

# Motivation, Emotional Exhaustion, and Performance of Public School Teachers: A Test of Mediation

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## ABSTRACT

The study aims to determine the mediating role of emotional exhaustion on the motivation and performance of public school teachers. A quantitative descriptive-correlational method will be employed in this study. A total of 303 public school teachers in Governor Generoso, Davao Oriental, were surveyed. The collected data using adapted survey questionnaires were analyzed using mean, correlational analysis, and mediation analysis using the Sobel-Z test. The findings of the study revealed that the level of motivation was described as high, the level of teacher performance was described as very high, and the level of emotional exhaustion was described as moderate. Also, there was a strong significant correlation between motivation and teacher performance, and motivation and emotional exhaustion of all the measures are less than the significant alpha value. However, there was a negative correlation between emotional exhaustion and teacher performance. The result implies that the relationship is extremely weak, suggesting almost no relationship between the overall emotional exhaustion and teacher performance.

**Keywords:** Educational Management, Public School Teachers, Motivation, Emotional Exhaustion, Performance, Quantitative Descriptive-Correlational, Mediation Analysis, Philippines

## SGD Indicator:

4 (Quality Education)

## INTRODUCTION

The fate of the nation in the future rests on the teachers' ability to provide and play a pivotal role in delivering quality education to the nation's children (Baety, 2021; Asaloei, Wolomasi & Werang, 2020). However, nowadays, teaching has been considered a highly stressful profession due to the many stressors that teachers experience (Jeon & Ardeleanu, 2020), leading to burnout, demotivation, and thereby poor work performance (Agyapong, Obuobi-Donkor, Burbach, & Wei, 2022). These days, teaching performance expectations have been increasingly challenged with the integration of contemporary concepts of industrialization and technology which, apart from the conflicting demands from education administrators and stakeholders, are further derailed by chronic work overload, poor working conditions, and rapidly shifting national education curriculum and policies that have evoked negative emotions such as burnout, depression, dissatisfaction, poor attendance, poor performance, and a desire to leave the

teaching profession, among others (Asaloei, Wolomasi & Werang, 2020; Betoret, 2006; Jepson & Forrest, 2006).

Investigating teachers' performance in the aforesaid contexts has been thought of as crucial in that, as per Mwangi and Njuguna (2019), it significantly impacts the academic achievement of the students and makes the educational system effective (Rivai, Gani, & Murfat, 2019). Besides the former, Immah and Kartini's research findings from 2020 contended that teacher performance is the main key to education which echoes the idea that when all aspects of education are carried out properly and responsibly, change in attitudes, behavior, ways of thinking, and communication styles of students, which are the essence of quality education, are attained.

In light of the relationship between the independent and dependent variables of motivation and teachers' performance, respectively, Hasibuan (2022) of Indonesia found that teachers' motivation has a significant and positive influence on the teacher's performance, contributing 31.2% to the latter. The former result was further confirmed by Layek and Koodamara's (2024) study, which revealed that intrinsic and extrinsic motivation had a strong positive relationship with teacher performance in private and public institutions in West Bengal, India. In the same account, work experience moderates the connection between intrinsic motivation and performance in both sectors, although no significant impact was found on the relationship between extrinsic motivation and performance in private academic institutions. The latter findings are valuable since they provide valuable insights into the complex interplay among motivation, work experience, and performance, as well as practically emphasize the importance of teachers' motivation and accumulated work experience in enhancing performance.

On the other hand, since this study also looks into the relationship between motivation and emotional exhaustion, the researcher referred to the work of Skaalvik and Skaalvik (2020) who said that when teachers experience high levels of motivation, they are more likely to feel energized and engaged in performing their work, which can help protect them from emotional exhaustion. On the contrary, when teachers lack motivation and/or face persistent challenges without sufficient support, they may become emotionally exhausted. In a follow-up study by Skaalvik (2023), she noted that emotional exhaustion, along with job satisfaction, fully mediates the associations between job demands, job resources, and motivation to quit. She also highlighted that the experience of time pressure and demanding parents were associated with emotional exhaustion.

Research revealed that teachers leave the teaching profession due to burnout (Madigan & Kim, 2021), which is significantly affected by teacher motivation (Alexander et al., 2020). Consequently, when a teacher does not feel motivated to teach, they feel emotionally exhausted and professionally unaccomplished, which may lead them to quit their job. Even when a teacher does not ultimately quit, the quality of education suffers when they are not motivated to teach (Bardach & Klassen, 2021). This is a problem since the attrition rate of teachers is high globally (OECD, 2021), not to mention the fact that teacher shortage has been an issue for decades (Toropova et al., 2021). Hence, the inclusion of the two variables in this study.

Correspondingly, as to the correlation between the mediating and dependent variables of emotional exhaustion and teachers' performance, a recent study by Wang, Yang, Chen, and Zheng (2023) identified that emotional exhaustion alongside motivation are factors that can influence the performance of teachers. This was verified by Agyapong, Obuobi-Donkor, Burbach, and Wei (2022), who found that emotional exhaustion and demotivation, which are brought about by the highly stressful teaching profession, can result in teachers' poor work performance. In support of the former, the same emotional exhaustion has

been viewed by Capone, Josh-anloo, and Park (2019) as a determining aspect of the teacher's psychological health, bearing a negative impact on their well-being and professional performance.

When motivation needs are not met and burnout is not addressed, a teacher's intention to quit likely results, affecting performance (Li & Yao, 2022). In a qualitative study by Kohl (2024), she noted that the utilization of Alderfer's theory of motivation on existence, relatedness, and growth needs helps explore the factors contributing to sustainable teaching careers. For instance, findings revealed that compared to novice teachers, veteran teachers remain in the field due to relatedness needs such as personal growth, passion, and camaraderie. Key themes also identified for fostering sustainability included growth needs such as the development of effective support systems, engagement in professional development, collaboration, and classroom management skills.

Although a minimal amount of literature on motivation's existence needs can be found, Henrietta's (2023) account has shed light on the maintenance of optimal health as vital for teachers who juggle facilitating student learning with managing their personal well-being. She also stressed that key practices such as regular physical activity, balanced nutrition, sufficient sleep, stress management, and meaningful social connections enhance teachers' quality of life, fostering mental resilience and physical vitality. In the context of Alderfer's Existence Needs, she further mentioned that prioritizing health helps teachers meet their fundamental requirements, ultimately leading to a positive classroom environment, improved well-being where they can serve as positive role models for students and create a cycle of wellness that benefits the entire school community, while also addressing dimensions crucial for their sustainable and fulfilling teaching experiences.

