptions of their work performance, thereby improving the overall quality of education.

Fourth, the findings emphasize the intricacy of the relationship between work engagement and work performance among elementary public-school teachers. The non-significant p-value, in conjunction with the negligible correlation, implies that other factors may be more influential in determining teacher performance.

Fifth, the necessity of a more comprehensive approach to teacher performance issues is underscored by the feeble and statistically insignificant correlation between motivation and work performance among elementary public-school teachers. Although motivation is essential, it should be assessed as a component of a broader framework that encompasses a variety of professional development opportunities and support mechanisms.

Lastly, the necessity of a more comprehensive approach to teacher performance issues is underscored by the feeble and statistically insignificant correlation between motivation and work performance among elementary public-school teachers. Although motivation is essential, it should be assessed as a component of a broader framework that encompasses a variety of professional development opportunities and support mechanisms.

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