

# Motivation And Teachers' Performance

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## Abstract

In order to improve teachers' effectiveness, this study aimed to determine the teachers' level of motivation and performance and its significant relationship. The study utilized the descriptive-correlational technique of research which used an adopted questionnaire of Gayomale-Sala (2020) to determine teachers' motivation levels and evaluate their performance based on the IPCRF rating for the school year 2021–2022. Stratified random sampling using Slovin's formula was utilized to determine the one hundred seventy three (173) respondents who were teachers of South District, Cagayan de Oro City Division. Frequency Distribution, Percentage, Weighted Mean, Standard Deviation and Pearson Product Moment Correlation Coefficient were the statistical techniques used to treat the data. Results revealed that teachers are Highly Motivated with Existence Needs and Relatedness Needs. Further, most of the teachers have Very Satisfactory ratings in their performance. Few have Outstanding rating, and none got below it. Moreover, there is a Significant Relationship between teachers' motivation as to their Existence and Relatedness Needs and their performance. Thus, teachers perform better if they are Highly Motivated. However, it is recommended in this study that teachers' Growth Needs may also be prioritized like their personal growth and professional development such as participating in trainings, seminars or attending post graduate studies. Growth Needs are also important motivation to improve performance not only for themselves but also for their learners as the purpose of their role as teachers.

Keywords: job performance, motivational factors, teachers' performance

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## 1. Introduction

Philippines is in the middle of a major transition in education and is about to face an even bigger one. The education system nowadays is way different from yesteryears, and it will be more challenging as teachers to stay focused on providing good education. The researcher realized that everything in life is impacted by education. In reality, having knowledgeable individuals who can make judgments about the issues of the 21<sup>st</sup> Century is essential for human existence and quality of life. The most important tool for solving 21st-century issues is the teaching profession itself. Teachers play a crucial role in the educational process and need to be motivated in order to succeed in the classroom and help the system advance in this dynamic environment. Though, teachers' motivation may be a personal matter. But it may affect how they think about their work. Motivational factors of teachers can create a great difference in the level of education and may help in realizing its excellence (Tripathi et al., 2018).

In relation to this, procedures should be devised for early detection of teachers who lack motivation in order to prevent the loss of skills. Moreover, teachers' happiness is also influenced by motivational factors which have been identified as a key determinant for students' motivation and teaching effectiveness. Through Individual Performance Commitment Reviews (IPCR), which the Department of Education uses to monitor and evaluate teachers' work performance in-depth, teachers' motivational factors are evident. In order to pay more attention to these factors, it is crucial to comprehend what motivates teachers to do their best work. In relation to this, the researcher, who is also a teacher, is pushed to look

more into the factors that will increase teachers' motivation in performing the jobs. The aim of this, which the researcher undertook out of curiosity, is to ascertain why, despite numerous modifications, education in the Philippines is still in crisis. To that end, the researcher will conduct a study to look into the relationship between teachers' motivational factors and performance. The researcher believes that teachers will be more effective and perform well if they possess the motivational factors discussed by Shikalepo (2020) and Sala (2020) namely: Existence Needs, Relatedness Needs and Growth Needs.

The ERG Theory of Motivation, which was developed by Clayton P. Alderfer (1969) and cited by Shikalepo (2020) and Gayomale-Sala (2020) served as the study's foundation. This ERG Theory of Motivation is Existence, Relatedness, and Growth, which are built on Maslow's Hierarchy of Needs. Based on this view of motives, a person can be driven by many levels of demands concurrently, and their priority level can alter over time. Alderfer (1969) as cited by Shikalepo (2020) and Gayomale-Sala (2020) also pointed out the significance of how people view their development in connection to each of the levels of requirements. Even when their Relatedness demands have not yet been entirely met, a person may become progressively driven by development if they believe that they are making tremendous progress in Relatedness. Similar to this, if someone is dissatisfied with the Growth-related progress they are making, they may give up on it and focus all of their drive on Relatedness instead.

