



# Motivation and Demotivation on Teachers Performance in Senior High School, Division of Olongapo City, Philippines

Belinda G. Calizar\*

*Department of Education, Mabayan Senior High School, Division of Olongapo City, Philippines*

**Abstract**—This study focused on the relationship of motivation and performance of teachers in the Senior High School of Olongapo City. This study examined how motivation and demotivation factors influence teacher's performance. This study utilized a descriptive research design which according to Cooper and Schindler (2003), involves surveying people using Google form, a social media platform to gather data needed for the study supported by interviews and recording their responses for analysis. Results revealed that teachers have high level of motivation both in terms of monetary and non-monetary benefits and they are highly demotivated on the factor over workloads. Greater proportion of the teachers are motivated by Job Security presents the motivation of the teachers in joining the teaching profession, moreover, on the average and majority of the teacher are on a motivated level at work. The senior high school teachers have an outstanding level of performance. This finding indicates that the teachers vary on level of level of performance as influenced by their age group and highest educational attainment. The result indicates a positive relationship between teachers' level of motivation from monetary benefits and their level of performance. It can be inferred that when teachers receives greater monetary benefits, they tend to perform their teaching tasks on an outstanding level. It is recommended that the school management may continue to support and grant assistance to teachers to pursue graduate studies, plan and implement a more comprehensive school-based provision of both monetary and non-monetary benefits for the teachers and include in LAC sessions about the effect of teachers' motivation in addressing the diversity of learners and teachers should strive to maintain their outstanding performance.

**Index Terms**—teacher performance, motivation, demotivation.

## 1. Introduction

There has been deteriorating standards of professional conduct, including serious misbehaviour, poor preparation of teaching materials especially lesson notes, lack of continuous pupil assessment and general poor professional performance. There is a growing fear that student performance might decline being influenced by teachers' motivational level which may be affecting their performance. Teacher commitment is a crucial phenomenon to understand due to its intimate connection with concepts such as quality of teaching, teacher adaptability, teacher attendance, teacher burnout, teacher retention,

organizational "health" of the school, and student attitudes and learning outcomes (Firestone, 1996; Firestone & Rosenblum, 1988). Hence, teacher commitment and engagement is viewed as a foundational element in the success and future of education (Skillback & Connell, 2004).

Many studies revealed that people entering pre-service teacher education share a number of common motivating factors such as the desire to work with or benefit the students, a sense to make a difference in their community or society through teaching, the influence of parents, former teachers, peers or relatives, and the perceived benefits of a teaching job such as job security, vacations, and salary (Sinclair, 2008). Education imparted in the schools is directly concerned with the performance of teachers. A teacher plays very important role in the implementation of all educational reforms. The teacher is just like the yardstick that measures the achievements and aspirations of the nation. "The teacher has to have the energy of the hottest volcano, the memory of an elephant, and the diplomacy of an ambassador". As it is universally accepted that teacher plays important role in teaching learning process.

It is generally accepted that the competence and commitment of teachers should be the most important determinant of learning outcomes. The outcomes in this study are the teacher's Individual Performance Commitment and Review Form (IPCRF) Rating based on the given domains of the Key Result Areas (KRA) taken as the dependent variable. For the independent variable indicators assed in this study include motivation factors such as monetary and non-monetary benefits and the demotivation factors.

The Senior High Schools in the Division of Olongapo City is inspired by the vision and mission of the Department of Education, the strong competent and dynamic teaching and non-teaching force are determined in realizing its goals and objectives. The schools are committed in transforming assets through determination toward achieving excellent outcomes. The main purpose of this research is to study the key variables that are having a strong influence on the performance of teachers in Senior High School in the Division of Olongapo City.

