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# Motivation: A Mute Factor in The Individual Performance Commitment Review Rating of Public-School Teachers

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**Abstract**

The study was primarily conducted to know if there is a significant relationship between the level of motivation of the teachers and their IPCRF ratings. The findings revealed that the motivation level of Public-school teachers are highly motivated but they are a little bit more motivated by mastery goal than performance goal; on the level of motivation of the Public-school teachers when compared according to the level taught under performance goal orientation, there is no significant difference but there is a significant difference on the level of motivation of the Public-school teachers when compared according to the level taught under mastery goal orientation between the elementary teachers and junior high teachers; on the level of Individual Performance among Public-school teachers focusing on the five Key Results Areas, the teachers best perform in KRA 3 – Curriculum and Planning and least perform in KRA 1 - Content and Pedagogy and KRA2 - Diversity of Learners, and Assessment and Reporting and teachers also needs the greatest increase in their performance rating KRA 5 – Plus Factor, on Level of IPCRF rating per KRA of Public-school teachers as compared according to the level taught, there is no significant difference; on the IPCRF ratings of teachers per KRA there is no significant relationship, the IPCRF rating is not affected by their level of motivation except at KRA 5 that the teacher's IPCRF rating is affected by the level of Mastery goal-oriented motivation, but weakly affected.

**Keywords:** Mastery goal-oriented motivation, Performance goal-oriented motivation, IPRCF Rating, Key Result Areas

## Introduction

Teachers' motivation plays an important role in promoting a healthy teaching environment. Self-determination theory (Deci & Ryan, 2000) can provide important insight into the understanding of teachers' motivation, including the reasons they do their work, continue to teach, experience success, and enjoy what they do. Hence, the overall success of an educational institution depends on teachers' commitment which is directly related to the level of motivation they have within the institution. Teachers are the main resources for schools' business activities, and the issues of teachers' motivation critically decide schools' success. Saraswathi (2011), defines motivation as the willingness to exert high levels of effort towards organizational goals, conditioned by the effort's ability to satisfy some individual needs. Motivation is the force that causes people to behave the way they do. It could be further seen on the strength of the person's motives. Motives are needs, wants, drives, or impulses within an individual. Teacher commitment is an investment of personal resources and is closely connected to teachers' work

performance. Individual teacher commitment can be analyzed to identify centers of commitment in their professional practice. These centers of commitment are currently considered to be external to the teacher and include a commitment to the school or organization, students, career continuance, professional knowledge base, and the teaching profession (Croswell, 2003). Job dissatisfaction, stress, and burnout can negatively influence motivation and job performance. Meanwhile, commitment to teaching and the workplace has been observed to improve through psychic rewards (acknowledgment of teaching competence), meaningful and varied work task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable workload, adequate resources, and pay. Therefore, learning opportunities provide challenges and accomplishment.

Williams and Burden (1997) differentiated two aspects of motivation: initiating motivation which was concerned with the reasons for doing something and deciding to do something and sustaining motivation which refers to the effort for sustaining or persisting in doing something. Dornyei (2001) and Ushioda (2011) identified two dimensions of defining motivation with which most researchers would agree: the direction and magnitude of human behavior. Accordingly, motivation specifies the reason why people decide to do something, how long people are willing to sustain the activity, and how hard they are going to pursue the activity.

This led to the development of the Results-Based Performance Management System Manual for Teachers and School Heads that is aligned with the Philippine Professional Standards for Teachers (PPST). This Results-Based Performance Management System Manual contains the RPMS Tools and its associated tools – Classroom Observation Tools (COT) and Self-Assessment Tools (SAT) – and performance appraisal forms such as Individual Performance Commitment and Review Form (IPCRF), Midyear Review Form, and Performance Monitoring and Coaching Form. The Individual Performance Commitment and Review Form (IPCRF) is an assessment tool for government employees to rate the work done by the teacher over one year. As stated in DepEd Order No. 2, s. 2015 (Guidelines for the Establishment and Implementation of RPMS in DepEd), the RPMS is a systematic mechanism to manage, monitor, and measure performance, and identify human resource needs and organizational needs to enable continuous improvement of employment and individual growth.

Hence, further studies dwelling on the correlation of motivation are encouraged most specifically in the performance of teachers. This research endeavor dwelled on studying motivation as a mute factor in the performance of teachers. Since this variable is less likely studied, it is imperative to conduct one to understand the possible interrelationship of the motivation level of the teachers in the two types of motivation (mastery-oriented and performance-oriented) and on their IPCRF ratings, which likely plays an important role in educational success.

