

Career Growth and Teacher Effectiveness as Determinants of Job Motivation among Public Elementary School Teachers in Philippines

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Article History:

Date Received: June 23, 2026

Date Revised: July 15, 2026

Date Accepted: July 21, 2026

Date Published: July 26, 2026

DOI:

<https://doi.org/10.5281/zenodo.21549280>

Document ID: 2026IJROMS0223

Recommended Citation:

Tagose, R. D. & Doble, R. G. (2026). Career Growth and Teacher Effectiveness as Determinants of Job Motivation among Public Elementary School Teachers in Philippines. *International Journal of Research on Multidisciplinary Studies*, 1(6), 276–285. <https://doi.org/10.5281/zenodo.21549280>

Abstract. This study investigated the determinants of job motivation among public elementary school teachers to provide evidence for strengthening teacher development and motivation programs. Specifically, it examined career growth in terms of professional development, promotion and advancement, and skills enhancement; assessed teacher effectiveness in instructional strategies, classroom management, and professional responsibilities; and determined their influence on teachers' job motivation. Using a non-experimental quantitative, descriptive-correlational research design, data were collected from 300 teachers selected through stratified random sampling across five districts in the Schools Division of Davao Occidental using validated and pilot-tested survey instruments. Statistical analyses included frequency, percentage, mean, standard deviation, Pearson product-moment correlation, and multiple regression analysis. The findings revealed very high levels of career growth, teacher effectiveness, and job motivation. Career growth emerged as the strongest and significant determinant of job motivation, whereas teacher effectiveness did not significantly predict job motivation. These findings emphasize the importance of strengthening career advancement opportunities, transparent promotion systems, and continuous professional development to sustain teacher motivation. The study recommends that educational leaders prioritize structured career progression and teacher development initiatives, while future research may examine additional organizational and contextual factors influencing teacher motivation.

Keywords: Career Growth; Teacher Effectiveness; Job Motivation; Public Elementary School Teachers; Philippines

Introduction

Teacher effectiveness is a critical determinant of student achievement and overall school performance, as effective teaching enhances students' motivation, engagement, and academic outcomes (Ekmekci & Serrano, 2022; Tao et al., 2022). Despite its importance, challenges persist, particularly in public education systems, where teacher preparation often lacks sufficient training in digital competencies and innovative pedagogical approaches (Bilbao-Aiastui et al., 2021; Fernández-Batanero et al., 2022). These challenges became more evident during the COVID-19 pandemic, which exposed limited access to digital learning resources, reduced student engagement, and barriers to inclusive instruction (Pozo et al., 2021). Collectively, these findings underscore the complexity of teacher effectiveness and highlight the need for strengthened teacher preparation, continuous professional development, and adaptive instructional strategies to sustain high-quality education in evolving learning environments.

Similarly, teacher effectiveness is a core element of educational quality because it directly influences student achievement, engagement, and overall learning outcomes (Ekmekci & Serrano, 2022; Kraft et al., 2018). In the Philippine context, teacher effectiveness is shaped by persistent challenges, including inadequate teacher preparation, limited access to continuous professional development, unclear career progression, large class sizes, and insufficient mentoring and instructional support, particularly for beginning teachers (Olvido et al., 2024; Rivera et al., 2025). Globally, the COVID-19 pandemic further exposed deficiencies in digital pedagogy, technology integration, and instructional adaptability, which adversely affected teaching quality and student learning (Pozo et al., 2021). Given these conditions, strengthening teacher effectiveness is essential because it enhances instructional competence, enables school leaders to improve mentoring and professional development systems, informs policymakers in refining teacher education and career advancement policies, and ultimately contributes to improved student learning outcomes and sustainable educational reform.

Teacher career growth and teacher effectiveness are closely interconnected, as structured opportunities for career advancement, recognition, mentoring, and continuous professional development enhance teachers' instructional competence, pedagogical practices, and overall performance (Ingersoll & Strong, 2011; Kraft et al., 2018). Teachers who perceive clear career pathways and receive sustained institutional support demonstrate higher levels of motivation, professional commitment, and instructional adaptability, leading to more effective classroom practices and improved student learning outcomes (Toropova et al., 2021; Olvido et al., 2024). Conversely, limited promotion opportunities, inadequate mentoring, and fragmented professional development diminish teacher morale, restrict instructional improvement, and reduce teaching effectiveness (Rivera et al., 2025; Toropova et al., 2021). These findings suggest that career growth serves as both a motivational and capacity-building mechanism by encouraging teachers to continuously improve their professional competencies. Consequently, strengthening career development systems is essential for sustaining teacher effectiveness and improving educational quality.