The findings of this study on the motivation and

\*Corresponding author: belinda.calizar@deped.gov.ph

demotivation on teachers performance of Senior High School teachers in the Division of Olongapo City offer valuable benefits to various stakeholders. For the Department of Education, these insights provide a foundation for developing effective teacher-motivation strategies, while school administrators can use the data as a concrete basis to implement behavioral and performance-improving interventions. The teachers themselves stand to gain encouragement and guidance on adjusting to prevailing situations to enhance their capacity and effectiveness. Consequently, this directly impacts students, who will benefit maximally from improved instruction that fosters the skills and values necessary for community development, thereby reassuring parents who are concerned about their children's education. Finally, this study serves as a useful guide and reference for future researchers wishing to explore related aspects of teacher performance and motivation.

This study focuses on the effects of motivation—categorized into monetary and non-monetary benefits—and demotivation, examined through quality of leadership, relationships with colleagues, workloads, and working conditions, on the performance of Senior High School (SHS) teachers in the Division of Olongapo City. Specifically, it assesses the respondents' overall levels of motivation and performance per Key Result Area, while determining if significant differences in performance exist based on demographic profiles. Ultimately, the research investigates the significant relationships between the teachers' performance levels and both their motivation and demotivation.

## 2. Methodology

### A. Research Design

This study utilized a descriptive research design which according to Cooper and Schindler (2003), involves surveying people and recording their responses for analysis. Within the descriptive research design, this study will use quantitative research approaches to understand the relationship between variables in the research problem. The sampling technique that the researcher will use in this study is universal sampling which the questionnaires will be circulated to all Senior High School teachers in the Division of Olongapo City. Quantitative research approach will be used in order to generate quantifiable data so as to explain the relationship between Motivation and Demotivation on the Performance of Teachers in Senior High Schools, Division of Olongapo City.

### B. Respondents and Location

The respondents of this study comprised 71 Senior High School teachers from District IV-A, which includes Tapinac Senior High School with 16 teachers (22.54%) and Regional Science High School with 9 teachers (12.68%). District IV-B is represented by Barretto Senior High School with 10 teachers (14.08%), while District V-A features Mabuyan Senior High School with 6 teachers (8.45%). Lastly, District V-B is equally represented by New Cabalan Senior High School and Kalalake Senior High School, each contributing 15 teachers (21.13%) to the study. Combined, these six schools encapsulate the total

sample population utilized to examine teacher motivation and demotivation on the performance of Senior High School teachers across the Division of Olongapo City.

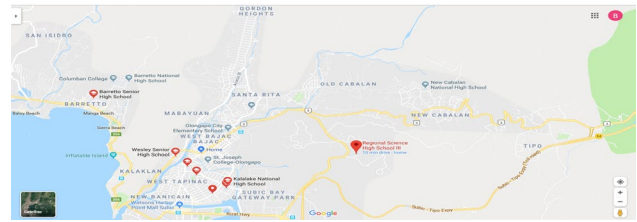


Fig. 1. Location of the study

### C. Instruments

The questionnaire was the principal instrument used in this study. The researcher designed questionnaires which focused on teachers' profile as well as motivation and demotivation perspective. The researcher utilized a survey questionnaire to gather data needed for the study supported by interviews. The researcher also used open ended questions to acquire sufficient information and answer from the respondents. It consisted of three parts. Part I is the profile of the respondents; Part II represents the motivation subdivided into: A: monetary benefits and B: non-monetary benefits and Part III represents the demotivation. To determine the teacher performance, the data came from their Individual Performance and Commitment Review Form (IPCRF) Rating with their employee ID number to keep the confidentiality that served as a hard tool.

To test the validity of the questionnaire, the instrument was initially administered to 10 Senior High School teachers who were not part of the actual respondent pool, and it was presented to the adviser for thorough review. The reliability analysis to ensure internal consistency revealed that the motivation subscale, consisting of 9 items, achieved a Cronbach's alpha coefficient of .880, while the demotivation subscale, comprising 6 items, yielded a coefficient of .875. Because both factors garnered a Cronbach's alpha greater than the acceptable threshold of 0.7, the results indicate that the items are interrelated and consistently constructed within each domain, thereby establishing the acceptable reliability of the research instrument.