For the significance of the study, the results of this study may give knowledge and understanding to the Public-school teachers as well as to the DepEd school heads or principals and DepEd supervisors on the interrelationship of the teachers' level of motivation on the two types of motivation and the teachers IPCRF ratings under the different Key Result Areas. It may also lead to the revision or enhancement of the performance indicators on the IPCRF considering the results of this study. Thus, the motivation level of Benguet Public-school teachers, the significant difference in the level of motivation of teachers based on the level they are teaching, the respondent's level of individual performance commitment review rating on the five Key Results Areas, the significant difference in the IPCRF rating of Benguet Public-school teachers in terms of level taught, and the significant relationship between the motivation level and IPCRF rating of Benguet Public-school teachers were identified.

**Conceptual Framework**

**Motivation Level of Teachers**

Motivation is of vital importance for individual and institutional performance, thus even skilled and well-educated staff will not exhibit an efficient performance if they are not motivated (Addison and Brundrett, 2008). It is the activation of the inner energy of individuals to guide them towards specific objectives (Duren, 2000), the key to a successful life as a motivated person considers problems as opportunities for development (Shinn, 2010), and the most important factors that will affect the performance of teachers (Yavuz and Karadeniz, 2009). The motivation of the teacher affects almost any factor related to the teacher in the school system (Tecer, 2011), the more productive teachers are, the more motivated they are (Ayaydin and Tok, 2015). The level of teachers' performance is equivalent to their level of motivation. Therefore, it is relevant to identify the level of motivation of the teachers and the aspect of motivation where they are motivated. With these, school administrators, school heads, and educational supervisors can design programs that increase the level of motivation of the teachers. It is important to increase the motivation levels of teachers (Yalcin and Korkmaz, 2013).

The teachers listed the necessary factors to increase their motivation as follows: "financial, incentive/promotion, time management, reward/appreciation, proper training, multiple duties, lack of authority and internal motivation were defined as the main motivation-reducing elements. Financial rewards, appreciation of the head of department and school administrator, certificate (medal) for special services, good working environment, and providing assurance and support by including them in the decision-making processes were put forth as the most basic improving solutions (Shukr, Qamar and Hassan, 2016). An additional motivation system is developed for the performance of teachers at primary schools consisting of six sub-systems, these are job-based motivation, reward-based motivation, good communication, establishing institutional relationships, working environment, and the suitability of the working environment (Pasathang, Tesaputa, and Sataphonwong, 2016).

According to Locke and Latham (2006), goal setting is a key motivational process. Goals are the outcomes that a person is trying to accomplish. People engage in activities that are believed to lead to goal attainment. Multiple goals such as academic goals and social goals, goal choice, and the level at which individuals commit to attaining the goals influence their motivation (Wentzel, 2000). Besides goal content (what a person wants to achieve) which is based on the goal orientation of every individual, it is the reason that a person tries to achieve a certain goal also has a significant influence on performance. Goal orientations refer to the reasons or purposes for engaging in activities and explain individuals' different ways of approaching and responding to achievement situations (Anderman and Anderman, 2006). The two most basic goal orientations are mastery and performance goals. A mastery goal orientation is defined as a focus on mastering new skills, trying to gain increased understanding, and improving competence (Ames and Archer, 1988). People adopting mastery goals define success in terms of improvement and learning. In contrast, a performance goal orientation focuses on doing better than others and demonstrating competence, for example, by striving to best others, using social comparative standards to make judgments about their abilities while seeking favorable judgment from others (Dweck and Leggett, 1988). Mastery-oriented people are likely to be intrinsically motivated while performance-oriented people are more likely to be extrinsically motivated. In other words, those who set mastery-oriented goals tend to compete with themselves, and satisfaction is based on internal factors. Those who have performance-oriented goals are primarily motivated by external feedback and validation (Ha, 2021).

This study identified the level of motivation of the teachers according to the two most basic goal orientations (mastery/intrinsic and performance/extrinsic). The researchers crafted a questionnaire based on
previous research and references that were used in gathering data.

**Performance Rating (IPCR) of Teachers**

The Department of Education uses IPCR to link employees' performance with the agency's vision, mission, quality policies, and objectives. The Individual Performance Commitment and Review Form IPCRF is an assessment tool for government employees to rate the work done by the teacher over one year. As stated in DepEd Order No. 2, s. 2015 (Guidelines for the Establishment and Implementation of RPMS in DepEd), the RPMS is a systematic mechanism to manage, monitor, and measure performance, and identify human resource needs and organizational needs to enable continuous improvement of employment and individual growth.

The IPCRF is composed of the five Key Result Areas which are the following: Content Knowledge and Pedagogy; Diversity of Learners and Assessment, and Reporting; Curriculum and Planning; Community Linkages and Professional Engagement, and Personal Growth and Professional Development; and Plus Factor.