Shikalepo (2020), added that it is a forgone deduction that motivational theories can be contextualized into the education setting. The theories offer motivational frameworks that can be applied in education to motivate teachers and increase their standard of performance. The motivational theories, as diverse as they are, cover a wide spectrum of issues and needs that might be of interest for employees such as teachers and how such issues can be nurtured. It is important that employers or Department of Education administrators are well informed with various theories of motivation and apply the theories in their work setting to motivate their employees of teachers for improved quality output. The fact that organization such as schools experience staff turnover periodically and attain performance levels that are not quite impressive, can be attributed to inadequate conceptualization and application thereof, of the various motivational theories in their work environment. Good comprehension of motivational theories and correct application on the theory may be useful in ensuring motivated work forces in organization such as school.

For Gayomale-Sala (2020), the higher the motivation, the better is their job performance. She recommended in her study to increase the motivational factors of teachers, that is if teachers have units in master's programs, they should be provided with opportunities to finish their graduate studies, the Division Office should require at least a Master's Degree for the Teacher 3 plantilla position to encourage professional advancement, fringe benefits should be attractive enough to propel teachers to perform more and to be given only for deserving outstanding teachers, study leave benefits as stipulated under R.A. 4670 should be given to teachers who are finishing their graduate studies, opportunities to attend seminars, workshops and other form of training should be provided to all teachers not only to a selected few, scholarships grants should be given to deserving and outstanding teachers as incentive for good performance. Extra-curricular activities such as sports, counting or other related activities should be conducted in the afternoon in order not to deprive teachers from Saturday classes, trainings and seminars should be scheduled and planned in such manner that will not overlap their professional growth activities. School heads should maintain a harmonious relationship in school, trust and confidence with one another as to one's ability to do assigned task and should build a happy workplace as these motivate teachers very highly and performance evaluation should be objective and fair enough to distinguish the teachers who are performers and non-performers.

## 2. Methodology

This study used a descriptive-correlational research design to determine the relationship between the teachers' motivation and performance in South District, Cagayan de Oro City Division. This is a non-experimental study of the significance of the variables with the help of statistical analysis. In quantitative

research, two or more variables and their connections are described. Using descriptive correlation design, a picture of the present situation can be created (IvyPanda, 2022). This research design is the structure of the study that puts the research together. These provide the logical basis for deciding how the data collection will be carried out, how the analysis proceeds, and how the data is interpreted.

### 3. Results and Discussions

**Problem 1.** What is the extent of teachers' motivation as to their:

- 1.1 Existence Needs;
- 1.2 Relatedness Needs, and
- 1.3 Growth Needs?

**Table 1**  
*Teachers' motivation as to their Existence Needs*

Indicator	Mean	SD	Description	Interpretation
1. Salary/Pay	4.54	0.61	Very Highly Motivated	Has a very strong influence on the performance.
2. Fringe Benefits	4.44	0.59	Highly Motivated	Has a strong influence on the performance
3. Health Care Benefits	4.19	0.98	Highly Motivated	Has a strong influence on the performance
4. Durable House with Amenities	4.73	0.82	Very Highly Motivated	Has a very strong influence on the performance
5. Strong Family Relationship	4.71	0.40	Very Highly Motivated	Has a very strong influence on the performance
6. Safe Working Environment	4.61	0.58	Very Highly Motivated	Has a very strong influence on the performance
7. Happy and Contented Life	4.54	0.60	Very Highly Motivated	Has a very strong influence on the performance
8. High Social Standing/Status	4.11	0.71	Highly Motivated	Has a strong influence on the performance
9. Convenient Lifestyle	4.28	0.65	Highly Motivated	Has a strong influence on the performance
10. Job Security	4.60	0.60	Very Highly Motivated	Has a very strong influence on the performance
<b>Overall</b>	<b>4.50</b>	<b>0.66</b>	<b>Very Highly Motivated</b>	<b>Has a very strong influence on the performance</b>

**Note:** 1.00-1.49=No importance to the respondent; 1.50-2.49=Low influence on the performance; 2.50-3.49=Mild influence on the performance; 3.50-4.49=Strong influence on the performance; 4.50-5.00=Very Strong influence on the performance