Meanwhile, as per teachers' performance, the study of Abutanmo and Tantiado (2023) found that teachers are mainly driven by their basic needs and connections with others, which positively impact their performance. They also underscored that fundamental to better performance is more motivation, specifically focusing on growth needs, like personal and professional development through training or further studies as it not only helps the teachers themselves but also benefits their students in the long run. Recent research in India has highlighted several important challenges affecting the quality of education. Key issues include inadequate teaching and management skills, ineffective student assessments, and poor interpersonal communication. One significant finding is that the Punjab government's lack of proper audio-visual aids, along with weak time management and insufficient teacher training, forces teachers to focus too much on covering the syllabus, often neglecting valuable co-curricular activities. Additionally, there seems to be a gap in addressing student enrollment and organizing tests, and many teachers struggle with weak relationships with school administration. This led the authors to suggest enhancing teachers' performance, in that it is crucial for policymakers to adopt motivational strategies, provide modern teaching tools, and encourage teachers to participate more in student-centered activities. They need to ensure that teachers maintain accurate academic records as part of their professional duties (Norawati et al., 2025).

On account of emotional exhaustion being the mediating variable, Nápoles (2022) noted that emotional exhaustion is a dimension of burnout that can affect teachers. Laptinova (2024) also pointed out that teachers face energy depletion and burnout due to the demanding nature of teaching, which can lead to emotional exhaustion. To combat this, it is crucial to implement an "energy-efficient" teaching approach in which six key strategies can help perform an energy audit, practice mindfulness, establish routines, engage in microteaching, delegate tasks, and use humor so that teachers maintain their energy and prevent burnout.

Besides energy depletion, Jabbarov (2021) and Jalalli (2024) noted that emotional exhaustion among teachers can be debilitating and is manifested as having a sense of emptiness, apathy, fatigue, and waning interest in work. They also stressed that while the overall efficiency of educational tasks to ensure that educators can fulfill the requirements of their profession is vitally important, it is also equally important to look after their well-being. Moreover, Ayala (2025) revealed that teaching, besides being one of the most demanding professions, requires substantial intellectual effort and strong interpersonal skills in that constant interaction with colleagues, students, and parents can lead to emotional exhaustion, otherwise known as the "Burnout Syndrome," which is characterized by a loss of energy and mental weariness. As such, it may result in emotional disconnection from work and, in severe cases, could adversely impact a teacher's health.

Across Europe, Redín and Erro-Garcés (2020) contended that teaching professionals' stress and burnout had matching implications on human capital costs and, consequently, economic costs. Recent research has underlined disturbing levels of stress and exhaustion in the education sector (von der Embse, Ryan, Shannon, Gibbs & Mankin, 2019), where teaching professionals must make continuous emotional adjustments regarding the organization and expectations of both students and parents (Castillo-Gualda, Herrero, Rodríguez-Carvajal, Brackett & Fernández-Berrocal, 2019).

To further emphasize the relationship between emotional exhaustion and teachers' performance, a German study revealed that secondary school students in classes taught by emotionally exhausted teachers reported lower emotional support and lower classroom organization, and even obtained lower achievement test scores than students in classes taught by less exhausted teachers (Klusmann, Aldrup, & Roloff et al., 2022). It also appears that several studies confirm that the existence of high exhaustion that is connected with a high workload and excessive commitment, as well as high presenteeism, has resulted in lower satisfaction and performance among teachers (Huyghebaert, Gillet, Beltou, Tellier & Fouquereau, 2018; García-Arroyo and Osa, 2019). Indeed, all stress components cause the same great stress to employees and then reduce their performance, as confirmed by the works of Vizano et al. (2021) and Riyanto et al. (2021).

While numerous studies have explored the relationship between motivation and teacher performance, limited studies have examined the mediating role of emotional exhaustion in this relationship. Most studies focus on burnout, although emotional exhaustion is cited as one of its elements (Benk & Kenek, 2024). This is a major educational concern because emotional exhaustion among teachers is negatively associated with individuals' health, absenteeism, turnover, and teaching quality. Hence, the need to gain more knowledge of its development among teachers, specifically the extent to which it is stable or malleable and changes over time, is crucial (Carstensen et al., 2024). Moreover, given the dynamic nature of the workload for teachers, it would be essential to consider the demographic variables to ensure their emotional health (Njuguna et al., 2022), since demands from teachers' have been increasing and changing leading to negative consequences, such as physical and mental health impairment (Springer et al., 2023). The study by Egodi et al. (2024) emphasized the impact of emotional exhaustion on worker performance, urging the creation of policies that support workers' physical, financial, and mental well-being. Similarly, Werang et al. (2024) highlighted the urgent need for interventions in the teaching profession, focusing on supportive structures, workload management, and targeted training to reduce emotional exhaustion and enhance teachers' satisfaction and performance for a healthier educational environment. These gaps highlight the need for research that investigates whether emotional exhaustion serves as a significant mediator, potentially explaining why highly motivated teachers still experience performance declines due to burnout. Addressing this gap is crucial for developing targeted interventions that not only enhance

motivation but also mitigate emotional exhaustion, ultimately improving teacher performance and well-being.

This study highlights the urgent issue of emotional exhaustion among teachers, which significantly impacts their motivation and performance. Many educators feel overwhelmed by excessive workloads, high expectations, and multiple responsibilities (Dela Cruz & Paglinawan, 2024). Factors such as overcrowded classrooms, insufficient resources, and administrative pressures contribute to burnout, ultimately affecting teachers' morale and effectiveness in public schools in the Philippines (Bernales, 2022). Moreover, alarming incidences are observed in neighboring cities and municipalities where teachers leave the country for better teaching jobs abroad, if not completely leaving the teaching profession to venture into jobs or occupations that are less exhausting or stressful. Within the locality, the researcher has personal encounters with teachers in the service who are discerning about leaving their teaching jobs or positions owing to experiences of exhaustion and demotivating factors encountered in the workplace. This study explores the mediating role of emotional exhaustion on the relationship between the motivation and performance of public school teachers in Governor Generoso, Davao Oriental. Specifically, it aims to: determine the extent of motivation of teachers in terms of emotional needs, relatedness, and growth needs; ascertain the level of performance of teachers in terms of teaching skills, management skills, assessment of students, professional responsibilities, and interpersonal skills; find out the level of emotional exhaustion among public school teachers; determine the significant relationship between motivation and performance of public school teachers; determine the significant relationship between motivation and emotional exhaustion; determine the significant relationship between emotional exhaustion and teacher performance; determine if motivation significantly predict teacher performance, as mediated by emotional exhaustion; and determine if emotional exhaustion significantly mediate the relationship between motivation and teacher performance.

The following null hypotheses were tested at a 0.05 level of significance: there is no significant relationship between motivation of teachers and teacher performance of public school teachers; there is no significant relationship between motivation of teachers and emotional exhaustion of public school teachers; there is no significant relationship between emotional exhaustion and teacher performance of public school teachers; the motivation of teachers do not significantly predict teacher performance, as mediated by emotional exhaustion; and emotional exhaustion does not significantly mediate the relationship between motivation and teacher performance.

This proposed study is centered on the Job-Demands-Resources (JD-R) Model, which examines how job demands and resources impact teachers' motivation, emotional exhaustion, and performance. The JD-R model suggests that high job demands can lead to burnout and poor performance, while sufficient job resources can enhance motivation, encouraging better engagement and results.