**Teachers' Motivation and Performance**

The more productive teachers are, the more motivated they are (Ayaydin and Tok, 2015). Managers should ensure that the sources are used most effectively and efficiently with motivation (Genc, 2005). Moreover, without motivation, teachers' performance would be highly hindered. The level of motivation of workers will determine the teachers' response to the organizational rules, responsibilities, and opportunities. Also, motivation is the force that initiates, guides, and maintains goal-oriented behaviors (Callo, 2014). It is important to note that a teacher's motivation level can rise when the teaching job enables the teacher to satisfy the life-supporting elements of his or her physical body like food, water, shelter, etc. It can also arise, when the teacher feels useful in his or her job and when he or she feels satisfied with what she or he is doing. Also, in the literature, there are many determinants of teacher motivation. These include teacher status, class size, workload, professional development, and salary. Furthermore, motivation and performance are very important factors in terms of school success and students' achievements. For this, the main thing they require is skilled and competent teachers (Kevin, 2016). Hence, the relationship between teachers' level of motivation and level of performance should be examined.

Motivation and performance are very important factors in terms of school success and students' achievements. If changes occur in a school's external environment, then a school must adopt that change because it may motivate them to gain a competitive advantage. For this, the main thing they require is skilled and competent teachers (Kevin, 2016). Teachers' job performance is a concern of everybody in the society (Mbwana, 2015). In this respect, teacher performance connotes the teacher's role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers' participation in sports, attending school assemblies, and guidance and counseling. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge, and skills in delivering subject matter to students in and

outside the classroom. Teacher performance was measured by regular and early reporting at school, participation in extracurricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking, and general punctuality among others. The performance of a given school depends more on the teachers' effort and if the teachers are unhappy with their job, they will not emphasize their teaching (Mark, 2015).

However, (Chudi, 2013) found out that teachers refused to teach effectively in class causing a decline in performance because of irregular payment of salaries. Disparities in teacher effectiveness in public and private school areas are a preoccupation of policymakers throughout the developing world. In Tanzania, for example, the leading students' performance comes from private schools. In response, the government has tried to provide incentives to teachers in terms of hardship allowance to motivate and retain them, especially in rural areas. Yet despite the popularity of such a policy, little is known about what really motivates teachers and keeps them in their jobs despite "hardships" in remote locations. Performance may be defined as the ability to skillfully join the right behavior toward the attainment of organizational goals (Ali et al., 2014). Susa (2018), the Ministry of Education demands a very high measure of loyalty, dedication, patriotism, hard work, and commitment from its teachers. Similarly, the role and contexts of motivational methods cannot be overemphasized because high motivation heightens performance which is in the interest of all educational systems.

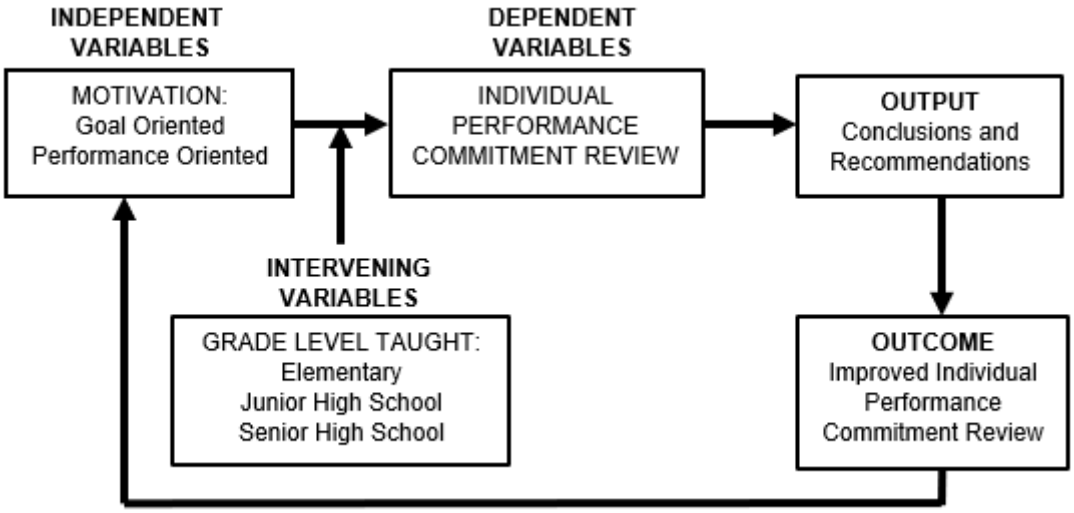


**Figure 1. Paradigm of the study**

At the macro level, this paper investigated the effect of motivation on the teacher's Individual Performance Commitment and Review since there are only limited studies exploring such possibilities. The intervening variables are the level taught. These variables supported the interpretations of the data that were observed in this study.

**Statement of the Problem**

This study determined the level of motivation of public school teachers and its relationships with the teaching competencies as evaluated in their Individual Performance Commitment Review.

Specifically, this study answered the following problems:

1. What is the motivation level of public school teachers?
2. Is the difference in the level of motivation of teachers significant based on the level they are teaching?

3. What is the respondent's level of individual performance commitment review rating focusing on the five key results area?
4. Is there a significant difference in the IPCRF rating of Benguet Public-school teachers in terms of level taught?
5. Is there a significant relationship between the motivation level and the IPCRF rating of public school teachers?