Table 1 shows the Extent of Teachers' Motivation as to their Existence Needs. It has an overall Mean of 4.50 which is described as Very Highly Motivated and interpreted as having a very strong influence on their performance. Existence Needs refers to the physiological, safety and human needs for survival and all material existence requirements such as food, shelter, clothing and safety, physiological desires and aspects of human beings. This implies that teachers are satisfied with their existence needs specifically their basic needs. The current findings is similar with the study of Bawa (2017) that in order to increase motivation, job satisfaction, productivity, human resource management systems must include high salary, promotion, recognition, good workplace conditions, equity and other factors.

Moreover, the indicator, Durable house with amenities, has the highest mean of 4.73 with SD=0.83 which is described as Very Highly Motivated which is interpreted as having a very strong influence on their performance. Usually, durable houses are those which are concrete or made up of hollow blocks and it means that teachers are having concrete houses already which made them feel motivated to work. It could be like

they have more plans for their homes to furnish and this might be the reason they love to work because they have something to look forward to. Result of the current investigation affirmed the statement of Misha (2019) that it must be considered that decent housing contributes to good health and education, reflects social identity and self-respect, and offers a quality living by providing the necessary needs for existence.

On the other hand, the indicator, High Social Standing/Status, has the lowest Mean of 4.11 with SD=0.71 which is described as Highly Motivated and interpreted as having a strong influence on their performance. Though it has the lowest Mean, but it is still highly motivated. This means that teachers are highly motivated with their Social Status. Teachers are highly regarded. They are proud being a teacher which motivated the teachers to work. Thus, it is confirmed by Adamu (2020) that teachers' perceived social status rises the more and their dedication to their work also grows. This suggests that dedication to their work grows when teachers achieved high status. The social standing of teachers' level will be enhanced. The impact of workload reduction, student cooperation, teachers as active reformers, enlarged community role, teachers as employees, and public appreciation factor are some of the key factors influencing teachers' views of their social standing. Regarding the idea of teachers as active reformers, it means that, absent teacher involvement, a lack of professional autonomy might severely impact the social standing of the profession. Regarding the issue of public recognition, it suggests that when teachers have society's support, they experience a positive perception of their standing. Hence, factors like workload reduction, student partnership, teachers as active reformers, enlarged community role, teachers as employees, and public recognition should be taken into consideration in order to provide teachers with a high social standing.

**Table 2**  
**Teachers' motivation as to their Relatedness Needs**

Indicator	Mean	SD	Description	Interpretation
1. Relationship with Superior	4.30	0.69	Highly Motivated	Has a strong influence on the performance
2. Working Condition (presence of camaraderie)	4.38	0.71	Highly Motivated	Has a strong influence on the performance
3. Policy and Administration of the School	4.32	0.61	Highly Motivated	Has a strong influence on the performance
4. Leadership Responsibilities	4.43	0.68	Highly Motivated	Has a strong influence on the performance
5. Public acknowledgement for better accomplishment	4.32	0.68	Highly Motivated	Has a strong influence on the performance
6. Praise from other people	4.19	0.74	Highly Motivated	Has a strong influence on the performance
7. Respect from other people	4.62	0.57	Very Highly Motivated	Has a very strong influence on the performance
8. Organizational Support	4.48	0.60	Highly Motivated	Has a strong influence on the performance
9. Trust and confidence in the workplace	4.46	0.71	Highly Motivated	Has a strong influence on the performance
10. Sympathetic kind of supervision	4.43	0.66	Highly Motivated	Has a strong influence on the performance
<b>Overall</b>	<b>4.39</b>	<b>0.66</b>	<b>Highly Motivated</b>	<b>Has a strong influence on the performance</b>

**Note:** 1.00-1.49=No importance to the respondent; 1.50-2.49=Low influence on the performance; 2.50-3.49=Mild influence on the performance; 3.50-4.49=Strong influence on the performance; 4.50-5.00=Very Strong influence on the performance