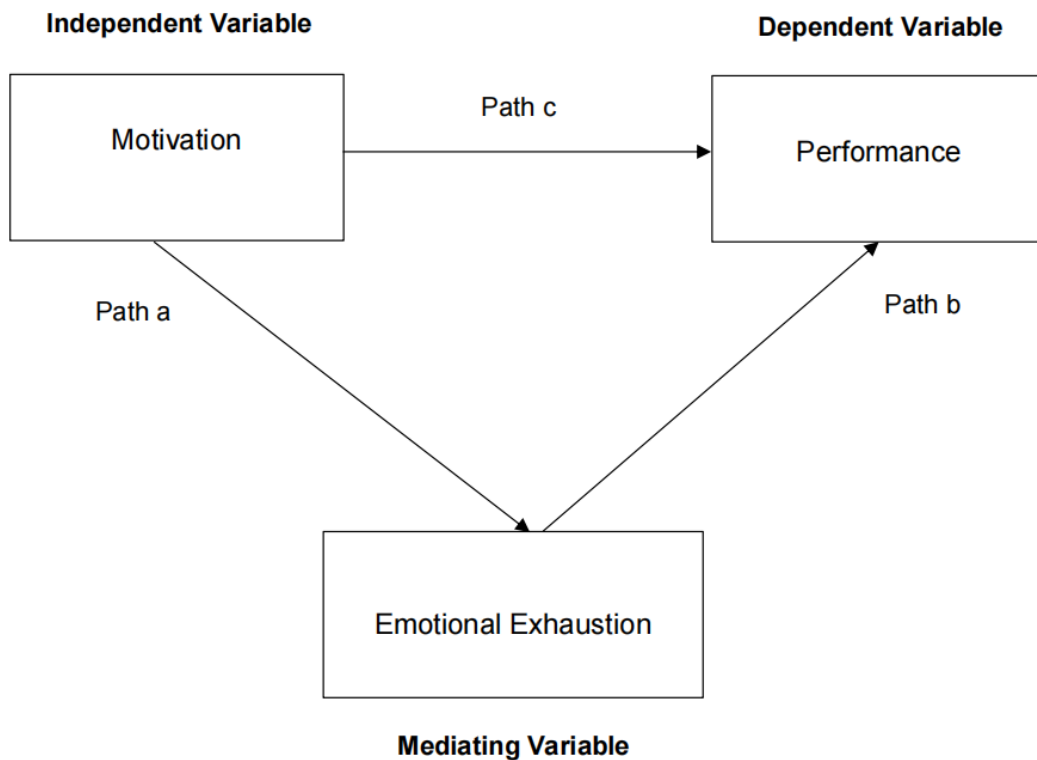
To support the main theory, the researcher references Alderfer's ERG Theory, which identifies three core needs: existence, relatedness, and growth. This model suggests that educators can be motivated by multiple needs simultaneously, with their priorities evolving over time. This model is particularly relevant for understanding teacher motivation in that when teachers feel motivated and satisfied in their roles, it not only enhances their performance but also positively impacts student learning and overall school success. However, when teachers experience emotional exhaustion, it can lead to a decrease in motivation and satisfaction in their roles, which not only affects their performance but also has negative repercussions on student learning and overall school success. By using this framework, schools can better assess teachers' needs, design professional development opportunities that resonate with those needs, and address any

underlying motivations, ultimately fostering a more supportive and engaging work environment for educators.

This study builds upon Elger's (2007) Theory of Performance (ToP), which suggests that individuals or groups work collaboratively to achieve valuable outcomes. It emphasizes that, for optimal performance and improvement, individuals need to adopt a performer's mindset, immerse themselves in a supportive environment, and engage in reflective practice. However, emotional exhaustion can hinder this process, making it crucial to address and manage stress levels to maintain motivation and engagement. When these elements are effectively balanced, motivation emerges, leading to improved teacher performance and well-being.

Figure 1 reflects the conceptual framework of the relationships among variables. The mediating variable is Emotional exhaustion (Gan, Gonzalez, & Fernandez-Tardon et al., 2023). The said variable was gauged through indicators wearing out, which refers as the act of demanding a significant amount of an individual's work or attention, resulting in a state of profound exhaustion; loss of energy which refers to a state of physical exhaustion or being physically drained; depletion as the act of reducing which, in this context, refers to a decrease in the emotional capacity; debilitation as a condition that makes someone weak; and, fatigue refers to a state of exhaustion and diminished functioning.

On the other hand, motivation is identified as the independent variable of the study, which refers to the willingness of an employee to contribute high levels of effort towards his or her work leading to high performance (Comighud & Arevalo, 2021). In this paper, it will be measured in terms of the following indicators, namely: existence needs, relatedness, and growth needs. Based on the same account, existence needs refer to the salaries and financial incentives; whereas, relatedness may be evident in the context of teachers having a good social status and working conditions. On the other



**Figure 1. Conceptual Framework of the Study**

hand, growth needs could be inferred as the teachers' needs for career advancements, as well as their needs relative to research undertakings and training activities.

The dependent variable of the study, which is the performance of public school teachers (Sajid, Rana, Alvi, Naseem, and Majeed, 2022), with the following indicators: teaching skills, refer to the skills employed by the teacher in the creative designing and delivery of instruction to the students; management skills refer to how the teacher accomplishes the delivery of the lesson to the students in a time-bounded manner; assessment of students refers to the kind of assessment tools employed by the teacher given to the students; professional responsibilities refer to the roles played by teachers in the attainment of school goals; and interpersonal skills refer to the relations that teachers have with the school's stakeholders.

The path a between motivation and emotional exhaustion suggests that motivation can influence emotional exhaustion in two ways, in which higher motivation may either reduce emotional exhaustion or increase it. On the other hand, the path b between emotional exhaustion and teacher performance indicates that higher levels of emotional exhaustion are likely to reduce teacher performance. Additionally, as can be seen in the framework, the path c where in motivation and teacher performance show a direct link, suggesting that higher motivation tends to enhance performance. Furthermore, emotional exhaustion acts as a mediating variable in the relationship between motivation and performance of teachers. This means that motivation does not solely lead to improved performance; rather, its effect may be partially or fully explained by the level of emotional exhaustion. If a teacher experiences high exhaustion, it may diminish the positive effects of motivation on performance. However, if exhaustion is low, motivation may have a stronger positive impact on performance.

The mediating effect of emotional exhaustion on the relationship between motivation and teacher performance is crucial for enhancing the quality of education globally. Addressing emotional exhaustion can lead to improved teacher motivation, which in turn enhances their performance, ultimately benefiting student learning outcomes. This aligns with Sustainable Development Goal #4 of ensuring Inclusive Quality Education for all.