## Methodology

This chapter discusses the research design appropriate to the study, the population and locale of the study, the data gathering tool and data gathering procedure utilized, and the statistical analysis of the data gathered to answer the questions. Each subsection is carefully described and explained.

### Research Design

This research study employed quantitative descriptive-survey research. Quantitative research focuses on gathering numerical data (Babbie, 2010; Brians, 2011) and determines the relationship between one thing and another within a population (Brians, 2011). A survey is one of the methods for collecting descriptive data (Borg and Gall, 1989). Accordingly, data from the IPCRF of public school teachers were utilized in this research. The data used were treated once and were associated with the motivational level of Public-school teachers when the IPCRF was achieved. The researchers used a survey questionnaire to identify the motivational level of the teachers.

### Population and Locale of the Study

The respondents of this study were the teachers from the Department of Education in Benguet. There was no particularized grade level or strand they were teaching from which the said respondents were required to emanate. Moreover, the procedure of a non-probability sampling method was utilized, particularly the Convenience Sampling technique, wherein those selected for inclusion in the sample were drawn from the opportunely accessible pool of respondents.

### Data Collection Instrument

The research proponents used a survey- questionnaire which is composed of 2 parts. Part I consists of the profile of respondents, which includes the level taught. Part II consists of the determinants of the motivation level of the respondents which includes goal-oriented and performance-oriented.

A four-point scale was the basis to determine the motivation level of the respondents.

| Scale | Percentage | Qualitative Description |
|---|---|---|
| 4 | 86%-100% | I am Very Highly Motivated (VHM) |
| 3 | 51%-85% | I am Highly Motivated (HM) |
| 2 | 16%-50% | I am Moderately Motivated (MM) |
| 1 | 0%-15% | I am Fairly Motivated (FM) |

Meanwhile, individual performance commitment and review summary rating of the respondents was collected to determine the level of each key result area rating. The survey- questionnaire was validated by the research professor. The rating scale used to determine the level of each competency and the overall IPCR rating is based on the Department of Education Results-Based Performance Management System.

| Range | Qualitative Description |
|---|---|

| | |
|---|---|
| 4.50-5.00 | Outstanding |
| 3.50-4.49 | Very Satisfactory |
| 2.50-3.49 | Satisfactory |
| 1.50-2.49 | Unsatisfactory |
| below 1.49 | Poor |

**Data Collection Procedure**

Upon approval of the research proposal, the questionnaire was validated by the research instructor. Using informed consent, the researchers sought permission from the respondents who were identified as teachers in the Department of Education in Benguet. Adhering to the health protocols and safety standards, the researcher floated the questionnaires to different DepEd schools in Benguet. Upon retrieval, the responses were coded or tallied and submitted for statistical treatment.

**Treatment of Data**

The following statistical tools were used to treat the data.

The mean was used to establish the respondent's level of motivation as well as the levels of key result areas in the IPCR rating.

Pearson Product-Moment Correlation Coefficient or Pearson-r was employed to find the correlation between motivation level on the respondent's performance level based on the five key result areas.

Analysis of Variance (ANOVA) was used to determine the significant difference between the respondent's profile variables, motivation level, and key result areas in their IPCRF rating.

**RESULTS AND DISCUSSION**

This section presents the tabulated results of the data gathered about the level of motivation and the IPCRF of public school teachers. The results were analyzed and interpreted throughout the discussion.

**Level of Motivation Among Public-school teachers**

**Table 1. Level of motivation among public school teachers**

| TYPES OF MOTIVATION | MEAN | DESCRIPTIVE EQUIVALENT | Rank |
|---|---|---|---|
| Mastery | 3.39 | Very Highly Motivated | 1 |
| Performance | 3.27 | Highly Motivated | 2 |
| Legend | | | |
| Preparedness Scale | Descriptive Equivalent | | |
| 1.00-1.75 | Fairly Motivated | | |
| 1.76-2.51 | Moderately Motivated | | |
| 2.52-3.27 | Highly Motivated | | |
| 3.28-4.00 | Very Highly Motivated | | |

Table 1 presents the level of motivation among public school teachers. The table shows the level of motivation of public school teachers under mastery.

Achievement goals are oriented as a mastery goal or a performance goal, based on the desired outcome of the individual accomplishing it (Ames, 1992; Dweck & Leggett, 1988). Mastery goals are

correlated with intrinsic motivation, while extrinsic motivation tends to relate more to performance goals (Elliot & Harackiewicz, 1996). Mastery goals contribute to a focus on learning and accomplishing the task for self-improvement (Ames, 1992; Dweck & Leggett, 1988). They encompass developing new skills, improving competence, or accomplishing challenging tasks. Performance goals represent a focus on demonstrating competence or ability, and how ability is judged relative to others. Performance goals are about winning.

goal, with a mean of 3.39, is very highly motivated. Meanwhile, a performance goal, with a mean of 3.27, is highly motivated. Individuals with a performance goal orientation which is highly motivated tend to exhibit their achievement to others and avoid difficult tasks (Kaplan and Midgley, 1997). On the other hand, individuals with mastery goal orientation which is very highly motivated are willing to take on difficult tasks and insist on achieving them. Their intrinsic motivation to perform the duties is very high. For these people, failure is not a personal deficiency, but a motivation that drives them to find new ways of working (Ames, 1992; Ames and Archer, 1988).