### D. Data Collection

The researcher wrote a letter of approval from the Office of the Division Superintendent and sought endorsement. A formal letter was sent to the school heads to conduct the study and administer the questionnaire. After the approval of the request, the researcher personally asked the respondents of their willingness to participate and explained the purpose of research. The researcher administered the questionnaire and thereby retrieves a day after. Documentary analysis, observation and interview was conducted to elicit pertinent data to the study or to clarify the answers of the respondents. Data from the questionnaires were checked, tallied, tabulated, and organized according to the specific raised in the study.

### E. Data Analysis

This study used quantitative techniques to analyze the

collected data from questionnaires and interview respectively. The data gathered from the respondents were statistically treated in order to get the desired assessment on the problems of the study. The data collected were organized and treated with appropriate statistical tools.

1. *Frequency and Percentage.* The frequency and percentage distribution was used to classify the respondents according to their profile variables.
2. *Weighted Mean.* This was used to determine the average responses of the different options that were provided in the various parts of the survey questionnaire.
3. *Likert Scale.* The consolidated points from the respondents' answers to each item over a four-point scale.
4. *Pearson r Correlation.* This was used to know the significant relationship between the level of motivation and demotivation on the teacher's performance.
5. *One Way Analysis of Variance (ANOVA).* This was used to determine if there is significant difference on the level of performance of the respondents when grouped according to their profile.

### 3. Result and Discussion

#### A. Senior High School Teachers' Motivation Factors

Motivation factors for the teachers were identified to include both monetary and non-monetary benefits. Table 1 presents the extent of motivation of the senior high school teachers in terms of the identified factors in this study.

*Motivation from Monetary Benefits.* The teachers are seen to almost have equal high extent of motivation in terms of salaries (3.08), bonuses (3.10), financial incentives (3.06) and promotions (3.07). This implies that the DepEd provides sufficient monetary benefits for the teachers that motivates them to function efficiently which would consequently reflects to their teaching performance. Guajardo (2011) found that monetary rewards are the strongest incentive in Africa, especially salary increase or performance-based rewards.

*Motivation from Non-Monetary Benefits.* The teachers are motivated on a very high extent in terms of Appreciation and Recognition (3.59). This indicates that the teachers have a very high motivation to achieve better results with a token of appreciation and be recognized in their performance. Gallup research shows that consistent recognition and appreciation for doing good work has a direct influence on the key performance

measures that we use to evaluate our schools. The mean value 3.33 indicates that the teacher have high level of motivation when it comes to non-monetary benefits. According to Lawler (1996), non-monetary rewards incline to endure motivation in the long term. In the light of this study, it is of high need to link a need of employers to offer non-monetary incentives especially for teachers so as to retain them in secondary schools (MANTEP, 1995).

Additionally, they are motivated on a high extent in terms of Job Enrichment (3.03). It indicates that they are highly motivated with the trainings and professional advancement programs provided by the department to improve their performances as senior high school teachers.

#### B. Senior High School Teachers' Demotivation Factors

Demotivation factors were also identified in terms of the quality of leadership in school, their relationship with colleagues, workloads and the working condition or environment. condition or environment. This table presents the extent of demotivation of the senior high school teachers in terms of the identified factors in this study.

*Demotivation Factors.* It can be seen on Table 2 that the teachers garnered the highest weighted mean of 3.31 (High Extent) on the factor over Workloads. It is an everyday comment heard from almost all teachers about the significant amount of workloads in the teaching profession. determinants of teacher motivation and consequently performance.