Specifically, this study will benefit educators as findings could assist them in recovering from burnout and enhancing job satisfaction. School administrators can also gain insights for creating a positive school climate and supporting teacher motivation. Education leaders and policymakers may also gain knowledge from the results of the study for developing effective policies that support teacher performance. Students could also benefit through improved learning outcomes resulting from enhanced teacher performance. Lastly, Future Researchers can also benefit from this study as it could be a source of relevant literature for further studies on teacher motivation and performance factors. In summary, studying the factors influencing teachers' performance is crucial for improving education, student outcomes, and the overall well-being of educators.

## **METHOD**

This section contains a discussion on the research respondents, materials and instruments, design and procedure including the ethical consideration.

### **Research Respondents**

The study utilized a universal sampling method, whereby not all individuals in the population had the same probability of selection, and the likelihood of being chosen was unknown (Richard & Margaret, 1990; Ramos & Dela Cruz, 2019). This approach was preferred because public school teachers were deemed the most appropriate respondents to provide the necessary information for testing the research

hypotheses.

The inclusion criteria specified that participants must be public school teachers from the Municipality of Governor Generoso who were willing to participate. Notably, the study excluded school staff, principals, and school heads. Participation was entirely voluntary, allowing individuals to withdraw at any time without consequences. Any participant who opted out would have their data removed, ensuring their decision was respected by the researcher without repercussions. If necessary, replacements would be sought to complete the sample.

Although the study aimed for 632 respondents, only 303 surveys were returned, yielding a response rate of 47.94%. While this may introduce potential selection bias, research indicates that response rates between 40% and 75% are acceptable across various fields (Sataloff & Vontela, 2021). The final sample maintained a diverse range of respondents, offering valuable insights into the phenomenon under study. A non-response bias analysis was not performed, but future research could investigate this to validate the representativeness of the findings.

### **Materials and Instrument**

The researcher utilized the original downloaded questionnaires from Gan, Arcos González, Fernandez-Tardon, Zerbo, Calota, Klöslová, and Tardon (2023) on the mediating effect emotional exhaustion; Comighud and Arevalo (2021) on level of motivation; and Sajid, Rana, Alvi, Naseem, and Majeed (2022) on the level of performance of public school teachers. All downloaded questionnaires will be modified for the local setting.

The modified questionnaire was validated by a pool of experts with a total average score of 4.34 and made available to respondents manually to easily facilitate the data collection process, particularly given that the identified public schools are located in Governor Generoso, Davao Oriental. For assessing the test-retest reliability of the questionnaire, thirty (30) public teachers were requested to participate during the pilot testing. According to Ghazali (2011), a questionnaire can be said to be reliable if the Cronbach alpha value is  $\geq 0.70$ . However, Wong et al.'s account claimed that a cut-off point of 0.3 Cronbach alpha value is still acceptable for corrected item-total correlations. Respectively, Emotional Exhaustion obtained a Cronbach Alpha of .974, while Motivation had a Cronbach Alpha of .930, and Teacher Performance had a Cronbach Alpha of .960, which signifies excellent internal consistency and significant reliability in the conduct of the study.

This study employed a 5-point Likert scale for the respondents to express their degree of agreement and disagreement on the modified statements reflected in the sets of questionnaires (Taherdoost, 2019). Moreover, the scoring guide for and parameters of variables, the analysis of the responses were categorized into five levels. The scale was as follows: 4.20-5.00 is equivalent to a very high descriptive level and always manifested, while 3.40-4.19 is equivalent to high descriptive level, which means it oftentimes manifested. In addition, 2.60-3.39 is equivalent to a moderate descriptive level, which is implied to be manifested sometimes. Consequently, 1.80-2.59 is equivalent to a low descriptive level indicated a seldom manifestation, whereas a mean score of 1.00-1.79 is equivalent to a very low with a verbal interpretation of being never manifested.

### **Design and Procedure**

This study will employ a quantitative descriptive-correlational method, as described by Miksza et al. (2023), to investigate the connections and interactions between multiple variables, one must look into how they are related and the impact they have on each other. Researchers typically gather data through surveys or observational methods, ensuring that when using correlational designs, they do not manipulate the



independent variable (Price et al., n.d.). This approach allows for the measurement of identified variables using specific instruments, enabling data analysis through statistical procedures (Creswell, 2018).

This study evaluates the relationship of the variables using regression analysis, which assesses the impact of independent variables on a dependent variable (Taylor, 2024; Alchemer, 2024). Additionally, mediation analysis will be used to uncover the mechanisms behind these relationships by introducing a mediating variable (University of Indiana, 2020). This method explores how an independent variable influences a dependent variable through a mediator, offering a deeper understanding of these dynamics (MacKinnon, 2008; Statistics Solutions, n.d.). Combining these methods provides a comprehensive framework for analyzing the complexities of these relationships.

In conducting the research, the researcher adhered to the University of Mindanao's procedures, which required obtaining an endorsement letter from the Office of the Dean of Professional Studies after validating the questionnaire. Data collection was contingent upon approval from the University of Mindanao Ethics Review Committee. A pilot test ensured the questionnaire's reliability before its distribution. The research process began with seeking permission from the Superintendent of the Department of Education (DepEd) in Davao Oriental, facilitated by a letter from the researcher, adviser, and Dean of Professional Studies. Once permission was granted, the researcher administered the survey face-to-face with respondents. After collecting all completed questionnaires, the raw data was sent to a statistician for analysis, with results presented in subsequent chapters. The study was conducted in the fourth quarter of 2024.

In securing a more comprehensive analysis and interpretation of the gathered data, statistical tools were used, such as the mean, which was used to determine the level of motivation, emotional exhaustion, and teacher performance of public school teachers; correlational analysis, which was applied to quantitatively determine the relationship between motivation and performance of public school teachers and Medgraph using Sobel z-test, was also used to determine if emotional exhaustion significantly mediates the relationship between motivation and performance of public school teachers in Governor Generoso, Davao Oriental. The Sobel Z-test was used to test the significance of the mediation.

The University of Mindanao Research and Ethics Committee (UMERC) thoroughly reviewed the results of this proposed investigation and deemed it to have fulfilled all the necessary ethical requirements. A certificate of approval bearing the protocol number UMERC-2024-244 was granted. The researcher took measures to obtain Informed Consent from all participants, signifying their awareness of the study's objectives, their rights, and relevant details about their participation in the study. The anonymity of the participants was also observed, ensuring that all responses remain confidential. The information collected was strictly utilized for academic purposes only, and participation in the study was entirely voluntary. Moreover, all ethical dimensions were observed, including those stipulated in the Data Privacy Act of 2012, otherwise known as RA 10173.

## **METHOD**

This portion discusses the result of the study, including the implications and interpretation of findings.

### **Motivation of Teachers**

As shown in Table 1, the motivation of teachers got an overall mean of 3.69 with an overall standard deviation of 0.75, which is described as High. This means that the motivation of teachers is oftentimes manifested. Specifically, results revealed that the indicator with the highest mean rating of 3.85 or High is Growth Needs, with a standard deviation of 0.83, indicating relatively low variability. The indicator

with the lowest mean rating of 3.40 or High is Existence Needs, with a standard deviation of 0.90 indicating moderate teacher response variability. Results indicate that teachers are primarily motivated by growth opportunities. While many teachers prioritize personal and professional development over external rewards, addressing their basic concerns can significantly enhance their motivation. To improve teacher motivation, it is essential to provide growth opportunities in addition to meeting these fundamental needs. Overall, teachers seem to possess a high level of motivation, as reflected by the average score of 3.69, indicating that their motivation often manifests in their work.