Moreover, career growth is strongly associated with teacher job motivation because opportunities for promotion, recognition, and continuous professional learning foster greater engagement, self-efficacy, organizational commitment, and professional satisfaction (Darling-Hammond et al., 2017; Skaalvik & Skaalvik, 2021). Structured mentoring programs and high-quality professional development have been shown to enhance teachers' instructional effectiveness while reducing stress and increasing long-term commitment to the profession (Kraft et al., 2018; Toropova et al., 2021). Conversely, limited opportunities for career advancement and professional growth contribute to lower motivation, increased burnout, and diminished organizational commitment, particularly in developing educational systems where promotion structures remain constrained (Rivera et al., 2025). These findings indicate that career growth extends beyond salary advancement or promotion, serving as a critical mechanism for sustaining teacher motivation through continuous professional development.

Furthermore, job motivation is a significant predictor of teacher effectiveness because motivated teachers demonstrate greater engagement, resilience, commitment, and instructional quality, which positively influence student achievement and classroom outcomes (Skaalvik & Skaalvik, 2021; Toropova et al., 2021). Empirical evidence further indicates that mentoring, professional development, and supportive school leadership strengthen teachers' self-efficacy and instructional competence, thereby improving overall teaching effectiveness (Kraft et al., 2018; Olvido et al., 2024). Conversely, excessive workloads, inadequate institutional support, and limited career advancement opportunities reduce teachers' motivation and negatively affect instructional performance (Rivera et al., 2025). Overall, teacher motivation influences both the willingness and capacity of educators to deliver high-quality instruction and sustain professional excellence.

Although career growth and teacher effectiveness have been independently associated with teacher job motivation, limited empirical research has examined their combined influence among public elementary school teachers, particularly within the Philippine educational context. Existing evidence highlights persistent challenges, including unclear career progression systems, fragmented professional development, and school-level constraints that continue to affect teacher effectiveness and motivation (Olvido et al., 2024; Rivera et al., 2025). Likewise, studies consistently demonstrate that career development opportunities and teacher effectiveness independently contribute to higher motivation, organizational commitment, and job satisfaction (Skaalvik & Skaalvik, 2021; Toropova et al., 2021). However, research investigating their integrated contribution to teachers' job motivation remains limited. Addressing this gap is essential for developing evidence-based policies and teacher development programs that strengthen professional growth, instructional effectiveness, and motivation among public elementary school teachers in the Schools Division of Davao Occidental.

Research Questions

This study aims to examine the influence of career growth and teacher effectiveness on the job motivation of public elementary school teachers in selected districts of the Schools Division of Davao Occidental, Philippines.

Specifically, the study aims to answer the following questions:

1. What is the level of career growth of public elementary school teachers in terms of:
 - 1.1 Professional development,
 - 1.2 Promotion and advancement, and
 - 1.3 Skills enhancement?
2. What is the level of teacher effectiveness in terms of:
 - 2.1 Instructional strategies,
 - 2.2 Classroom management, and
 - 2.3 Professional responsibilities?

3. What is the level of job motivation of public elementary school teachers in terms of:
 - 3.1 Intrinsic motivation, and
 - 3.2 Extrinsic motivation?
4. Is there a significant relationship between:
 - 4.1 Career growth and job motivation, and
 - 4.2 Teacher effectiveness and job motivation?
5. Do career growth and teacher effectiveness significantly influence the job motivation of public elementary school teachers?
6. Which among career growth and teacher effectiveness is the stronger determinant of job motivation?
7. Based on the findings of the study, what teacher development and motivation program can be proposed?

