

WORK Task Motivation, Self-Efficacy, and Teacher Effectiveness in Public Elementary Schools in Cotabato City DIVISION

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ABSTRACT

This study investigated the influence of work task motivation, and self- efficacy on teacher effectiveness among public elementary school teachers. Adapted and modified were used to gather data to answer the research question asked. Using descriptive and inferential statistics, results showed that the levels of work task motivation, self-efficacy, and teacher effectiveness were very high. The three variables, such as work task motivation, self-efficacy, and teacher effectiveness had a significant relationship. Further the findings revealed that work task motivation and self-efficacy significantly influenced teacher effectiveness. This finding suggests that the synergy between work task motivation and self-efficacy played a crucial role in enhancing teacher performance. It indicated that interventions aimed at improving teacher effectiveness may simultaneously address both motivational factors and teachers' beliefs in their capabilities. Strengthening these areas together may lead to more substantial improvements in teaching outcomes than targeting each factor independently. The study provides valuable insights for school administrators, policymakers, and educators seeking to develop comprehensive professional development programs that foster teacher growth and effectiveness.

KEYWORDS: *Work motivation, self-efficacy, teacher effectiveness, descriptive correlational, Philippines*

INTRODUCTION

Teacher effectiveness is a critical determinant of student academic success, classroom engagement, and the overall quality of education. It includes a teacher's ability to explain ideas clearly, run classes smoothly, and use good methods of assessment for progress in students (Munna & Kalam, 2021).

Despite its importance, improving teacher effectiveness remains difficult, especially in situations where educators confront high workloads, limited resources, and job-related stress (Klassen & Chiu, 2010). According to research, teachers' confidence and enthusiasm are substantially impacted by disparities in access to professional development and school-based support, which in turn affects their classroom performance (Hinduja et al., 2024).

Globally, structural restrictions impede teacher effectiveness, particularly in low- and middle-income nations. Some countries, like Bangladesh, Cambodia, and India, have lower-quality instruction process because of outdated approaches, compacted classes, and a lack of ongoing training programs (Ahmed et al., 2022; Sofyan et al., 2021). In public schools in the Philippines, teacher stress is a big problem. According to Tarraya (2023), teachers often have a lot of routine and non-teaching duties that make them emotionally tired and less motivated. These problems are exacerbated in physically remote places with few resources and assistance.

The findings of local research are consistent with these concerns. Manansala and Medina (2021) said that in Davao del Sur, over-crowded classrooms and a lack of teaching tools make teachers less effective, and teachers can't change and grow because they don't get ongoing professional development. Within this setting, drive and self-efficacy stand out as two important internal factors that affect how teachers do their jobs. Teachers are motivated to prepare, innovate, and persevere (Kuswati, 2019), and resilience, adaptive instruction, and increased student engagement have all been associated with self-efficacy, or the belief in one's own ability to achieve (Bandura, 1977; Milner, 2020).

This study is based on two theories: Self-Determination Theory (Deci & Ryan, 1985) and Social Cognitive Theory (Bandura, 1977). These theories both stress how innate drive and perceived ability affect performance. Even though there is more study on this topic around the world, not much has been done on how work task motivation, self-efficacy, and teaching effectiveness are related in public elementary schools in Cotabato City, Philippines.

To address this gap, the study looks into how these internal factors affect how well teachers do their jobs in places with limited resources. The results are meant to help policymakers make suggestions that will improve teacher performance and to guide real actions like training and programs that build

teachers' skills.

Statement of the Problem

1. What is the status of work task motivation in terms of: class preparation; teaching; evaluation of students; administrative tasks; and complementary tasks?
2. What is the status of self - efficacy in terms of: instruction; adapting instruction to individual needs; motivating students; maintaining discipline; and cooperating with colleagues and parents?
3. class preparation; teaching; evaluation of students; administrative tasks; and complementary tasks? subject matter knowledge; instructional planning and assessment; learning environment; and effective communication?
4. Is there a significant relationship between: work task motivation and teacher effectiveness; and self-efficacy and teacher effectiveness?
5. Do work task motivation and teacher efficacy significantly influence teacher effectiveness?

METHODOLOGY

Research Design. A descriptive-correlational research strategy with quantitative methods was used for this work. Creswell (2019) says that this method can be used to look at how factors relate to each other and to draw conclusions from numerical data. It lets researchers find links between many things, like desire to do work, belief in one's own abilities, and how well a teacher does their job, without changing any of the factors.

Research Respondents. As part of the study, 100 elementary school teachers from Sero Elementary School, Mandanas Elementary School, and L.R. Sebastian Elementary School in Cotabato City were chosen random. These schools were picked because they are easy to get to and have good track records. A total of 230 teachers were used for the sample. They were chosen based on certain factors, such as having at least one year of experience teaching and holding a normal teaching position. To make sure the answers were accurate, volunteer teachers and teachers with less than a year of experience were not allowed to answer.