**Table 1: Level of Motivation of Teachers**

Indicators	SD	Mean	Descriptive Level
Existence Needs	0.90	3.40	High
Relatedness	0.87	3.83	High
Growth Needs	0.83	3.85	High
<b>Overall</b>	<b>0.75</b>	<b>3.69</b>	<b>High</b>

Dore and Martins (2024) emphasized that teacher motivation has a significant impact on performance, which in turn improves student academic outcomes. For instance, in the Philippines, Crispino and Moyani (2023) emphasized the need for targeted support and professional development programs to improve teachers' effectiveness in the Philippines. Their study also found that younger teachers often have greater developmental needs in specific areas, highlighting the importance of tailored interventions for different subgroups, which calls on education stakeholders to focus on enhancing teachers' professional development and creating a better learning environment for students. However, Sarkar, Bordoloi, and Das (2024) highlighted that motivational factors differ between government and private schools, as theories like Alderfer's Existence, Relatedness, and Growth Theory may not apply to today's educational context, thereby suggesting theoretical reevaluation to address the evolving needs of teachers effectively.

### Teacher Performance

Table 2 presents the level of teacher performance evaluated across several areas: teaching skills, management skills, student assessment, professional responsibilities, and interpersonal skills, yielding an overall mean rating of 4.31 with a standard deviation of 0.71, which is described as Very High. This means that the teacher performance is always manifested. Interpersonal skills received the highest mean rating of 4.42 with a standard deviation of 0.74, while professional responsibilities had the lowest at 4.24 with a standard deviation of 0.73. The mentioned indicators got a descriptive equivalent of Very High, which means that teacher performance is always manifested, indicating that teachers consistently exhibit strong competencies in their roles. Effective interpersonal skills are crucial for enhancing student engagement and collaboration among colleagues. Although professional responsibilities are also rated highly, there may be room for improvement in the said area.

**Table 2: Level of Teacher Performance**

Indicators	SD	Mean	Descriptive Level
Teaching Skills	0.76	4.26	Very High
Management Skills	0.75	4.29	Very High
Assessment of Students	0.76	4.34	Very High
Professional Responsibilities	0.73	4.24	Very High
Interpersonal Skills	0.74	4.42	Very High
<b>Overall</b>	<b>0.71</b>	<b>4.31</b>	<b>Very High</b>

Teachers' performance is essential for success, and both the professional and personal qualities can significantly impact students' ability to educate effectively and contribute to the overall quality of educational institutions (Baety, 2021). Specifically, Donker et al. (2020) noted that teachers' interpersonal skills contribute to lowering their levels of emotional exhaustion. Also, with the current demands of industry 5.0, developing teachers' interpersonal skills is necessary to remain competitive in the current industrial revolution (Jaedun et al., 2024), especially that Fornaciari (2019) highlighted the broadening conceptualization of the profession toward the culture of shared knowledge and interaction which brings about typical problems for teachers, such as burnout, feelings of inadequacy, and professional solitude. Moreover, teachers play a crucial role in fostering a shared sense of accountability and commitment within their professional development practices (Girma & Dawit 2022). When they engage in both individualized and collaborative learning, it not only enhances their teaching methods but also helps them address common challenges collectively. With that, this collaborative approach positively impacts student achievement, emphasizing the importance of teachers' responsibilities in creating an effective learning environment (Geletu, 2024).

**Emotional Exhaustion**

Table 3 presents the level of emotional exhaustion, which got an overall mean of 2.74 with an overall standard deviation of 0.82, described as Moderate. Results also revealed that the indicator with the highest mean rating of 2.91 or Moderate is Wearing Out with a standard deviation of 0.86, and Depletion got the lowest mean rating of 2.59 or Low with a standard deviation of 0.92. It means that emotional exhaustion among teachers is sometimes manifested. These findings suggest that emotional exhaustion is often experienced by teachers, who frequently feel mentally or emotionally drained due to the demands of their work. However, feelings of total depletion are less commonly reported compared to the sensation of wearing out.

**Table 3: Level of Emotional Exhaustion**

Indicators	SD	Mean	Descriptive Level
Wearing Out	0.86	2.91	Moderate
Loss of Energy	0.89	2.85	Moderate
Depletion	0.92	2.59	Low
Debilitation	0.88	2.62	Moderate
Fatigue	0.98	2.75	Moderate
<b>Overall</b>	<b>0.82</b>	<b>2.74</b>	<b>Moderate</b>

Agyapong, da Luz Dias, Wei, & Agyapong (2024) highlight that emotional exhaustion, a key aspect of burnout, affects teachers 6.88 times more due to high stress and 3.26 times due to low resilience. This aligns with Maas et al. (2021), who described emotional exhaustion as a core component of burnout characterized by energy depletion, chronic fatigue, and a sense of being overwhelmed, which can adversely affect teachers' emotional states, which in turn influences their instructional practices, classroom management, and student behavior (Bing et al., 2022).

For instance, in a Canadian private school, emotional depletion has been cited as one of the factors affecting the emotional well-being and self-directed professional development of teachers, which are further exacerbated by overwhelming workloads, limited autonomy, disruptive interference from private school parents, inadequate compensation, and inadequate administrative support that collectively contribute to high levels of teacher burnout (Irgin, 2025). Such scenarios must have been why Hong et al. (2025) suggested that emotional exhaustion interventions for elementary and secondary school teachers should include promoting work meaningfulness and enhancing core self-evaluation. Otherwise, per Skaalvik and Skaalvik (2020), teachers likely consider leaving the field due to feelings of being emotionally worn out and thoughts that their performance did not meet expectations.

**Relationship between Motivation of Teachers and Teacher Performance among Public School Teachers**

Table 4 displays the data illustrating a significant relationship between teacher motivation and performance among public school educators. Notably, the overall coefficient of correlation is reported at .588, with a significance level of  $p$  is less than or equal to 0.01. This strong correlation indicates a meaningful connection between various motivational factors and teacher performance. Furthermore, all correlations were statistically significant at  $p \leq 0.001$ , allowing us to reject the null hypothesis for each relationship analyzed. This finding underscores the importance of motivation in enhancing teacher performance in public schools.