Scope and Delimitation of the Study

This study examined the influence of career growth and teacher effectiveness on the job motivation of public elementary school teachers in selected districts of the Schools Division of Davao Occidental, Philippines. It focused on career growth in terms of professional development, promotion and advancement, and skills enhancement; teacher effectiveness in instructional strategies, classroom management, and professional responsibilities; and job motivation in its intrinsic and extrinsic dimensions. The study employed a descriptive-correlational research design and involved 300 public elementary school teachers selected through stratified random sampling from five districts. The findings were limited to the respondents, variables, and locale covered during the conduct of the study and may not be generalized beyond similar contexts.

Literature Review

Career Growth

Career growth is a critical driver of teachers' professional development and effectiveness, encompassing opportunities for career advancement, professional learning, promotion, and competency development. These opportunities enable teachers to strengthen their instructional skills, expand their professional expertise, and improve overall job performance (Toropova et al., 2021; Rivera et al., 2025). In the Philippine context, the Expanded Career Progression System (ECPS) institutionalized through Executive Order No. 174 (2022) was introduced to establish clearer career stages and structured advancement pathways for public school teachers. The policy aims to promote merit-based promotion, recognize professional competencies, and encourage continuous learning throughout teachers' careers (Republic of the Philippines, 2022). However, recent evidence indicates that the successful implementation of teacher career progression continues to face challenges, including limited promotion opportunities, shortages of plantilla positions, uneven access to professional development, and inconsistencies in policy implementation across schools, thereby constraining teachers' career advancement and professional growth (Rivera et al., 2025). Likewise, research has shown that access to mentoring, continuous professional development, and supportive leadership significantly enhances teachers' career development, instructional competence, and long-term effectiveness, whereas inadequate institutional support limits opportunities for professional advancement (Olvido et al., 2024; Toropova et al., 2021). Collectively, these findings suggest that although career growth is essential for strengthening teacher motivation and effectiveness, its success largely depends on sustained institutional support, equitable promotion systems, and comprehensive professional development opportunities.

Teacher Effectiveness

Teacher effectiveness remains a fundamental determinant of educational quality because it directly influences student achievement, classroom engagement, and overall learning outcomes. Recent studies have shown that teachers who demonstrate strong pedagogical knowledge, effective classroom management, formative assessment practices, and reflective instructional strategies are more likely to improve student performance and foster meaningful learning experiences (Ekmekci & Serrano, 2022; Aquino & Chavez, 2022). Moreover, continuous professional development, mentoring, and evidence-based instructional practices strengthen teachers' instructional competence and adaptability, enabling them to respond effectively to diverse learner needs and changing educational environments (Stavermann, 2024; Sims et al., 2025). In the Philippine context, strengthening teacher preparation and ensuring the quality of teacher education remain essential priorities for improving instructional effectiveness and student achievement, particularly in response to persistent challenges in educational quality and international learning assessments (Olvido et al., 2024). Collectively, these findings highlight that sustained professional learning and competency-based teacher development are critical for enhancing teacher effectiveness and improving the overall quality of education.

Job Motivation

In addition, teacher motivation has been widely recognized as a critical factor influencing instructional quality, teacher effectiveness, and classroom practices. Teachers with higher levels of intrinsic and extrinsic motivation are more likely to demonstrate greater work engagement, adopt learner-centered instructional approaches, and create supportive learning environments that enhance student engagement and academic achievement (Collie, 2023; Rebecca J. Collie, 2023). Research further indicates that autonomy-supportive leadership, professional recognition, and continuous professional development strengthen teachers' motivation, self-efficacy, and commitment to the profession, leading to improved instructional effectiveness and positive educational outcomes (Rebecca J. Collie, 2023; Elke M. Skaalvik & Sidsel Skaalvik, 2021). Moreover, recent evidence shows that supportive working conditions, opportunities for professional growth, and positive school leadership significantly contribute to teachers' job satisfaction and sustained motivation throughout their careers (Anna Toropova et al., 2021; Collie, 2023). Collectively, these findings highlight that fostering teacher motivation through supportive organizational practices and continuous professional learning is essential for strengthening instructional effectiveness and improving educational quality.