Table 2  
Senior high school teachers' demotivation factors

<b>Demotivation</b>		
Leadership	3.01	High Extent
Relationship with Colleagues	2.96	High Extent
Workloads	3.31	High Extent
Working Condition	3.10	High Extent
<b>Mean Demotivation</b>	<b>3.10</b>	<b>High Extent</b>

Moreover, teacher demotivation has also been linked to high workload (Michaelowa, 2012) and a school environment where teachers are subjected to many working hours (Sylvia, 2010). Specifically, the two studies observed that teachers are more likely to be demotivated if the workload is heavy or in a situation where they are compelled to work for many hours and vice versa. These frequent decreases the motivation of teachers to do their duties efficiently. Moreover, they rated lowest (2.96) in terms of poor Relationship with Colleagues interpreted as High level of demotivation. It is a fact that in any organization, poor relationship with co-workers could result to poor working environment which would affect their performance.

Table 1  
Senior high school teachers' motivation factors

<b>Motivation</b>		
<b>Monetary Benefits (Mean=3.08)</b>	<b>Wt. Mean</b>	<b>Qualitative Description</b>
Salaries or Wages	3.08	High Extent
Bonus	3.10	High Extent
Financial Incentives	3.06	High Extent
Promotion	3.07	High Extent
<b>Non-Monetary Benefits (Mean=3.33)</b>	<b>Wt. Mean</b>	<b>Qualitative Description</b>
Appreciation and Recognition	3.59	Very Highly Extent
Job Security	3.38	High Extent
Job Enrichment	3.03	High Extent
Mean Motivation	3.19	High Extent

C. SHS Teachers' Level of Motivation

When the K-12 curriculum was implemented in the Philippines, non-education course graduates were initially qualified to enter the teaching profession carrying their SHS strand related courses. Table 3 presents the motivation of the teachers in joining the teaching profession and their level of motivation at work.

It can be seen on that greater proportion (34 out of 71 or 47.89%) of the teachers are motivated by Job Security. Moreover, others choose teaching profession because they believed that the profession was respectable. They also liked longer holidays, employment opportunities, working hours and conditions as well as job security (Hacıomeroglu & Taskın, 2010). However, on the average (2.94), they are motivated to join the teaching profession through the influence of family. This indicates that the family of the non-education course graduates is a great convincing factor for the teachers to enter the academe. Family influence on career choice is strongest in cultures where elders are given considerable respect and deference, according to *Frontiers in Education*. Moreover, on the average (3.28) and majority (43 out of 71 or 60.56%) of the teacher are on a Motivated level at work. This indicates that even most of the SHS teachers came from degree courses not directly related to the teaching profession, they managed to adapt themselves with the nature of work for teacher.

D. SHS Teachers' Level of Performance

The performance of the senior high school teachers was measured thru the IPCRF given the key result areas content knowledge and pedagogy, diversity of learners, curriculum and planning, community linkages and professional engagement and other factors contributing to the job performance. Table 6 shows the level of job performance among the senior high school teachers. It can be seen on Table 4 that the senior high school teachers have an Outstanding (4.77) level of performance on the average.

*Content Knowledge and Pedagogy.* The teachers have an Outstanding (4.80) level of performance in terms of Content Knowledge and Pedagogy which means that they have great capacities in applying their CKP in the delivery of lessons. In turn, they had capabilities and skills to identify the strengths and weaknesses within curriculum-based lessons and make modifications that meet the ambitious goals entailed in reform-

oriented teaching. These finding support the finding of Beyer (2010) that when teachers use their CKP in the classroom, they must combine their knowledge in new and different ways, which results in new knowledge development.

It also affirms the statement of Ball and Bass (2000) that CKP must be flexible to a wide range of pedagogical activities included in both teaching and planning of classroom activities. Teachers are people who are entrusted to enhance students' achievement. Thus, the teachers should be free of misconceptions and errors. In order to carry out their duties well they need particular and special knowledge that CKP suggests.

*Diversity of Learners.* The teachers attained an Outstanding (4.68) level of performance in terms of Diversity of Learners, Assessment and Recording. Diversity includes students with varied abilities, disabilities, interests, experiential backgrounds, and even language or dialect use.