**Table 4: Significance of the Relationship between Motivation of Teachers and Teacher Performance among Public School Teachers**

Motivation of Teachers	Teacher Performance					Overall
	Teaching Skills	Management Skills	Assessment of Students	Professional Responsibilities	Interpersonal Skills	
Existence	.367**	.326**	.265**	.335**	.246**	.326**
Needs	.000	.000	.000	.000	.000	.000
Relatedness	.643**	.558**	.537**	.560**	.563**	.606**
Growth Needs	.655**	.577**	.560**	.594**	.543**	.620**
<b>Overall</b>	<b>.631**</b>	<b>.554**</b>	<b>.516**</b>	<b>.564**</b>	<b>.512**</b>	<b>.588**</b>

The overall correlation values indicate distinct relationships between needs and teacher performance. Existence Needs showed a moderate positive correlation with an r value of 0.326, statistically significant at the 0.01 level. Relatedness Needs displayed a stronger positive correlation with an r of 0.606, also significant at p is less than 0.001, reflecting a robust connection with performance dimensions. Growth Needs had the highest overall correlation at 0.620, indicating a strong positive relationship with teacher performance, again significant at the same level. These findings highlight the varying degrees of correlation between different needs and teacher performance, with Growth and Relatedness Needs showing particularly strong relationships.

Findings coincide with the earlier presented literature by Abutanmo and Tantiado (2023), which found that fundamental to better performance is more motivation, specifically focusing on growth needs like personal and professional development. In addition, Roncales (2023) expressed that the motivational strategies in relatedness and growth needs have a significant relationship with job satisfaction with coworkers, recognition, and achievement, resulting in the creation of a development plan. However, a synonymous study in Negros opposes the current study citing that the relationship between teachers' motivation and performance is not significant and does not necessarily translate into significantly improved performance even if teachers feel very high motivation in existence needs, relatedness, and growth needs and have very satisfactory job performance (Comighud & Arevalo, 2021). As a result, educational policymakers and school administrators might need to reconsider how they evaluate teacher effectiveness and performance as other factors may contribute to job performance. Furthermore, this highlights the importance of fostering a holistic environment where all aspects of teacher well-being are addressed, rather than focusing solely on motivational factors.

**Relationship between Motivation of Teachers and Emotional Exhaustion among Public School Teachers**

Table 5 illustrates the significant relationship between teacher motivation and emotional exhaustion among public school educators. The data reveals an overall correlation coefficient of -0.135, with a p-value of 0.019, which is less than the threshold of 0.05. This indicates a statistically significant negative correlation between teacher motivation and emotional exhaustion, suggesting that higher motivation reduces emotional exhaustion. The strongest negative correlation is with depletion (-.151, p is equal to

.008) and fatigue (-.151, p is equal to .008), highlighting that motivated teachers are less likely to feel drained or exhausted. Relatedness needs (-.138, p is equal to .016) had the highest impact, implying that strong workplace relationships help mitigate emotional exhaustion, while existence needs (-.100, p is equal to .083) showed the weakest effect, suggesting that financial stability alone may not prevent burnout. Particularly, motivation had no significant impact on debilitation (-.064, p is equal to .271), indicating that extreme exhaustion may require additional mental health support.

**Table 5: Significance of the Relationship between Motivation of Teachers and Emotional Exhaustion among Public School Teachers**

Motivation of Teachers	Emotional Exhaustion					
	Wearing Out	Loss of Energy	Depletion	Debilitation	Fatigue	Overall
Existence Needs	-.094	-.124*	-.092	-.005	-.132*	<b>-.100</b>
Relatedness	.101	.031	.112	.929	.022	<b>.083</b>
Growth Needs	-.095	-.137*	-.186**	-.087	-.119*	<b>-.138*</b>
Overall	.099	.017	.001	.130	.039	<b>.016</b>
	-.072	-.095	-.119*	-.076	-.145*	<b>-.113*</b>
	.210	.098	.039	.189	.012	<b>.049</b>
	<b>-.101</b>	<b>-.137*</b>	<b>-.151**</b>	<b>-.064</b>	<b>-.151**</b>	<b>-.135*</b>
	<b>.081</b>	<b>.017</b>	<b>.008</b>	<b>.271</b>	<b>.008</b>	<b>.019</b>

Results imply that as teachers’ motivation levels in certain areas increase, there tends to be a corresponding decrease in specific dimensions of emotional exhaustion. This suggests that enhancing motivation among teachers could be an effective strategy to alleviate emotional exhaustion, potentially leading to a more positive working environment and improved overall well-being for educators. By addressing motivational factors, strengthening teacher relationships, providing career growth opportunities, and implementing workload management strategies, school administrations may be able to foster greater resilience among teachers and effectively mitigate and reduce the risk of burnout, specifically emotional exhaustion.

Tabular results concur with the idea that teaching motivation has emerged as a significant determinant in mitigating teacher emotional exhaustion (Skaalvik & Skaalvik, 2013; Bas, 2022). For example, literature by Agyapong et al. (2022) reinforced that emotional exhaustion and demotivation can result in teachers’ poor work performance, which is supported by Wang et al. and Katz and Moè in 2024 whose matching ideas agree that when teachers' needs are satisfied, they exhibit adaptive work behaviors and motivating teaching styles; however, unmet needs result in maladaptive adjustments and demotivating approaches. In the context of motivation indicators, it appears that public school teachers are primarily motivated by basic existence needs, whereas private school teachers are driven by growth and relatedness (Sarkar et al., 2024). Haw, Nalipay, and King (2024) demonstrated that relatedness support is positively linked to teacher well-being and negatively linked to ill-being, in which dissatisfied teachers show the lowest perceived need for support, particularly in competence and relatedness, while thriving teachers report the highest levels of support.

**Relationship between Emotional Exhaustion and Teacher Performance among Public School Teachers**

Table 6 presents the significance of the relationship between the emotional exhaustion of teachers and teacher performance among public school teachers. The overall coefficient of correlation between emotional exhaustion and teacher performance is -.015, indicating a negative relationship which, in general terms, means that as emotional exhaustion increases, teacher performance slightly tends to decrease. Since the value -0.015 is very close to zero and the p-value is greater than the 0.05 significance level, the result implies that the relationship is extremely weak, suggesting almost no relationship between the overall emotional exhaustion and teacher performance.

**Table 6: Significance of the Relationship between Emotional Exhaustion and Teacher Performance among Public School Teachers**

Emotional Exhaustion	Teacher Performance					Overall
	Teaching Skills	Management Skills	Assessment of Students	Professional Responsibilities	Interpersonal Skills	
Wearing Out	-.004	.017	.023	.048	.014	<b>.020</b>
	.939	.769	.689	.406	.815	<b>.723</b>
Loss of Energy	-.001	.021	.046	.066	.011	<b>.030</b>
	.982	.715	.430	.254	.846	<b>.605</b>
Depletion	-.132*	-.077	-.068	-.047	-.107	<b>-.092</b>
	.022	.181	.236	.413	.062	<b>.112</b>
Debilitation	.003	.015	.029	.036	.003	<b>.018</b>
	.960	.791	.621	.531	.964	<b>.751</b>
Fatigue	-.066	-.042	-.026	-.021	-.030	<b>-.039</b>
	.250	.463	.648	.717	.608	<b>.497</b>
<b>Overall</b>	<b>-.046</b>	<b>-.016</b>	<b>-.001</b>	<b>.017</b>	<b>-.025</b>	<b>-.015</b>
	<b>.426</b>	<b>.782</b>	<b>.990</b>	<b>.774</b>	<b>.662</b>	<b>.793</b>

Specific results suggest that of all the dimensions of emotional exhaustion and teacher performance, only the correlation between depletion and teaching skills was found to be statistically significant ( $r = -.132$ , at  $p < 0.05$ ), suggesting that the rest of the indicators for emotional exhaustion do not have a statistically significant effect on the overall teacher performance in this sample. This means that as depletion in emotional exhaustion increases, teaching skills tend to decrease.