Table 2 shows the Extent of Teachers' Motivation as to their Relatedness Needs. It has an overall Mean of 4.39 which is described as Highly Motivated and interpreted as having strong influence on the

teachers' performance. These Relatedness Needs refer to the importance of maintaining interpersonal relationship, one's affiliation to other people. The need to belong to a group or be accepted with other people. This means that teachers' relationship to their colleagues, other people, it could be the stakeholders are good enough who can motivate them to perform well in their jobs. An essential prerequisite for teachers' wellness, work happiness, and ultimately their ability to teach successfully is the fulfilment of their desire for relatedness. According to observational data, obtaining social support is essential for satisfying the need for relatedness. This is also supported by Massoudi & Hamdi (2017) that performance is more affected by the behavioral components of the workplace than by its physical aspects alone, and teachers' satisfaction with their overall working conditions encourages efficiency.

Moreover, the indicator, Respect from other people, has the highest Mean of 4.62 with SD=0.58 which is described as Very Highly Motivated and interpreted as having very strong influence with their performance. It means that teachers' respect and have good rapport with each other and camaraderie exist in their schools. Thus, these teachers grow up with respect from significant people in their lives which taught them also how to treat others with courtesy, accept everyone's differences and also enhances emotions of safety, security, and wellbeing in every teacher's relation. This is supported by Grover (2021) that for various people, respect has varied effects on performance. By showing that respect affects performance and effort at work and that individual differences in self-esteem are important for how people react to being treated with respect, it advances our understanding of respect.

On the other hand, the indicator, Praise from other people, has the lowest Mean of 4.19 with SD=0.74 which is described as Highly Motivated and interpreted as having strong influenced on their performance. Though the result has the lowest mean but it still means that teachers are Highly Motivated. This means that some teachers like being praised. This means that even a little acknowledgment can motivate teachers. They may not be gullible; they just want their efforts are recognized. The more teachers are motivated to work once praised by their school heads maybe, or by their stakeholders. Roncesvalles et al. (2021) also agreed that teachers' organizational commitment and organizational citizenship behavior are positively influenced by authentic leadership. The findings also showed that organizational commitment of teachers favorably affects organizational behavior.

Table 3 shows the Extent of Teachers' Motivation as to their Growth Needs. It has an overall Mean of 3.49 with SD=1.48 which is described as Moderately Motivated and interpreted as having mild influenced on their performance. It means that teachers are moderately motivated because of their Growth Needs. This refers to the internal esteem and self-actualization needs which is a desire to grow as an individual professionally and personally. These are the desires that motivate an individual to reach his full potential in the present scenario. The reason why teachers' growth needs have mild influenced on their performance could be due to the fact that teachers prioritized meeting lower order needs before higher order ones. The respondents only focused their desires to existence needs and relatedness needs. They tend to miss on the growth needs because they do not have time nor interest to pursue Masters' Degree or PhD's or their salary is not enough to sustain for their growth development. They should keep in mind that growth needs is also an essential factor to motivate an individual to perform well which is supported by the study of Vlasova et al. (2019), executing updated professional activities is necessary for teachers to be successfully motivated, like undergoing training and retraining for implementing activities in a changing professional and learning environment.

Moreover, the indicator, Incentive for Professional Growth, has the highest Mean of 3.71 with SD=1.36 which is described Highly Motivated and interpreted as having a strong influence on their performance. The result may mean that these teachers really aim for incentives professional growth. They are so motivated by their performance because they want to grow professionally and implement new knowledge and abilities to advance their professional goals and position. Teachers are preparing themselves to take increased responsibility by developing their abilities and being proactive. The current study supports the findings of Comighud and Arevalo (2021) that teachers should be motivated to enroll in graduate programs

leading to master's and doctorate degrees in order to advance their careers in teaching and earn higher salaries in addition to increasing their knowledge of instructional planning, the teaching-learning process, and classroom management. They should also go to professional development training courses. Department of Education may meet the development requirements of teachers by offering In-Service Trainings and Learning Action Cell Sessions at the school levels in addition to graduate-level coursework and training sessions.