Tipan, Tuiza, Pabia and Mojares (2020) stated in their study that relevant instruction and assessment practices ensure greater success and engagement with students from various cultural, racial, and ethnic backgrounds. This implies that the teachers have outstanding traits in addressing students' diverse learning needs to access a full and engaging education on the same basis as their peers.

*Curriculum and Planning.* The teachers have an Outstanding (4.77) level of performance in terms of Curriculum and Planning. This indicates that the senior high school teachers have high level of structuring academic experiences, using their expertise knowledge and getting involved in before the actual implementation. Moreover, they embed relevant formative and summative assessment strategies into classroom practice where students are given opportunities to reflect on and direct their learning, offering insights into the curriculum, teaching and assessment practices.

*Community Linkages and Professional Engagement, Personal Growth and Professional Development.* The teachers attained an Outstanding (4.73) level of performance in terms of Community Linkages, Professional Engagement, Personal Growth and Professional development. This indicates that they have an outstanding trait of establishing learning environments that are responsive to community context and demonstrate an understanding of knowledge of learning environments that are responsive to community contexts.

They outstandingly engagement parents and wider school

Table 3  
Senior high school teachers' level of motivation

What motivated you to join the teaching profession?				
Good Salary	Influence of Colleagues	Influence of Family	Job Security	Mean Reason
15	8	14	34	2.94 Influence of Family
How motivated are you at work?				
Highly Motivated	Motivated	Demotivated	Highly Demotivated	Mean
24	43	4	0	3.28 Motivated

Table 4  
Teachers' level of job performance

Key Result Areas	Mean Rating	Qualitative Interpretation
Content Knowledge & Pedagogy	4.80	Outstanding
Diversity of Learners	4.68	Outstanding
Curriculum and Planning	4.77	Outstanding
Community Linkages & Professional Engagement	4.73	Outstanding
Plus Factor/s	4.85	Outstanding
<b>Overall Rating</b>	<b>4.77</b>	<b>Outstanding</b>

community in the educative process and seek advice concerning strategies that build relationships with parents/guardians and the community and participated in professional networks to share knowledge and to enhance practice and developed a personal improvement plan based on reflection of one’s practice and ongoing professional learning. Additionally, they have a deep knowledge and understanding school policies and procedures and have awareness on existing laws and regulations that apply to the teaching profession.

*Plus Factors.* The teacher rated Outstanding (4.85) on this key result area which indicates that aside from their regular duties and responsibilities as teachers, they perform tasks assigned to them which also contributes in attaining an outstanding performance. This includes their contributions not covered by the other key result areas in attaining the objective of the institution such as conducting educational researcher, project proposals, and program implementations.

*E. Difference on SHS Teachers’ Level of Performance*

The differences in the level of performance of the teachers was hypothesized to be influenced by their age, sex, civil status, highest educational attainment, length of teaching service and length of service in current school assignment. Table 5 presents the analysis of variance results. It can be seen that age

( $F=4.666, p=.000$ ) and highest educational attainment ( $F=2.692, p=.038$ ) had significance value less than the set alpha level ( $\alpha=.05$ ), which prompted the rejection of the null hypothesis. Hence, there is significant difference on the level of performance when teachers are grouped according to their age and highest educational attainment. This implies that the teachers’ performance at work is influenced by how old or young they maybe, and the education that they already had attained.

Though all age groups showed to have an outstanding level of performance, Appendix G shows that older groups of teachers had higher mean rate than the younger groups. Zafer and Aslihan (2012) found older teachers are more effective in teaching and good in classroom management skills than younger teachers in high school. The results contradict the findings of Sivasakthi and Muthumanickam (2012), that young teachers (below 30 years of age), mature or middle age teachers of 30-40 years and older teachers of above 40 years old do not differ significantly in their teacher effectiveness. goals.