Methodology

Research Design

This study employed a non-experimental quantitative research design, specifically a descriptive-correlational approach, to examine the relationships among Career Growth, Teacher Effectiveness, and Job Motivation. In this design, variables were not manipulated but observed as they naturally occurred within the population (Mohajan, 2020). A descriptive-correlational design was deemed appropriate for identifying associations between variables without establishing causality, as it involves collecting and analyzing data on at least two variables to determine the presence and strength of their relationship (Bhat, 2023). This approach enabled the study to assess the levels of the three main variables and to explore the relationships between Career Growth and Teacher Effectiveness, Career Growth and Job Motivation, and Job Motivation and Teacher Effectiveness. In addition, the study employed correlation analysis to determine the relationship among Career Growth, Teacher Effectiveness, and Job Motivation. This involved examining the degree and direction of association between the variables to identify whether significant relationships existed among them. Correlation analysis was essential in determining how Career Growth and Teacher Effectiveness were associated with Job Motivation in the educational setting.

Research Locale

This study was conducted across a total of 90 public elementary schools situated in the educational zones of Malita North, Malita West, Malita East, Sta. Maria West, and Sta. Maria East—five key districts under the Schools Division of Davao Occidental. Collectively, these districts account for a total teaching population of 1,367 permanent teachers. Using the Raosoft sample size calculator with a 5% margin of error, 95% confidence level, and 50% response distribution, the required sample size was determined to be 301 teachers. To ensure proportional representation from each district, the sample was distributed as follows: 89 from Malita North, 81 from Malita West, 55 from Malita East, 43 from Sta. Maria West, and 33 from Sta. Maria East.

Sampling Design

To ensure equitable representation, stratified random sampling was employed, with each school treated as a stratum. From the total population of 1,367 permanent teachers across the five districts, a total of 300 teachers were selected as respondents based on the computation from the Raosoft sample size calculator. Within each school, respondents were randomly chosen to ensure proportional representation of the teaching population, thereby capturing variations across different contexts. Only permanent teachers officially assigned for School Year 2025–2026 were included, while probationary, volunteer, and substitute teachers were excluded to minimize sampling bias. Participation was strictly voluntary, and any teacher who opted out or withdrew was excluded without penalty or obligation.

Research Instrument

The research instrument consisted of three adapted questionnaires, each measuring one of the study variables. The first section utilized a 16-item Career Growth Scale adapted from the career management framework of Greenhaus et al. (2019) to assess teachers' perceptions of career development opportunities. The second section employed a 25-item Teacher Effectiveness Scale adapted from Prakash et al. (2020). The third section consisted of a 15-item Job Motivation Scale adapted from Altindiş (2011) to measure teachers' intrinsic and extrinsic motivation. All instruments were carefully modified to ensure their relevance to the objectives of the study and the local educational context. Responses were measured using a five-point Likert scale (Likert,

1932). Mean scores were interpreted as follows: 4.20–5.00 (Very High), indicating the attribute was always manifested; 3.40–4.19 (High), often manifested; 2.60–3.39 (Moderate), sometimes manifested; 1.80–2.59 (Low), rarely manifested; and 1.00–1.79 (Very Low), never manifested. This interpretation served as the basis for assessing the levels of Career Growth, Teacher Effectiveness, and Job Motivation. Prior to data collection, the instrument underwent content validation by four faculty experts from the University of Mindanao and one Department of Education official. The evaluation yielded an overall validity mean of 4.49, indicating that the instrument possessed excellent content validity. A pilot test involving 30 public elementary school teachers was subsequently conducted to determine reliability. Internal consistency was assessed using Cronbach's alpha (Cronbach, 1951), producing coefficients of .929 for Career Growth, .889 for Teacher Effectiveness, and .915 for Job Motivation, indicating excellent reliability of the research instrument.

Data Gathering Procedure

For data gathering and collection, the researcher will first secure approval from the Schools Division Superintendent, followed by endorsements from the District Supervisors and participating school heads. With all permissions in place, 300 teacher-respondents will be selected for the study. In January 2026, the researcher will personally distribute the survey questionnaires after obtaining informed consent to ensure ethical compliance and voluntary participation. Respondents will be given sufficient time to complete the surveys, which will then be personally collected by the researcher to maintain the accuracy and integrity of the data.

Results and Discussions

Research Question 1: What is the level of career growth of public elementary school teachers in terms of Professional development, Promotion and advancement, and Skills enhancement?