**Table 3**  
*Teachers' motivation as to their Growth Needs*

Growth Needs	Mean	SD	Description	Interpretation
1. Opportunity to Attend Seminars, Workshops and Other Form of Trainings	3.65	1.33	Highly Motivated	Has a strong influence on the performance
2. Study Leave Benefits	3.40	1.29	Moderately Motivated	Has a mild influence on the performance.
3. Graduate Degree Obtained	3.44	1.29	Moderately Motivated	Has a mild influence on the performance
4. Incentives for Professional Growth	3.71	1.36	Highly Motivated	Has a strong influence on the performance
5. Scholarship Grants	3.32	1.39	Moderately Motivated	Has a mild influence on the performance.
6. Career-Path Promotion	3.58	1.98	Highly Motivated	Has a strong influence on the performance
7. Increase in Pay with Promotion in Position	3.31	1.54	Moderately Motivated	Has a mild influence on the performance.
8. Fair Performance Rating	3.52	1.55	Highly Motivated	Has a strong influence on the performance
9. Challenging and Competitive Nature of Teaching	3.46	1.45	Moderately Motivated	Has a mild influence on the performance.
10. Teaching as a Goal in Life	3.49	1.60	Moderately Motivated	Has a mild influence on the performance.
<b>Overall</b>	<b>3.49</b>	<b>1.48</b>	<b>Moderately Motivated</b>	<b>Has a mild influence on the performance.</b>

**Note:** 1.00-1.49=No importance to the respondent; 1.50-2.49=Low influence on the performance; 2.50-3.49=Mild influence on the performance; 3.50-4.49=Strong influence on the performance; 4.50-5.00=Very Strong influence on the performance

On the other hand, Increase in Pay with Promotion in Position, has the lowest Mean of 3.31 with SD=1.54 which is described as Moderately Motivated and interpreted as having a mild influence in their performance. This result could be due to the fact that teachers are not granted nor given the full privileges and chances to be promoted due to lack of Masters or Doctorate Degree, meager experience, unable to attend seminars and trainings and limited access to scholarship grants which will help them to uplift their position. This is supported by Comighud and Arevalo (2021) that graduate degrees, which are correlated with effective teaching and result in promotions to higher positions in the teaching profession and higher salaries, serve as a motivator for teachers to perform better in their employment. The development needs for finding meaningful job are promoted for those who finished professional school and received higher pay rates. It means that regardless of the situations indicated, all teachers fulfill their important primary goals in order to better deliver basic education services. The current study likewise concurs to the study of Akhtar et al. (2017) that programs for pre-service teachers have long been seen as an excellent tool to introduce new ideas and enhance teachers' conduct and professionalism. To maximize teachers' output in the form of student accomplishment, lawmakers and planners should take into account engaging qualified resource individuals with understanding in the field of motivation. This will be effective for boosting teachers' motivation through training. The teachers are motivated to accomplish their tasks and perform their responsibilities because they regard teaching as a noble profession and consider it to be their passion and calling. Lastly, many teachers desire to do well on their evaluations in order to help advance the fields of educational administration and school administration.

**Table 4.**  
 Overall *teachers' motivation*

Motivational Factors	Mean	SD	Description	Interpretation
Existence Needs	4.50	0.66	Very Highly Motivated	Has a very strong influence on the performance
Relatedness Needs	4.39	0.66	Highly Motivated	Has a strong influence on the performance
Growth Needs	3.49	1.48	Moderately Motivated	Has a mild influence on the performance.
<b>Overall</b>	<b>4.13</b>	<b>0.69</b>	<b>Highly Motivated</b>	<b>Has a strong influence on the performance</b>

**Note:** 1.00-1.49=No importance to the respondent; 1.50-2.49=Low influence on the performance; 2.50-3.49=Mild influence on the performance; 3.50-4.49=Strong influence on the performance; 4.50-5.00=Very Strong influence on the performance

Table 4 presents the overall extent of teachers' motivation. It reveals that it has an overall Mean of 4.13 with SD=0.69 which is described as Highly Motivated and interpreted as Having a strong influence on their performance. This means that teachers' performance in school is influenced by their motivation in life. In this study the respondents are Highly Motivated with the satisfaction of their needs. They are performing in school because there are things that motivate them to perform. The effectiveness of the motivational work has a substantial impact on teachers' performance, which implies that as this area improves, so does teachers' performance (Adriani et al., 2018).