The result implies that a mastery goal is more dominant in public school teachers as compared to a performance goal. The result is consistent with empirical studies that have repeatedly confirmed the dominance of intrinsic teacher motivation over extrinsic motivation (Kassabgy et al., 2001). Since mastery goal is more dominant than performance goal to Public-school teachers, they, regardless of how difficult a task could be or how many tasks are given to them, would insist on doing it and finishing it. Teachers that have a dominant mastery goal, do not simply express greater interest in performing a task and professional growth but also continue to express interest well beyond the task and to enroll in further classes or programs for professional growth. (Harackiewicz, et al., 2002; Wolters, 2004). Moreover, in the study conducted by Dündar et al. (2007) on employees, intrinsic motivation tools are more effective in employee motivation than extrinsic motivation tools. Because the external aspects of the job such as salary, title, and promotion opportunities were considered less important, the researchers suggested that teachers as a group had more intrinsic motivation towards extrinsic rewards.

While it is true that mastery goal is more dominant in public school teacher, performance goal cannot be put aside since there is a very small difference in their means. Though it was stated in the study of Dundar et al. (2007) that the external aspects of the job such as salary, title, and promotion opportunities were considered less important, teachers' extrinsic motivation plays an important role in understanding their intrinsic motivation. Boru (2018) considered factors such as school administration and students as some of the extrinsic sources that sustain teachers' motivation. Therefore, teachers' interaction with external factors such as school administration, parents, and students is the basis for teachers' professional motivation. In a school environment where school administrators encourage teachers' progress and achievement, teachers will undoubtedly be able to manage their intrinsic motivational processes at a higher level.

**Level of Motivation of the Public-school Teachers Compared According to the Level Taught**

Table 2. Level of Motivation of Public-School Teachers Compared According to the Level Taught

| TYPES OF MOTIVATION | MEAN | | | F-VALUE | P-VALUE |
|---|---|---|---|---|---|
| | Elem | Junior High | Senior High | | |
| Mastery | 3.19[b] | 3.63[a] | 3.53[ab] | 3.47* | 0.04 |

| | | | | | |
|---|---|---|---|---|---|
| Performance | 3.19 | 3.34 | 3.37 | $0.96^{ns}$ | 0.39 |
| Legend | | | | | |
| ns | Groups are not significantly different | | | | |
| * | At least one of the three groups is significantly different at 5% level | | | | |
| NOTE: Means with the same letter are not significantly different. | | | | | |

Table 2 compares the average level of motivation of public school teachers according to the level that they taught. To test whether at least one of the three groups is significantly different, an Analysis of Variance (ANOVA) was run. In cases where ANOVA detects significantly different group/s, a post-hoc test, called Tukey's Honest Significant Difference (Tukey's HSD) was further utilized to specifically detect which of the groups are significantly different. The letters attached to the means are the results of the post-hoc test conducted.

On mastery, ANOVA detected groups that were significantly different. A pairwise comparison of these means via Tukey's HSD reveals that the level of motivation of those who are teaching Junior High School is higher than the level of motivation of the group teaching at the elementary level. Further, the level of motivation of the group teaching in the Senior High School is not significantly different from the other two groups.

In terms of teachers' level of motivation under performance goal-oriented, all levels have no significant difference but under mastery goal-oriented, there is a significant difference in the motivation level of elementary teachers and junior high teachers Junior high have a higher level of motivation than elementary teachers. This implies that all teachers regardless of what level they are teaching have the same level of performance goal orientation. Performance goal orientation focuses on doing better than others and demonstrating competence (Dweck and Leggett, 1988), therefore all teachers regardless of what level they are teaching are focused on doing better than others and all of them are demonstrating competence. This can be attributed to the positive regard of the teachers regardless of what level they are teaching to their teaching profession and their desire to have a positive evaluation that they are all trying to perform better than the others and they are trying to demonstrate competence. This attribution is supported by the findings of Comighud and Arevalo (2020) that the teachers are motivated to perform their work and deliver their assigned functions because they have a positive regard for the teaching profession as they consider it their mission and vocation and their desire to have a positive evaluation result to contribute to the betterment of school organization and educational administration. This result is supported by the results of the study of Mark (2015) teachers equally cared for both intrinsic and extrinsic motivators.