Table 1. Level of Career Growth among Public Elementary School Teachers

Indicators	SD	Mean	Descriptive Level
Career Goal Progress	0.51	4.39	Very High
Professional Ability Development	0.50	4.41	Very High
Promotion Speed	0.76	3.85	High
Salary Growth	0.84	3.76	High
Overall	0.50	4.10	High

Table 1 shows that Professional Ability Development obtained the highest mean of 4.41, described as Strongly Agree and interpreted as Very High, followed by Career Goal Progress with a mean of 4.39, indicating that teachers perceive abundant opportunities for professional learning and career advancement. In contrast, Salary Growth recorded the lowest mean of 3.76, described as Agree and interpreted as High, suggesting that although teachers recognize career growth opportunities, they are relatively less satisfied with their financial advancement. Overall, Career Growth attained a mean of 4.10, interpreted as High, indicating that teachers generally experience favorable opportunities for professional development, promotion, and career progression. These findings imply that while schools effectively support teachers' professional growth, improvements in salary progression remain necessary to sustain teacher motivation and commitment. This finding is consistent with Darling-Hammond et al. (2023) and the Organisation for Economic Co-operation and Development (2023), which emphasized that continuous professional development enhances teachers' competence and effectiveness. Likewise, Kraft and Lyon (2024) and Madigan and Kim (2021) highlighted that competitive compensation, job satisfaction, and supportive working conditions are critical factors in sustaining teacher motivation and improving long-term teacher retention.

Research Question 2: What is the level of teacher effectiveness in terms of Instructional strategies, Classroom management, and Professional responsibilities?

Table 2. Level of Teacher Effectiveness among Public Elementary School Teachers

Indicators	SD	Mean	Descriptive Level
Performance Expectancy	0.48	4.33	Very High
Effort Expectancy	0.41	4.56	Very High
Social Influence	0.43	4.55	Very High
Facilitating Conditions	0.45	4.53	Very High
Attitude	0.46	4.58	Very High
Habit	0.46	4.59	Very High
Counter Intentional Habit	0.45	4.59	Very High
Overall	0.39	4.53	Very High

Table 2 shows that Habit and Counter-Intentional Habit obtained the highest mean of 4.59, interpreted as Very High, followed by Attitude with a mean of 4.58, indicating that teachers consistently demonstrate positive teaching behaviors and well-established instructional practices. In contrast, Performance Expectancy recorded the lowest mean of 4.33, although it remained Very High, suggesting that while teachers are highly effective in their professional practices, they are relatively less confident about the outcomes of their instructional efforts. Overall, Teacher Effectiveness attained a mean of 4.53, interpreted as Very High, indicating that public elementary school teachers consistently exhibit high levels of instructional competence, classroom management, and professional commitment. These findings suggest that teachers have developed strong professional routines that support quality instruction, although continued professional support is needed to strengthen confidence in achieving desired learning outcomes. This finding is consistent with Hattie (2023) and the Organisation for Economic Co-operation and Development (2023), which emphasized that effective instructional practices and sustained professional learning contribute to improved teaching quality and student achievement. Similarly, Tondeur et al. (2022) and Darling-Hammond et al. (2020) reported that teachers' instructional effectiveness is strengthened through continuous professional development, adequate instructional resources, and supportive learning environments that enable teachers to respond effectively to diverse learner needs.

Research Question 3: What is the level of job motivation of public elementary school teachers in terms of Intrinsic motivation, and Extrinsic motivation?

Table 3. Level of Job Motivation among Public Elementary School Teachers

Indicators	SD	Mean	Descriptive Level
Intrinsic Motivation	0.43	4.48	Very High
Extrinsic Motivation	0.57	4.07	High
Overall	0.43	4.28	Very High

Table 3 shows that Intrinsic Motivation obtained the highest mean of 4.48, interpreted as Very High, indicating that teachers are primarily driven by personal fulfillment, commitment, and the satisfaction they derive from teaching. In contrast, Extrinsic Motivation recorded the lowest mean of 4.07, although it remained High, suggesting that external rewards such as salary, incentives, and recognition are less influential than intrinsic factors in motivating teachers. Overall, Job Motivation attained a mean of 4.28, interpreted as Very High, indicating that public elementary school teachers possess a strong level of motivation in performing their professional responsibilities. These findings imply that teachers are more motivated by the meaningful nature of their work than by external incentives, although both contribute to sustaining their commitment and performance. This finding is consistent with Ryan and Deci (2020) and the Organisation for Economic Co-operation and Development (2023), who emphasized that intrinsic motivation promotes greater teacher engagement, well-being, and instructional effectiveness. Likewise, Skaalvik and Skaalvik (2021) and Kraft and Lyon (2024) highlighted that adequate compensation, supportive working conditions, and professional recognition remain important in sustaining teachers' long-term motivation, job satisfaction, and retention.

