



MOTIVATIONAL FACTORS INFLUENCING THE TEACHING PERFORMANCE OF TEACHERS IN TUY DISTRICT, BATANGAS, PHILIPPINES

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ABSTRACT

This study aimed to analyze the motivational factors influencing the teaching performance of teachers in Tuy District, Batangas, Philippines. The study utilized the descriptive-quantitative method. One hundred eight (108) teacher respondents were all taken from the population of all secondary school teachers in Tuy District. Frequency, percentage, weighted mean, standard deviation, Spearman rho (r_s), Mann-Whitney U and Kruskal-Wallis test were used in the data analysis. Meanwhile, the findings revealed that the teachers are always motivated in terms of their profession, health wellness, social relationship and personal attributes. They also have very satisfactory ratings in their Individual Performance Commitment and Review Form (IPCRF). There is no significant difference on the motivational factors that influenced the teaching performance of teachers when profile is considered. There is also no significant difference when profile is considered on the Individual Performance Commitment and Review Form (IPCRF) rating while there is a significant relationship between the motivational factors influencing the teaching performance of teachers and the IPCRF rating. A structural model must be implemented to strengthen the teaching performance of teachers in Tuy District.

Keywords: motivational factors, teaching performance, Individual Performance Commitment Review Form, descriptive-quantitative, Tuy, Batangas, Philippines