Moreover, Appendix H also shows that teachers with higher educational attainment had higher mean rates compared to the group of teachers with lower educational attainment. According to these results, it can be said that as teachers' level

Table 5  
ANOVA on teacher’s level of performance across profile variables

Profile Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	1.071	7	.153	4.666	.000	Significant
	Within Groups	2.065	63	.033			
	Total	3.136	70				
Sex	Between Groups	.063	1	.063	1.405	.240	Not Significant
	Within Groups	3.073	69	.045			
	Total	3.136	70				
Civil Status	Between Groups	.093	2	.046	1.034	.361	Not Significant
	Within Groups	3.044	68	.045			
	Total	3.136	70				
Highest Educational Attainment	Between Groups	.440	4	.110	2.692	.038	Significant
	Within Groups	2.696	66	.041			
	Total	3.136	70				
Length of Teaching Service	Between Groups	.227	4	.057	1.288	.284	Not Significant
	Within Groups	2.909	66	.044			
	Total	3.136	70				
Years in Service with Current School	Between Groups	.152	4	.038	.838	.506	Not Significant
	Within Groups	2.984	66	.045			
	Total	3.136	70				

Table 6  
Correlation between levels of motivation and performance of senior high school teachers

Performance	Coefficients	Motivation Factors	
		Monetary Benefits	Non-Monetary Benefits
Content Knowledge & Pedagogy	Pearson Correlation	.140	.051
	Sig. (2-tailed)	.243	.672
	N	71	71
Diversity of Learners	Pearson Correlation	.347**	.254*
	Sig. (2-tailed)	.003	.033
	N	71	71
Curriculum & Planning	Pearson Correlation	.235*	.038
	Sig. (2-tailed)	.049	.754
	N	71	71
Community Linkages & Professional Engagement	Pearson Correlation	-.150	-.149
	Sig. (2-tailed)	.212	.214
	N	71	71
Plus Factor	Pearson Correlation	.174	.076
	Sig. (2-tailed)	.146	.529
	N	71	71

\*. Correlation is significant at the 0.05 level (2-tailed)  
 \*\*. Correlation is significant at the 0.01 level (2-tailed)

of education increases their awareness, knowledge and performance. Teel (2003) and Yılmaz (2019) report that employees' performance increases as their education levels increase, contradict in the research conducted by Özgenel (2019b), teachers' performances did not change according to their education level.

*F. Relationship between SHS Teachers' Level of Motivation and Performance*

It was hypothesized that a linear relationship exists between levels of motivation and level of performance of the senior high school teachers. Table 6 presents the correlation between these two variables. The variable Monetary Benefits shows to have a moderately low positive correlation with Diversity of Learners, Assessment and Reporting ( $r=.347, p=.003$ ) and Curriculum and Planning ( $r=.235, p=.049$ ) significant at .01 and .05 level, respectively. This indicates a positive relationship between teachers' level of motivation from monetary benefits and their level of performance. It can be inferred that when teachers receives greater monetary benefits, they tend to perform their teaching tasks on an outstanding level. Similar study by Charity and Timinefere (2011) found that monetary reward has significant positive effect on employees' performance in Nigeria.

Moreover, the variable Non-monetary Benefits shows a moderately low positive correlation with Diversity of Learners, Assessment and Reporting ( $r=.254, .033$ ) significant at .05 level. This indicates a positive relationship between these two variables. This positive linear relationship indicates that higher level of motivation from nonmonetary benefits increase their level of performance. Aktar et al. (2012) contend that non-monetary incentives have been found to be an effective tool in motivating workers and consequently increase their performance.

Hence, teachers who receive recognition and awards are highly motivated and shows an outstanding performance in their duties and responsibilities. Polackova (2016) stressed that for every organization, it is important to motivate employees

because everywhere is applicable on the principle: unmotivated employee = poor performance. In this relation it is also true that the most is losing right the employer and therefore the company. Desired level of teacher performance is conditioned by the level of his motivation. Therefore, it is up to school management to make sufficient effort for supporting employee motivation.