Results were confirmed by the literature, which claims that teachers experiencing high emotional exhaustion might exhibit reduced commitment and enthusiasm, diminished teachers' job satisfaction, and dedication to their roles, potentially affecting teaching effectiveness and student outcomes, and consequently and significantly influences both teacher performance and the overall quality of education (Wang et al., 2024). This is further supported by the systematic and meta-analysis data that claims that a substantial 28.1% of secondary school teachers report experiencing severe exhaustion (García-Carmona et al., 2019). Cui (2022) posited that emotional exhaustion manifests as a state of emotional depletion, although there are no statistically significant correlations between emotional exhaustion and other dimensions of teacher performance.

**Mediation Analysis**

Mediation analysis, using Medgraph, offers a thorough presentation of mediation and regression analysis. Baron and Kenny (1986), as referenced by MacKinnon et al. (2007), developed mediation analysis to assess how a third variable influences the relationship between two other variables. To test the mediation hypotheses,

**Table 5.1: Regression Analysis Showing the Influence of Motivation on the Performance of Teachers as Mediated by Emotional Exhaustion**

Step	Path	B	S.E.	B
1	c	.551***	.044	.588***
2	a	-.146*	.062	-.135*
3	b	.056	.040	.065 <sup>NS</sup>
4	c'	.559***	.044	.597***

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p = 0.000$

three pathways must be established. In this study, the analysis conducted provides a detailed overview of how much influence the mediator, Emotional Exhaustion, has on the relationship between the independent variable, Motivation, and the dependent variable, Teacher Performance of public school teachers.

Table 5.1 shows the regression analysis on how motivation impacts teacher performance, with emotional exhaustion as a potential mediating variable. Step 1 (Path c) or the Total Effect of Motivation on Performance revealed the succeeding results for  $B = 0.551$ , which indicates that a one-unit increase in motivation is associated with an increase in performance by 0.551 units; the standardized effect of  $\beta = 0.588$  at  $p > 0.05$ , which indicates that for every standard deviation increase in motivation, performance increases by 0.588 standard deviations. Since it is statistically significant at 0.001, the result is considered to be highly significant, suggesting that motivation has a strong, reliable effect on performance; S.E. = 0.044 tells us that the standard error is relatively low, indicating that the estimate is precise. Simply put, Step 1 (Path c) indicates that greater motivation enhances performance.

For Step 2 (Path a) or the Effect of Motivation on Emotional Exhaustion, results reveal the following values for  $B = -0.146$ , suggesting that a one-unit increase in motivation decreases emotional exhaustion by 0.146 units;  $\beta = -0.135$  at 0.05 level of significance shows that a one standard deviation increase in motivation is associated with a decrease of 0.135 standard deviations in emotional exhaustion. Let it be noted that the negative sign indicates an inverse relationship, and the significance level, which is likely  $p < 0.001$ , means that the inverse relationship is reliable; S.E. = 0.062 also appears to be relatively low, indicating precision in the estimate. Results suggest that higher motivation leads to reduced emotional exhaustion, consistent with previous findings that motivated teachers experience less burnout.

Moreover, Step 3 (Path b) or the Effect of Emotional Exhaustion on Performance reveals that  $B$  got 0.056. This means that a one-unit increase in emotional exhaustion is associated with a small increase in performance at 0.056 units. This appears to be unlikely since we might expect higher exhaustion to decrease performance;  $\beta$  at 0.065 indicates a small standardized beta value suggesting a weak relationship between emotional exhaustion and performance. Given the very small beta value, the relationship between the mentioned variables is not statistically reliable and, hence, non-significant; S.E. = 0.040 also indicates moderate precision. However, since the result is not significant, interpretation simply means it does not mediate this relationship.



Step 4 (Path c') or the Direct Effect of Motivation on Teacher Performance after controlling for Emotional Exhaustion confirms that the direct effect of motivation remains significant at  $B = .559, p = .000$ , even after accounting for emotional exhaustion. Path c' simply highlights that motivation directly influences teacher performance. In summary, while motivation helps lower emotional exhaustion, it is the motivation itself that is a key factor in improving teacher performance. Therefore, interventions should focus on enhancing motivation—such as through recognition and growth opportunities—rather than solely addressing emotional exhaustion.

Kumari and Kumar (2023) underscored that motivation is crucial for achieving success within educational institutions. They argue that motivated teachers work passionately, which ultimately contributes to meeting organizational goals, highlighting the significant influence of motivation on teachers' performance in fulfilling their roles. Similarly, Wang, Yang, Chen, and Zheng (2023) identified that emotional exhaustion alongside motivation are factors that can influence the performance of teachers. While motivation alone may not directly influence teacher performance, it plays a crucial role in reducing emotional exhaustion, thereby creating a healthier work environment. Tan and Kim (2024) noted that high mastery and relational goals and a low level of work avoidance goals contribute to higher motivation and less teacher burnout.

However, the current study found a nuanced relationship that while motivation reduces emotional exhaustion, it does not significantly impact teacher performance levels. The current study aligns with Comighud and Arevalo (2021), who found no significant link between teachers' motivation and job performance, which is echoed by Syukri, Ismail, and Sofyan (2025), who suggested that high motivation does not necessarily lead to better performance. Possible deterrents include a lack of teaching resources, limited professional development, and challenges like large class sizes and demanding curricula. Nonetheless, per Rana et al. (2024), critical factors like competitive salaries, job security, opportunities for advancement, manageable workloads, and effective professional development influence teachers' motivation and effectiveness, which fosters teacher commitment; except low pay, job insecurity, excessive workloads, and a lack of professional support which are demotivating and can adversely affect teacher performance.