On the other hand, junior high teachers have a higher level of mastery goal orientation than elementary teachers. Mastery goal orientation focuses on mastering new skills, trying to gain increased understanding, and improving competence (Ames and Archer, 1988), therefore junior high teachers focus more on mastering new skills, exerting more effort to increase understanding, and exerting more effort in improving their competence than the elementary school teachers. The results also reveal that elementary teachers have the lowest level of mastery goal-oriented motivation. This result can be attributed to the difference in the level of difficulty that the elementary and junior high teachers are doing. The elementary teachers are doing more difficult work as they are providing fundamental education to new learners that they may have a lesser chance of mastering new skills, increasing their understanding, and improving their competence while junior high school teachers are doing easier work as they are dealing with learners who are equipped with fundamental skills who are ready to learn that they may have more chance of mastering

new skills, increasing their understanding and improving their competence. This attribution is supported by the study of Ramachadran (2005) who reported that primary school teachers are doing more difficult work than middle or secondary-level schoolteachers. This result negates the findings of Bennell and Akyeampong (2007) that the teaching force in public secondary schools is demoralized and fractured that they are frequently paid little and late, their educational and training needs are neglected, and they are mired in bureaucracies that support neither their effective performance nor their career progression in their jobs.

**Level of Individual Performance Among Public-school teachers**

Table 3 presents the level of Individual Performance among public school teachers focusing on the Key Results of Areas 1, 2,3, 4, and 5 which is a Plus Factor. With a mean of 0.39, KRA3 which contains objectives about Curriculum and Planning ranks no.1. KRA4 with objectives about Community Linkages and Professional Engagement, and Personal Growth and Professional Development with a mean of 0.36 ranks no.2. Meanwhile, with a mean of 0.35, KRA1, with objectives related to Content and Pedagogy and KRA2 which consists of objectives about Diversity of Learners, and Assessment and Reporting rank third. The plus factor, with a single objective equivalent to only 12 % is excluded in the ranking because it is just a value adding to the accomplishment but not covered by the regular duties and responsibilities.

**Table 3. Level of Individual Performance Among Public-school Teachers Focusing on the Five Key Results Area**

| KEY RESULT AREA | MEAN | Rank |
|---|---|---|
| KRA 1 - Content Knowledge and Pedagogy | 0.35 | 3.5 |
| KRA 2 - Diversity of Learners, and Assessment and Reporting | 0.35 | 3.5 |
| KRA 3 - Curriculum and Planning | 0.39 | 1 |
| KRA 4 - Community Linkages and Professional Engagement, and Professional Growth and Development | 0.36 | 2 |
| KRA 5 - Plus Factor | 0.53 | |

In the level of Individual Performance among Public-school teachers focusing on the Four Key Result Areas (KRA 1 - 4) including KRA5 which is the Plus Factor. The plus factor is excluded from the ranking because this is a value-adding accomplishment that is not covered by the regular duties and responsibilities, and with a single objective with an equivalent percentage of 12 % while the other KRAs consist of 2 to 3 Objectives with an equivalent percentage of 8% per Objective. KRA3 - Curriculum and Planning ranks no.1 with a mean of 0.39, KRA4 - Community Linkages and Professional Engagement, and Personal Growth and Professional Development rank 2nd with a mean of 0.36, KRA1- Content and Pedagogy and KRA2 - Diversity of Learners, and Assessment and Reporting rank last with the same mean of 0.35.

The table revealed the following results, first, it shows that the teachers exhibit the highest level of performance in Curriculum and Planning that they only missed 0.01 across the 3 objectives to achieve the average perfect rating of .4. It implies that teachers have to maintain their performance level in the 3

objectives under KRA 3 as they achieved highest level of performance in this area that they were able to select, develop, organize and used appropriate teaching and learning resources including ICT in addressing learning goals; they were able to set achievable and appropriate learning outcomes that are aligned with learning competencies; and they were able to build relationship with parents/guardians and the wider school community to facilitate involvement in the educative process. Second, the teachers exhibit a very slightly lower performance level at KRA 4 ranked 2 with a 0.03 decrease in performance level from KRA 3 ranked first, and needs to be increased by 0.04 across the 2 objectives to achieve the perfect average rating of 0.4. It implies that teachers also perform well in achieving the 2 objectives under KRA 4 but they need to exert a little effort to achieve a higher level of performance in participating in professional networks to share knowledge to enhance practice, and in developing a personal improvement plan based on the reflection of one's practice and ongoing professional learning. Third, the teachers have the lowest level of performance in KRA 1 - Content and Pedagogy and KRA2 - Diversity of Learners, and Assessment and Reporting which needs to be increased by 0.05 across every 3 objectives to achieve a perfect average rating of 0.4. It implies that the teachers need to pay attention and take necessary actions to achieve a higher level of performance on the objectives under these KRAs. The teachers need to attend necessary professional development activities in enhancing capabilities in 1. Applying knowledge of content within and across curriculum teaching areas, 2. Ensuring the positive use of ICT to facilitate the teaching and learning process, 3. Applying a range of teaching strategies to develop critical and creative thinking as well as other higher-order thinking skills (objectives of KRA 1), 4. Establishing a learner-centered culture by using teaching strategies that respond to their linguistic, cultural socioeconomic, and religious backgrounds, 5. Planning and delivering teaching strategies that are responsive to the special educational needs of the learners in difficult circumstances, and 6. Using strategies for providing timely, accurate, and constructive feedback to improve learner performance (objectives of KRA 2). Lastly, the teachers obtained a mean score of 0.53 under the KRA 5 – Plus Factor which needs to be increased by 0.07 (the highest increase that is needed among all KRAs) to achieve the perfect average rating of 0.6. It implies that the teachers need to give more attention and effort in increasing their rating under this KRA. The teachers need to perform various related works/activities that contribute to the teaching-learning process.