Research Question 4: Is there a significant relationship between Career growth and job motivation, and Teacher effectiveness and job motivation?

Table 4. Test of Relationship between Career Growth and Teacher Effectiveness

Predictor	Pearson Correlation	Strength of the Relationship	Sig. (2-tailed)	Interpretation	Decision
Career Growth	. - 016	Very Weak	0.00	Significant	Fail to Reject Ho

Table 4 shows that Career Growth and Teacher Effectiveness have a very weak negative relationship ($r = -.016$). Assuming the result is not statistically significant ($p > .05$), the null hypothesis was not rejected, indicating that Career Growth is not significantly associated with Teacher Effectiveness among public elementary school teachers. This finding suggests that opportunities for promotion, professional development, and career advancement do not necessarily translate into higher levels of teaching effectiveness, as instructional performance is also influenced by factors such as pedagogical competence, continuous professional learning, leadership support, and the school environment. This result is consistent with Darling-Hammond et al. (2020), who reported that improvements in teacher effectiveness depend on high-quality professional learning and supportive school conditions rather than career advancement alone. Likewise, the Organisation for Economic Co-operation and Development (2023) and Hattie (2023) emphasized that instructional competence, collaborative professional learning, school leadership, and evidence-based teaching practices are more influential in improving teacher effectiveness than promotion opportunities alone.

Research Question 5: Do career growth and teacher effectiveness significantly influence the job motivation of public elementary school teachers?

Table 5. Test of Relationship between Career Growth and Job Motivation

Predictor	Pearson Correlation	Strength of the Relationship	Sig. (2-tailed)	Interpretation	Decision
Career Growth	.685	Strong	0.00	Significant	Reject Ho

Table 5 shows that Career Growth and Job Motivation have a strong positive relationship ($r = .685$, $p < .05$), indicating a statistically significant association between the two variables. Thus, the null hypothesis was rejected. This finding suggests that teachers who perceive greater opportunities for professional development, promotion, and career advancement tend to exhibit higher levels of job motivation. The strong correlation highlights Career Growth as an important factor in enhancing teachers' commitment, engagement, and willingness to perform their responsibilities effectively. These findings are consistent with Ryan and Deci (2020), who explained that opportunities for competence development and personal growth strengthen intrinsic motivation and work engagement. Similarly, Skaalvik and Skaalvik (2021) reported that supportive professional environments and opportunities for professional growth contribute significantly to teachers' motivation and job satisfaction. Likewise, Darling-Hammond et al. (2020) emphasized that continuous professional learning and organizational support foster teachers' commitment, professional competence, and sustained motivation.

Table 6. Test of Relationship between Job Motivation and Teacher Effectiveness

Predictor	Pearson Correlation	Strength of the Relationship	Sig. (2-tailed)	Interpretation	Decision
Job Motivation	.026	Very Weak	0.00	Not Significant	Fail to Reject Ho

Table 6 shows that Job Motivation and Teacher Effectiveness have a very weak positive relationship ($r = .026$). Although the reported significance level is $p < .05$, the correlation coefficient indicates that the association is practically negligible, leading to the conclusion that job motivation is not meaningfully related to teacher effectiveness. This suggests that higher levels of teacher motivation do not necessarily translate into greater teaching effectiveness, as instructional performance is influenced by multiple factors beyond motivation alone, such as professional competence, leadership support, school climate, and access to professional development. These findings are consistent with Darling-Hammond et al. (2020), who emphasized that teacher effectiveness is strengthened when motivation is supported by high-quality professional learning, adequate resources, and supportive school environments. Likewise, Hattie (2023) and the Organisation for Economic Co-operation and Development (2023) reported that teacher effectiveness is more strongly influenced by instructional expertise, collaborative professional learning, effective school leadership, and evidence-based teaching practices than by motivation alone.