Moreover, among the motivation of the teachers for work, Existence Needs has the highest Mean of 4.50 with SD=0.66 which is described as Very Highly Motivated and interpreted as having a very strong influence on their performance. There are six existence needs indicators that show that teachers are very highly motivated, these are the salary, a durable house with amenities, a strong family relationship, a safe working environment, a happy and contented life, and job security. This means that teachers are motivated with the existence needs, because they are provided with a sense of security and well-being. They are motivated and satisfied because they possess the following indicators, or it could also mean that they have the goal of acquiring or improving those indicators in the Existence Needs. Thus, teachers no longer feel stressed about their jobs. In similar way, Adriani et al. (2018) noted that teachers' performance in school is influenced by their motivations in life. In this study the respondents are Highly Motivated with the satisfaction of their needs or because of the desire they have for their needs. They are performing in school because there are things that motivate them to perform. Motivation has a substantial impact on teachers' performance, which implies that as this area improves, so does teachers' performance. Furthermore, the findings of the abovementioned research were similar with those of Hoque et al. (2018) in which teachers' performance is greatly enhanced by the compensation structure. In light of this, it stresses how much an attractive salary plan may improve teachers' welfare at work, which in turn will increase teachers' engagement.

Furthermore, teachers' motivation as to their Growth Needs has the lowest Mean of 3.49 with SD=1.48 which is described as Moderately Motivated and interpreted as Having mild influenced on their performance. Growth needs refer to the internal esteem and self-actualization needs which is a desire to grow as an individual professionally and personally. These are the desires that motivate an individual to reach his full potential in the present scenario. However, based on the findings, it simply means that teachers rely to the Department of Education for support, particularly in a number of teachers' tasks relating to their responsibilities in the classroom, professional development and their desire to grow. One probable reason might be due to the fact that teachers prioritized meeting the lower needs and focused only their desires to existence and relatedness needs. Since they lack the time or motivation to pursue masters or doctoral degrees, or because their salaries are insufficient to support their growth and development, they frequently miss out on the opportunities for growth. They should keep in mind that a person's need for progress is an important factor

in motivating them to perform successfully. In support to this, Vlasova et al. (2019) noted that executing updated professional activities is necessary for teachers to be successfully motivated, like undergoing training and retraining for implementing activities in a changing professional and learning environment. Furthermore, Okeke and Mtyuda (2019) also cited that it is important to take seriously teachers' motivational factors if social transformation is to be achieved through the educational system. Regarding teachers' motivational factors, it is important to acknowledge the different contributions that teachers provide to individuals and society at large so that the teachers can achieve higher performance since such practice leads to a sense of fulfillment and self-actualization. Also, citation of Comighud and Arevalo (2021) that teachers need to take part in professional development training. The Department of Education may address the development requirements of teachers by providing In Service Trainings and Learning Action Cell Sessions at the school levels in addition to requiring them to take graduate-level coursework and training sessions

However, Konopko et al. (2019) noted that professional development can be considered successful and effective only when it aims the teacher at creative reconsideration of content of the activity and when the gained knowledge and the abilities can become the good basis for further work of the teacher.

**Problem 2.** To what level is the performance of teachers when categorized as:

- 2.1 Outstanding;
- 2.2 Very Satisfactory;
- 2.3 Satisfactory;
- 2.4 Unsatisfactory and
- 2.5 Poor?