These results can be attributed to the professional difficulties that influence the performance level of the teachers which is reflected by their ratings per Key Result Area. The performance rating of the teachers depends on the level of professional difficulties that they encountered in meeting the indicators of the objectives under each Key Result Area. This attribution is supported by the result of the study of Steinmetz (1969) that professional difficulties are a multi-faceted phenomenon, which may stem from external and internal influences: a. shortcomings of the manager or the supervisor; b. shortcomings of the employee; c. outside or non-job-related influences affecting the employee.

**Level of IPCRF Among Public-school Teachers Compared According to the Level Taught**

Table 4. Level of IPCRF Of Public-School Teachers Compared According to The Level Taught

| KEY RESULT AREA | MEAN | | | F-VALUE | P-VALUE |
|---|---|---|---|---|---|
| | Elem | Junior High | Senior High | | |

| | | | | | |
|---|---|---|---|---|---|
| KRA 1 - Content Knowledge and Pedagogy | 0.35 | 0.34 | 0.36 | $1.23^{ns}$ | 0.30 |
| KRA 2 - Diversity of Learners, and Assessment and Reporting | 0.35 | 0.35 | 0.35 | $0.44^{ns}$ | 0.65 |
| KRA 3 - Curriculum and Planning | 0.38 | 0.39 | 0.40 | $2.39^{ns}$ | 0.10 |
| KRA 4 - Community Linkages and Professional Engagement, and Professional Growth and Development | 0.36 | 0.36 | 0.35 | $0.18^{ns}$ | 0.83 |
| KRA 5 - Plus Factor | 0.52 | 0.54 | 0.55 | $0.95^{ns}$ | 0.39 |
| Legend | | | | | |
| ns | Groups are not significantly different | | | | |
| * | At least one of the three groups is significantly different at 5% level | | | | |
| NOTE: Means with the same letter are not significantly different. | | | | | |

Table 4 reveals the level of IPCRF among public school teachers according to the level they are teaching. Table 4 shows that the IPCRF ratings of the teachers teaching at the different levels in all Key Result Areas are not significantly different. In other words, regardless of the level being taught, the IPCRF ratings of the teachers in all Key Result Areas have insignificant differences.

It implies that all teachers regardless of what level they are teaching are exhibiting the same level of performance in all Key Result Areas that they perform well with their work. This can be attributed to the same level of motivation of all the teachers or a slight difference in the level of motivation of the teachers. This result is supported by the finding of the study by Mark (2015) teachers equally cared for both intrinsic and extrinsic motivators and the result of the study of Comighud and Arevalo (2020) that the teachers performed well in their work functions and job descriptions towards organizational efficiency, timeliness, and effectiveness that in the context of the Department of Education, having a high job performance yield into satisfactory up to outstanding ratings which means that the teachers perform well with their work and have displayed effectiveness, efficiency and timeliness in doing their duties most especially related to the different Key Result Areas.

**Relationship Between the Level of Motivation and IPCRF Ratings**

**Table 5. Correlation between the level of motivation and IPCRF**

| IPCRF | MOTIVATION | |
|---|---|---|
| | Mastery | Performance |
| KRA 1 - Content Knowledge and Pedagogy | $-0.09^{ns}$ | $-0.10^{ns}$ |
| KRA 2 - Diversity of Learners, and Assessment and Reporting | $0.00^{ns}$ | $0.01^{ns}$ |
| KRA 3 - Curriculum and Planning | $-0.11^{ns}$ | $-0.16^{ns}$ |
| KRA 4 - Community Linkages and Professional Engagement, and Professional Growth and Development | $-0.15^{ns}$ | $0.11^{ns}$ |

| | | | |
|---|---|---|---|
| KRA 5 - Plus Factor | | 0.28* | $0.10^{ns}$ |
| Legend<br>**Pearson r Range**<br>±1.00<br>±0.80 to ±0.99<br>±0.60 to ±0.79<br>±0.40 to ±0.59<br>±0.20 to ±0.39<br>±0.01 to ±0.19<br>0.00 | | **Strength**<br>Perfect<br>Very Strong<br>Strong<br>Moderate<br>Weak<br>Very Weak<br>No correlation | |
| ns | Correlation coefficient is not significantly different from zero | | |
| * | Correlation coefficient is significantly different from zero at 5% level | | |

Table 5 displays the correlation between the teachers' level of motivation and IPCRF ratings. In most cases, there were no correlations detected. A significant correlation that was only detected is between KRA 5 and Mastery Goal Oriented Motivation however, the magnitude of this correlation is descriptively "weak", which means that when teachers have high ratings in KRA 5, there is a weak chance that the same teachers will have high levels of motivation under "Mastery" and vice versa.