Research Instruments. The researcher used three validated survey questionnaires to measure work task motivation, self-efficacy, and teacher

effectiveness. The first part, adapted from Saner and Villena (2021), contained 25 items across five areas: class preparation, teaching, evaluation, administrative tasks, and complementary tasks. The second part included 24 items assessing self-efficacy in instructional delivery, motivation, classroom management, collaboration, and adaptability. The third part consisted of 25 items evaluating teacher effectiveness in subject knowledge, planning, assessment, environment, and communication. All items used a five-point Likert scale and showed strong reliability based on pilot testing.

Ethical Considerations. The University of the Immaculate Conception Graduate School gave permission, and then the UIC Research Ethics Committee gave their approval. After that, official letters were sent to the Division Superintendent, the leaders of the school districts, and the teachers. After getting full permission from the people who filled out the surveys, the researcher gave them out in person. During the whole process, privacy and anonymity were protected.

RESULTS AND DISCUSSION

Status of Work Task Motivation of the Public

Elementary School Teachers

Table 1 shows how motivated elementary school teachers in the Cotabato City Division are to do their job. The *Class Preparation* indicator had the highest mean score (4.91), which means it was regarded as Very High. This means that teachers are very motivated to plan their lessons and set up learning tools before they go to class. This shows professionalism and preparedness, which is important for keeping the level of teaching high. *Complementary Tasks* came in second with a mean score of 4.86, showing that teachers are still dedicated to tasks that aren't directly related to teaching.

Table 1
Status of Work Task Motivation of Public Elementary School Teachers

Focus Area	Mean	Verbal Interpretation
1.1 Class Preparation	4.91	Very High
1.2 Teaching	4.84	Very High
1.3 Evaluation of Students	4.88	Very High

1.4 Administrative Tasks	3.84	Very High
1.5 Complementary Tasks	4.86	Very High
TOTAL	4.88	VERY HIGH

Interestingly, *Administrative Tasks* had the lowest mean score, 3.84, but it was still considered Very High. This could mean that teachers are still driven to do administrative tasks, even though they see these tasks as more difficult or less satisfying than activities related to teaching. This finding backs up what Tarraya (2023) said about how too much paperwork and chores that aren't related to teaching make teachers in public schools stressed out and burned out. The overall mean score of 4.88, which means "Very High," shows that public elementary school teachers are usually driven to do a good job in all areas. This finding backs up Kuswati's (2019) claim that drive is a key factor in how well work gets done, affecting teachers' persistence and creativity.

Status of Self-efficacy of the Public Elementary School Teachers

Table 2 shows the degree of self-efficacy of public elementary school teachers in Cotabato City Division. Out of the five key areas, *Adapting Instruction* got the best mean score of 4.90, which means it was rated as Very High. This shows that teachers are sure they can adapt lessons to meet the needs of all students, which is an important skill for student-centered and inclusive education. Next is *Motivating Students*, which got a mean score of 4.89 and was also marked Very High. This means that teachers are confident in their ability to get students involved and motivated to do better.

Table 2
Status of Self-efficacy of the Public Elementary School Teachers

Focus Area	Mean	Verbal Interpretation
2.1 Instruction	4.87	Very High
2.2 Adapting Instruction	4.90	Very High
2.3 Motivating Students	4.89	Very High
2.4 Maintaining Discipline	4.85	Very High
2.5 Cooperating with Colleagues & Parents	4.82	Very High
TOTAL	4.86	VERY HIGH

Instruction and Maintaining Discipline both got high scores (means of 4.87 and 4.85, respectively), which shows that teachers are confident in their ability to teach well and keep students in line. Although the mean score for *Cooperating with Colleagues and Parents* was the lowest, 4.82, it is still considered Very High. This means that even though working together is valued, it could be affected by outside factors like trouble communicating or not having enough organized support. The teachers have a strong feeling of self-efficacy in all areas, as shown by the total mean score of 4.86, which is considered "Very High."

Status of Teacher Effectiveness of Public Elementary School Teachers

Table 3 presents the level of teacher effectiveness as perceived by public elementary school teachers in Cotabato City Division. At 4.90, or Very High, Subject Matter Knowledge had the highest mean of the four components. This means that the responders have a good understanding of the material, which is necessary for giving correct and useful lessons. Following closely behind with a mean score of 4.88 was Instructional Planning and Assessment. This shows that teachers are very good at planning lessons and checking that students have learned.