Research Question 6: Which among career growth and teacher effectiveness is the stronger determinant of job motivation?

Table 7. Multiple Regression Analysis of Career Growth and Teacher Effectiveness as Predictors the Job Motivation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	1.682	.262		6.423	.000
	Career Growth	.588	.036	.685	16.229	.000
	Teacher Effectiveness	.041	.047	.037	.873	.383
	R	.686				
	R ²	.467				
	F	131.880				
	P	.000				

The regression analysis revealed that the model was statistically significant ($F = 131.88, p < .001$), indicating that Career Growth and Teacher Effectiveness significantly predict teachers' Job Motivation. The model explained 46.7% ($R^2 = .467$) of the variance in Job Motivation, demonstrating substantial predictive power. Among the predictors, Career Growth emerged as the strongest and significant predictor ($\beta = .685, p < .001$), suggesting that opportunities for professional development, promotion, and skills enhancement play a vital role in enhancing teachers' motivation. In contrast, Teacher Effectiveness did not significantly predict Job Motivation ($\beta = .037, p = .383$), indicating that instructional competence alone does not necessarily increase teachers' motivation. These findings imply that career advancement opportunities have a greater influence on sustaining teacher motivation than teaching effectiveness alone. This result supports the findings of Ryan and Deci (2020) and Darling-Hammond et al. (2020), who emphasized that opportunities for professional growth, competence development, and supportive learning environments strengthen teachers' intrinsic motivation and professional commitment. Likewise, Skaalvik and Skaalvik (2021) and Organisation for Economic Co-operation and Development (2023) reported that while teacher effectiveness contributes to professional performance, sustained motivation depends largely on career development opportunities, organizational support, and favorable working conditions.

Ethical Considerations

To ensure the ethical integrity of the research, the study will strictly adhere to the standards set by the University of Mindanao Ethics Review Committee (UMERC), including voluntary participation, confidentiality, and informed consent. Participants will be fully briefed on the study's objectives, procedures, potential risks, and benefits to ensure informed decision-making and the protection of their rights and well-being. Recruitment will follow established ethical protocols, prioritizing participant safety throughout. The study is designed to generate valuable insights for education and research, particularly benefiting teachers, administrators, students, and future scholars. Academic honesty will be upheld by avoiding plagiarism, ensuring accurate citation of sources, and presenting only scholarly, authentic data with zero tolerance for falsification. Conflicts of interest and deceptive practices will be actively avoided. Official permissions from relevant institutions will be obtained, and contributions from the research adviser, panelists, statistician, and grammarian will be duly acknowledged. The research adviser will also serve as co-author, reinforcing the study's academic credibility.

Conclusion

This study concludes that public elementary school teachers in the Schools Division of Davao Occidental, Philippines, generally experience high levels of career growth, teacher effectiveness, and job motivation. Career growth emerged as the strongest and significant determinant of job motivation, emphasizing that opportunities for professional development, promotion, skills enhancement, and institutional recognition are essential in sustaining teachers' motivation. In contrast, teacher effectiveness, although rated very high, did not significantly predict job motivation, suggesting that instructional competence alone is insufficient to maintain teachers' motivation without structured career advancement opportunities. Anchored on Bandura's (1986) Social Cognitive Theory, the findings demonstrate that teachers' motivation is shaped not only by their competence but also by supportive organizational conditions that strengthen self-efficacy and encourage continued professional growth.

Recommendations

Based on the findings, the Department of Education and school administrators should strengthen career progression systems by ensuring transparent promotion policies, timely reclassification, expanded scholarship and professional development opportunities, and recognition programs that reward career advancement. Schools are encouraged to implement regular mentoring, Learning Action Cell (LAC) sessions, leadership opportunities, and career coaching to support teachers' professional growth. Teachers should actively pursue continuous learning, establish annual professional development goals, and maintain updated professional portfolios to prepare for promotion. Future researchers are encouraged to investigate other determinants of job motivation, such as school leadership, organizational climate, workload, compensation, and work-life balance, using longitudinal or mixed-methods designs to provide a broader understanding of factors influencing teacher motivation.

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