Table 5.2 presents the result of statistical analysis on the presence or absence of a mediating effect. The use of the Sobel Z test provides an analysis of the significance of the mediation effect, as to whether or not the effect is full or partial. The Sobel z test result of -1.193343 suggests that the observed indirect effect is not statistically significant since the z-value is below the typical threshold of  $\pm 1.96$  at  $p > 0.05$ . This indicates that the mediation effect is not statistically significant, which means that there is no sufficient evidence to say that emotional exhaustion significantly mediates the relationship between motivation and teacher performance (as explained also in Table 5.1). Since the p-value is above 0.05, this study concludes that emotional exhaustion

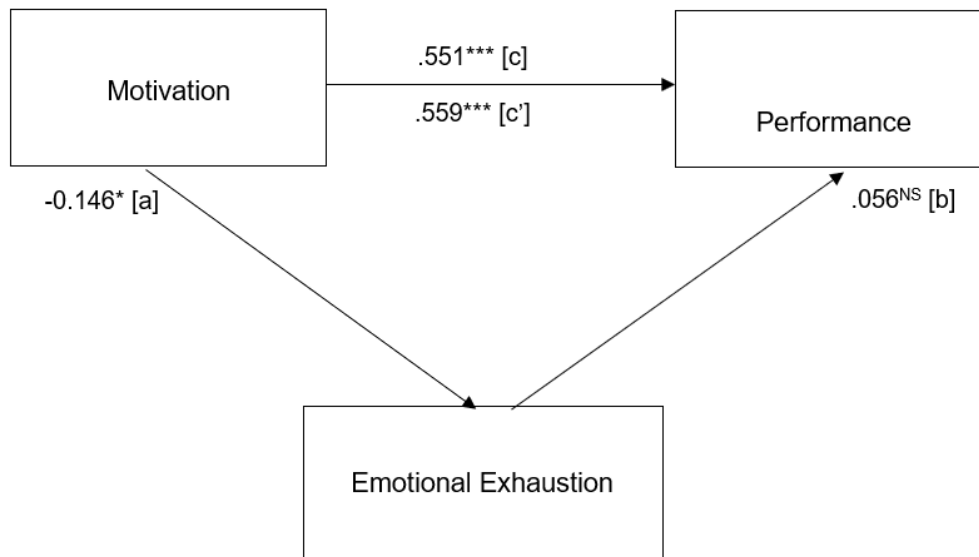
**Table 5.2: Results of statistical analysis on the presence (or absence) of mediating effect**

Combination of Variables	Sobel z	p-value	Mediation
<i>motivation</i> → emotional exhaustion → <i>performance</i>	-1.193343	> 0.05	No mediation

\*  $p < 0.05$

does not significantly mediate the relationship between motivation and teacher performance. In other words, even though motivation influences performance and also affects emotional exhaustion, the path through emotional exhaustion does not significantly contribute to teacher performance.

The results indicate that the mediation effect of Emotional Exhaustion on the relationship between Motivation and Teacher Performance is 1.490386%, suggesting that it accounts for a negligible portion of the overall effect. This negative percentage implies that Emotional Exhaustion may slightly diminish the total effect, reinforcing that it is not a meaningful mediator. Moreover, the ratio of the indirect effect to the direct effect of Motivation on Performance was -0.014685, indicating that the indirect path through Emotional Exhaustion has an almost negligible impact on this relationship. Overall, these findings support the conclusion that Emotional Exhaustion does not significantly mediate the Motivation–Teacher Performance relationship.



**Figure 2. Medgraph showing the variables of the study**

Furthermore, Figure 2 shows the effect size measures of the unstandardized coefficients. As shown in the figure, the total effect (c) or the combined effect of motivation and emotional exhaustion on teacher performance has a coefficient of 0.551, indicating that Motivation has a positive effect on Teacher Performance. This means that as Motivation increases, Performance tends to increase as well. The direct effect (c') or the effect of Motivation on Teacher Performance after accounting for the potential mediating effect of Emotional Exhaustion is 0.559. Noticeably, the direct effect is slightly higher than the total effect (0.559 vs. 0.551). This means that it is consistent with the finding that the indirect effect is negligible. This shows that most of the effect of Motivation on Teacher Performance is direct and is not influenced by Emotional Exhaustion. Thirdly, the indirect effect (a\*b) or the effect of Motivation on Performance through the mediator, Emotional Exhaustion revealed a result of -0.146, suggesting a minor, nonsignificant, and inverse relationship via Emotional Exhaustion.

However, since it is not statistically significant, it does not meaningfully affect the Motivation-Teacher Performance relationship. Finally, results revealed a ratio index of -0.2650, which measures how much Motivation impacts Teacher Performance as mediated by Emotional Exhaustion. Based on the result, the

proportion of the indirect effect relative to the total effect is minimal and in the opposite direction, indicating that Emotional Exhaustion does not significantly mediate or contribute positively to the link between Motivation and Performance.

Wang et al. (2024) had synonymous findings which revealed that emotional exhaustion exhibited negative correlations with teaching motivation, alongside teacher-student relationship and teacher autonomy, suggesting that higher emotional exhaustion among teachers was associated with decreased teaching motivation, poorer teacher-student relationships, and lower perceived autonomy. However, it is also noteworthy that reducing emotional exhaustion can significantly enhance teaching effectiveness and motivation (Van Waeyenberg, Peccei & Decramer, 2022).

Overall, the analysis implies that increasing teachers' Motivation will directly enhance their Performance, and Emotional Exhaustion does not play a significant role in this process. Thus, interventions aimed at improving performance should focus on enhancing motivation directly rather than addressing emotional exhaustion as a mediating factor.

## CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were drawn: the extent of motivation of teachers in terms of emotional needs, relatedness, and growth needs is High; the level of performance of teachers in terms of teaching skills, management skills, assessment of students, professional responsibilities, and interpersonal skills is Very High; the level of emotional exhaustion among public school teachers is Moderate; there is significant relationship between motivation of teachers and teacher performance of public school teachers; there is significant relationship between motivation of teachers and emotional exhaustion of public school teachers; there is no significant relationship between emotional exhaustion and teacher performance of public school teachers; regression analysis reveal that motivation is a key predictor of teacher performance and influences the reduction of emotional exhaustion, but does not significantly change teacher performance levels; and emotional exhaustion does not significantly mediates the relationship between motivation and teacher performance leading the null hypothesis accepted.

Based on the statistical results in Tables 1 through 6, which address the relationships between motivation, emotional exhaustion, and performance, the following recommendations are provided: it is recommended to prioritize strategies that enhance teachers' motivation levels directly, rather than solely focusing on emotional exhaustion. This can be done by implementing incentive programs, recognition awards, or professional development opportunities that align with individual motivations; this study also recommends emphasizing emotional resilience and stress management by offering resilience training, stress management workshops, and resources like counseling services to help individuals manage emotional exhaustion; the researcher also recommends tailoring support and development initiatives to address specific performance areas. Continuous monitoring and feedback on motivation and performance are also recommended. This can be done by using regular surveys, feedback sessions, or performance reviews that focus on assessing motivation levels on teacher performance outcomes; the researcher also recommends limiting reliance on emotional exhaustion as a mediator for performance improvement. Rather, they should aim to directly boost motivation; (6) this study also recommends conducting further studies to identify potential variables that may serve as more effective mediators between motivation and teacher performance; and this study recommends emphasizing positive reinforcement in workplaces by implementing systems that encourage motivation through positive reinforcement, such as employee

recognition programs, clear goal-setting, and constructive feedback on performance. Ultimately, this study recommends focusing directly on enhancing motivation as it has a clear, significant positive impact on performance.

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