**Table 5**  
*Teachers' Performance*

	<b>f</b>	<b>%</b>	<b>Description</b>
Outstanding	61	35.20%	Role Model
Very Satisfactory	112	64.70%	Consistently demonstrates
Satisfactory	0	0	Most of the time demonstrates
Unsatisfactory	0	0	Sometimes demonstrates
Poor	0	0	Rarely demonstrates
<b>Total</b>	<b>173</b>	<b>100%</b>	

Table 5 above shows the frequency and percentage distribution of the teachers' level of performance. Most of the teachers have a Very Satisfactory rating, with 112 of them, or 64.70%, and 61, or 35.20% have Outstanding rating. This means that the teachers who were the respondents in this study were all performing well with their jobs because these teachers are motivated based on the result in Table 1. Motivated teachers influence their work performance. Thus, the Department of Education can maintain consistent performance when they keep their teachers motivated. As a result, the Department achieves workflow balance, which strongly influences teachers' productivity. According to Hero (2019) a very satisfactory performance demonstrates the teachers' positivity and confidence in their ability to teach. Additionally, it demonstrates that they were adopting the common 21st century educational standards. On the other hand, Miñon (2017) cited that the teachers' outstanding performance demonstrates how they contributed to achieving the school's goals and objectives. They typically exhibit organizational dependability, and achievement-focused traits, and they encourage learning among students both inside and outside of the classroom.

**Problem 3.** Is there a significant relationship between the teachers' motivations and their performance?

**Table 6**

*Pearson's Correlation test between teachers' motivations and their performance.*

Independent Variables	Teachers' Performance		Interpretation
	r value	p value	
Existence Needs	0.50	0.001	Significant
Relatedness Needs	0.51	0.004	Significant
Growth Needs	0.08	0.089	Not Significant

Table 6 shows the Pearson's Correlation Test between the Independent Variables such as Existence Needs, Relatedness Needs, and Growth Needs and Dependent Variable which is the teachers' performance. The table presents the analysis at the Independent Variables by looking at the correlation test while holding the Dependent Variable constant. It can be gleaned that Independent Variables are significant at 0.05. It means that Motivation for teachers have significant effect on their performance. The Existence and Relatedness Needs are associated to the teachers' performance with a p value far less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test for Existence and Relatedness Needs is rejected. With the findings that a positive linear relationship exists between the variables.

Furthermore, the test revealed a moderate positive correlation between Teachers' Performance and Existence and Relatedness Needs with 0.51 and 0.50 r values, respectively, and a weak positive correlation in Growth Needs with 0.08 r values. Moreover, when one variable changes, the other variable changes in the same direction. This means that Existence Needs and Relatedness Needs have impact to teachers' performance in the South District, Division of Cagayan de Oro City. This implies that teachers are contented with their basic needs like food, shelter, clothes, safety, salary, physiological desires, and other aspects of human existence. It also suggests that teachers are satisfied with all of their material demands for existence. Same with relatedness needs wherein teachers are also motivated with the factors under it. This means that teachers are able to meet their desire in the Relatedness Needs. They are able to work with happiness, their well-being and their ability to teach successfully and obtaining social support and respect from other people which are essential for fulfilling the need for relatedness. Tripathi et al. (2019) also put emphasis on these motivational factors influence the performance of teachers significantly. It develops creativity of the teachers. Furthermore teachers' performance is significantly influenced by the motivational work's effectiveness, implying that as this domain develops, teachers' performance will also developed (Adriani et al., 2018).

On the other hand, Growth Needs has a weak positive correlation in relation to teachers' performance which means that teachers have taken for granted this needs in the sense that they are solely focusing and contented on the two needs which are Existence and Relatedness needs. Their desire to grow as an individual professionally and personally has been neglected which maybe due to financial matter and limited time. It may also be counted as reasons that teachers are given less opportunity to attend seminars, workshops, and scholarship grants for master's and doctoral degrees. This implies that teachers depend on the Department of Education for assistance, especially with a variety of activities related to their responsibilities in the classroom, professional development, and their desire to grow. In a similar manner, Vlasova et al. (2019) noted that , executing updated professional activities is necessary for teachers to be successfully motivated, like undergoing training and retraining for implementing activities in a changing professional and learning environment. This is further supported by Comighud and Arevalo (2021) as they noted that teachers place significant importance on the opportunity to learn new things through seminars, trainings, and professional education since career improvements support both personal and professional development.

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