It implies the IPCRF ratings of the teachers per Key Result Areas are not affected by their level of motivation either by mastery goal orientation or by performance goal orientation. This can be attributed to the different sources of motivation of the teachers. Some teachers were motivated by adequate salaries, rewards, and incentives concerning the nature of the teaching profession in them to finance the needs of their family members towards a positive engagement and socialization process. Others are motivated by their commitment to achieving organizational goals and objectives, positive regard for teaching the desire for positive evaluation results, and a great concern about whether their students will qualify for a higher level of education. This attribution is supported by the results of the study of Comighud and Arevalo (2020) that the teachers were motivated by adequate salary, rewards, and incentives concerning the nature of the teaching profession in itself to finance the needs of their family members; performed well their work functions and job descriptions towards organizational efficiency, timeliness, and effectiveness; motivated to perform their work and deliver their assigned functions as they have positive regard of the teaching profession as they considered it their mission and vocation; and the desire to have a positive evaluation result to contribute to the betterment of school organization and educational administration. Barrett (2005) also added that a great concern about whether their students will qualify for a higher level of education is another source of motivation for teachers. This result is supported by the conclusion of the study of Kocabac (2007) that "Motivation is an extremely complicated and multi-faceted subject. However, meeting people's needs plays a very important role in their motivation. Nevertheless, meeting their needs is not the only factor that motivates people. Human beings are social and psychological beings. Everyone's behaviors, desires, needs, expectations, attitudes, and values are different. Therefore, they are motivated by different motivation sources. It is impossible to state that certain motivation sources motivate all people to a certain level."

## Conclusions and Recommendations

### Conclusions

Based on the salient findings of the study, the following conclusions were drawn:

1. The motivation level of public school teachers is from highly motivated to very highly motivated. Their motivation is influenced by both mastery and performance goal orientation, but they are a little bit more motivated by mastery goal orientation.
2. There is no significant difference in the level of motivation of the public school teachers when compared according to the level taught under performance goal orientation but there is a significant difference in the level of motivation of the Public-school teachers when compared according to the level taught under mastery goal orientation between the elementary teachers and junior high teachers, thus the elementary school teachers have the lowest level of mastery goal orientation.
3. On the level of Individual Performance among Public-school teachers focusing on the five Key Results Areas, the teachers best perform in KRA 3 – Curriculum and Planning, least perform in KRA 1 - Content and Pedagogy and KRA2 - Diversity of Learners, and Assessment and Reporting, and needs the greatest increase in their performance rating in KRA 5 – Plus Factor.
4. There is no significant difference in the Level of IPCRF rating per KRA of Public-school teachers as compared to the level taught.
5. The IPCRF ratings of teachers per KRA are not affected by their level of motivation except at KRA 5 the teacher's IPCRF rating is affected by the level of Mastery goal-oriented motivation, but it is weakly affected.

### Recommendations

In light of the conclusions, the following are the recommendations:

1. The DepEd officials and school heads might need to be aware of the factors that motivate the teachers, and they may strive to sustain the high motivation level of the teachers and increase the teachers' level of motivation especially on their performance goal orientation. DepEd officials and school heads might need to be aware of the different sources of teachers' motivation, and they should strive to provide it to them.
2. DepEd officials, school heads, and master teachers may intensify the implementation of the existing programs that are designed: to identify the teachers who are encountering professional difficulties in achieving a high-performance rating, to identify the specific objective/s or specific Key Results Area/s where the teachers encounter professional difficulties, and to provide appropriate technical assistance to these teachers. School heads in elementary schools might also need to craft and implement programs that can enhance the level of mastery and goal-oriented motivation of their teachers.
3. The teachers may continue to engage themselves in different professional development activities to grow professionally to maintain their Very Satisfactory to Outstanding rating in their Individual Performance Commitment and Review Form (IPCRF). They might also need to perform more related work and activities to increase their performance rating in the KRA 5 – Plus Factor.
4. Sharing the good practices implemented by each level taught (elementary, junior high, senior high) might be initiated to improve the IPCRF ratings of the teachers.
5. School officials may create and implement more programs that would improve/increase the motivational level of teachers which might soon affect the IPCRF rating of the teachers.

6. Further study might also be conducted to identify the possible factors that might be affecting or influencing the IPCRF rating of the teachers other than their level of motivation.

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