Table 3
Status of Teacher Effectiveness of Public Elementary School Teachers

Focus Area	Mean	Verbal Interpretation
3.1 Subject Matter Knowledge	4.90	Very High
3.2 Instructional Planning and Assessment	4.88	Very High
3.3 Learning Environment	4.85	Very High
3.4 Effective Communication	4.84	Very High
TOTAL	4.94	VERY HIGH

The aspects of Learning Environment (M = 4.85) and Effective Communication (M = 4.84) also got Very High scores, which means that teachers can make the classroom a safe place to learn and explain things clearly to students. Even though the mean for Effective Communication was the lowest of the four, it still shows that teachers are comfortable with how they talk and act in the classroom. With a mean score of 4.94, the results show that the respondents thought their teachers were very good at what they did. Similar to Milner's (2020) research, these results show that good teaching depends on

knowing the subject, being prepared, the classroom setting, and speaking skills.

**Significance of the Relationship of Work Task Motivation,
Self-efficacy, and Teacher Effectiveness**

Table 4 illustrates the association between work task motivation and teacher effectiveness ($r = 0.24$, $p = 0.00$), as well as between self-efficacy and teacher effectiveness ($r = 0.24$, $p = 0.00$). Both connections are statistically significant and favorable, signifying that a rise in instructors' motivation and self-efficacy correlates with enhanced effectiveness in the classroom. The findings corroborate the previous research by Hinduja et al. (2024), which highlighted that school-based support and professional development enhance teacher confidence and performance, hence establishing the essential connection between psychological factors and educational outcomes.

Table 4
Significance of the Relationship of Work Task Motivation, Self-efficacy, and Teacher Effectiveness

Focus Area	R	p-value	Verbal Interpretation
4.1 Work Task Motivation and Teacher Effectiveness	.24	.00	Significant Positive Correlation
4.2 Self-Efficacy and Teacher Effectiveness	.24	.00	Significant Positive Correlation

Also, these results support what Alvarado found in 2021: teachers who are driven and sure of themselves are more likely to keep students interested, try out new ways of teaching, and run their classrooms well. There were strong links in this study that show that both desire and self-efficacy are important internal factors that make teachers successful. As a result, trying to improve these qualities in teachers, especially in public elementary schools, might lead to better lessons and better student learning.

**Significance of the Influence of Work Task Motivation,
and Self-Efficacy on Teacher Effectiveness**

Table 5 shows how self-efficacy and work task drive affect how well public elementary school teachers in Cotabato City Division do their jobs. Work task motivation ($r^2 = 0.146$, $p = 0.170$) and self-efficacy ($r^2 = 0.144$, $p = 0.176$) were both looked at separately and found to have no statistically significant effect on how well a teacher did their job. This means that these internal factors

were not enough to explain differences in how well teachers did in the group on their own. Bandura (1977) and Kuswati (2019) both said that desire and self-belief are direct factors that lead to professional success. This result adds more depth to those ideas.

Table 5
Significance of the Influence of Work Task Motivation and Self-Efficacy on Teacher Effectiveness

Singular Influence of the Predictors		Standardized Coefficients	T	p-value	Remarks
Work Task Motivation		0.146	1.38	0.170	Not Significant
Self-efficacy		0.144	1.36	0.176	Not Significant
Combined Influence of the Predictors					
R	.26				
R ²	.056				
F	5.29				
p	.00				Significant

While neither work task drive nor self-efficacy by themselves can strongly predict performance, when looked at together they had a statistically significant effect ($p = 0.00$), and their R^2 value of 0.056 meant that they explained 5.6% of the variation in how effective teachers were. This percentage isn't very high, but it fits with Deci and Ryan's Self-Determination Theory (2000), which says that motivation and skill have the most effect when they are met at the same time. Furthermore, this finding is similar to what Smith and Johnson (2020) found: programs that target both drive and self-efficacy tend to have better educational effects than programs that only focus on one. It is suggested that attempts to make teaching more successful should focus on both factors at the same time, using all-around strategies for teachers.

It has been shown by the findings of this research that teachers working in public elementary schools in the Cotabato City Division have extremely high levels of desire to complete their job tasks, self-efficacy, and teacher effectiveness. Although neither motivation nor self-efficacy were shown to be significant predictors of teaching efficiency on their own, the combined influence of these two components was found to be statistically significant,

lending credence to the idea that these internal psychological aspects work most effectively when applied in conjunction with one another.

Furthermore, the considerable positive correlations that exist between these predictors and teacher effectiveness further emphasize the need to cultivate these characteristics among students and teachers. Particularly in public school settings, when resources for outside assistance are limited, this research emphasizes the need for comprehensive professional development programs for teachers that encourage self-confidence and long-term motivation. When everything is said and done, enhancing these internal drives can ultimately lead to teaching methods that are more adaptable, resilient, and successful.

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