The main factors which influence the motivation are fair remuneration, education of employees, developing their skills, the proper management style, transparency of school head to the teachers, shown trust, flexibility and high-quality working surrounding. The performance represents achievements of each teacher, which were reached by his skills, knowledge, abilities, willingness and effort of well-performed defined tasks and his concentration to the objective.

It is the effort of the teachers to fulfil the school objectives, in other words it is an effort to unite the objectives of teachers with objectives of the school. Since motivation affects performance intensively, it is necessary to continuously increase the motivation of teachers to permanently maintain at a high level.

*G. Relationship between SHS Teachers' Level of Demotivation and Performance*

This study also hypothesized that a linear relationship exists between levels of demotivation and level of performance of the senior high school teachers. Table 7 presents the correlation between these two variables.

The variable working condition shows to have a moderately low negative correlation with community linkages and professional development ( $r=-.244, p=.041$ ) and Plus Factor ( $r=-.237, p=.046$ ) both significant at 05 level. This indicates a negative linear relationship between teachers' level of demotivation from the working conditions and their level of performance in terms of community linkages and professional development, as well in terms of the plus factors.

In the study of Aydin (2012), findings showed that in the teaching process, the factors that cause teacher demotivation

Table 7  
Correlation between levels of demotivation and performance of senior high school teachers

Performance	Coefficients	Demotivation Factors			
		Leadership	Relationship with Colleagues	Workloads	Working Condition
Content Knowledge & Pedagogy	Pearson	.187	.188	.088	.122
	Correlation				
	Sig. (2-tailed)	.119	.116	.465	.312
Diversity of Learners	N	71	71	71	71
	Pearson	.073	.084	-.095	-.033
	Correlation				
Curriculum & Planning	Sig. (2-tailed)	.546	.488	.432	.787
	N	71	71	71	71
	Pearson	.043	-.024	-.164	-.123
Community Linkages & Professional Development	Correlation				
	Sig. (2-tailed)	.720	.840	.172	.305
	N	71	71	71	71
Plus Factor	Pearson	-.130	-.164	-.183	-.244*
	Correlation				
	Sig. (2-tailed)	.280	.171	.127	.041
	N	71	71	71	71
	Pearson	-.166	-.186	-.216	-.237*
	Correlation				
	Sig. (2-tailed)	.167	.121	.071	.046
	N	71	71	71	71

were related to the teaching profession, curriculum, working conditions, students and their parents, colleagues and school administrators, and physical conditions. It can be inferred that when teachers have high demotivation level on their present working condition or environment, they tend to exhibit lower level of performance in their community linkages and they are less likely to develop professional. Additionally, when they are highly demotivated in the working conditions, they are less likely to perform better in other tasks assigned to them.

#### 4. Conclusion and Recommendations

Despite maintaining only an average baseline motivation, Senior High School teachers achieve outstanding performance across all key areas, with older and more highly educated teachers demonstrating significantly higher performance rates than their younger and less academically advanced peers. They are highly driven by recognition and a combination of monetary and non-monetary benefits—with financial incentives alone driving instructional innovation—which directly fuels their success in addressing diverse student needs and embedding effective assessments. However, heavy workloads cause severe demotivation, and when teachers are dissatisfied with their working conditions, their performance drops significantly regarding community linkages, professional development, and other assigned tasks.

To optimize teacher outcomes, school management should provide balanced monetary and non-monetary incentives, reduce workloads, and offer funding for younger faculty to pursue graduate degrees. While teachers must maintain their outstanding performance, schools should support them via formal mentorships, demotivation-reduction workshops in GAD plans, and LAC sessions focused on learner diversity. Finally, improving the working environment through stronger stakeholder linkages will minimize demotivation and foster professional growth, which should be validated by future follow-up studies.

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