



## SENIOR HIGH SCHOOL TEACHERS' PERFORMANCE AND WORK EFFICACY VIS-VIS-ATTITUDE AND MOTIVATION OF STUDENTS TO LEARN

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**Abstract:** *The study evaluates senior high school teacher performance and work efficacy in Limay, Bataan, focusing on their impact on student attitudes and motivation. A sequential explanatory mixed methods design was used to collect survey and open-ended interview data from 89 teachers and 521 students in three public secondary schools. The results showed a positive relationship between students' attitudes and motivation and the teaching performance of teachers as measured by their Individual Performance Commitment and Review Form (IPCRF). Teachers who worked more efficiently were associated with an increase in student engagement and motivation. However, differences were significant when analyzed according to teachers' age, level of education background, or years in service. The experience of teachers in professional development and the leadership support provided become strong factors in making learning positive. These results highlight how educators need ongoing professional development — including in novel teaching methods and socioemotional (non-academic) skills — to continue building on these findings. Suggestions include promoting higher academic degrees, professional development, and support to help teachers grow both personally and professionally, which in turn will benefit student learning.*

**Keywords:** *Attitude, Motivation, Work Efficacy, Mixed Methods Research, Limay, Bataan, Philippines*

## INTRODUCTION

It is that education plays a significant role in the growth of any nation (Oluremi, 2019). The quality of education largely depends on the teacher. Their pedagogy, disposition, and effectiveness directly impact student learning. A teacher's performance means how they successfully deliver their responsibilities and achieve the educational objectives within time. Indeed, as scientists and government officials are aware, teachers make a difference in students' learning (Alexander et al., 2017). The interactions between students and teachers have always been central to the teaching and learning process, which has direct implications for students' intellectual growth and emotional factors (Guilherme, 2017). The assessment of teachers with professional competence has great significance because it relates directly to the academic success of students (Canales & Maldonado, 2017). Scholars like Ambussaidi and Yang (2019) argue that teacher effectiveness includes multiple aspects working in conjunction with the school context, student factors, and the institutional supporting system. Teachers who actively engage students, create a positive classroom environment, and develop relationships with them can help inspire higher motivation and interest in learning (Durksen et al., 2017).

Other important features are the teacher's experience, such as educational background, skills like classroom management, and cognitive engagement (Buri & Kim, 2020). According to Wu et al. (2019), a teacher who can regulate their emotions and has self-efficacy and social and emotional competence is more effective. Moreover, emotionally intelligent teachers can manage classroom dynamics that result in favorable student outcomes (Song et al., 2018).

Moreover, apart from external factors like leadership support (Bastian et al., 2017), internal/place value also drives teacher performance, such as self-efficacy. Building a positive teaching environment is also partly due to the influence of principals and leadership teams in schools. When teaching can be



daunting, good leaders create an environment where teachers are supported, motivated, and inspired to improve their practices (Joo, 2016). Education leadership, according to Amankwah and Guo-Hua (2020), is not confined to the classroom but rather entails the whole school ecology. Indeed, Andreasen et al. (2019) argue that professional development to improve teacher performance works best within a collaborative school culture. Furthermore, according to Kamamia et al. (2018), because students exhibit a wide range of learning characteristics and preferences, teachers must modify their communication styles appropriately so that all learners can read and comprehend the material. In the context of these studies carried out in the Philippine setting, specifically in Limay, Bataan, teacher performance has been widely studied both for educational research and practice. Senior high school teachers in Limay are coping with a fast-moving and changing reality. Effective teachers today must keep up with current teaching techniques and the technological tools available for classroom instruction. Understanding how teachers' job performance influences students' motivation and academic achievement has led to more research attention. This research intends to evaluate the teaching proficiency of senior high school teachers in Limay, Bataan, and their effect on students' attitudes and motivation in learning. The study explores the determinants of teacher performance and aims to find ways to improve teaching performance in this context

## FRAMEWORK

This study first explores Maslow's Hierarchy of Needs, the Theory of Planned Behavior (TPB), and Self-Determination Theory (SDT); these theories were selected as pivotal to teacher performance and student motivation.

According to Maslow's Hierarchy of Needs, human beings are active but passive creatures due to instincts and needs. The framework sheds light on the extent to which teachers (and students) are motivated to engage because of fulfilling these needs, and today, social networking platforms fill in the gap found within belongingness (McLeod, 2019).

The Theory of Planned Behavior (TPB) extends the Theory of Reasoned Action and posits that intention for behavior is determined by attitudes, subjective norms, and perceived behavioral control. While TPB adds to the original theory by introducing perceived control, suggesting that a variety of external factors may influence the extent to which individuals can act on their intentions, TPB also articulately explains how the attitude toward teaching, norms, and the availability of perceived resources influence teachers' classroom behavior.

Self-determination theory, or SDT, concentrates on intrinsic motivation and suggests that individuals must feel competent and gain relatedness and autonomy to be engaged. SDT posits that when these psychological needs are met, teachers and students will have greater motivation and self-determination (Growth Engineering, 2018).

Bandura is known for the Teacher Self-Efficacy theory, which explains how a teacher's perception of whether their actions can affect student outcomes determines their behaviors. Moreover, the work of Dybowski et al. Dybowski et al. (2017) emphasizes that enhancing teachers' self-efficacy can lead to improved teaching quality and ultimately better learner outcomes. Their findings imply that teachers with high self-efficacy are more adaptive and resilient, effectively managing classroom challenges and fostering a motivating environment for students. Bandura states that self-efficacy influences the



components of teachers: motivation, instructional strategies, classroom management, and overall performance in the classroom. Teachers' belief in themselves to perform some skills shapes how they teach and subsequently influences students' attitudes and motivation.

The present study concerns senior high school degree instructors' instructional performance and work effectiveness in Limay, Bataan, for SY 2022-2023. The teacher component of the MLAS has five basic points: teachers' backgrounds, their performance evaluated through the Individual Performance Commitment Review Form (IPCRF), self-assessments by educators and students on instructional approaches, classroom management practices, and student engagement; and student attitudes toward or degree of motivation to participate in learning.

## OBJECTIVES OF THE STUDY

This study determined the Senior High School Teachers' Performance and Work Efficacy Vis-à-Vis Attitude and Motivation of Students to Learn in Limay, Bataan, for the School Year 2022-2023.

## METHODOLOGY

### Research Design

This study aimed to determine the performance and work efficacy of senior high school teachers in Limay, Bataan, and their perception of students' attitudes toward learning motivation for the School Year 2022-2023. A sequential explanatory mixed methods design involving a quantitative phase followed by a qualitative one was used. In the quantitative phase, data collection was done using validated questionnaires and surveys referring to teacher performance and student motivation. In this initial phase, a high-level overview of key issues was allowed. The qualitative phase then involved open-ended questionnaires and interviews, which sought to go deeper by exploring the reasons behind the patterns found in the quantitative data, including their root causes and mechanisms (Creswell, 2010). Combining these methods provided a more holistic view of the phenomenon under investigation. The study subjects were senior high school teachers in Limay, Bataan, and their performance and its effect on student motivation were the focus of this research. Concerning qualitative data, thematic analysis was used to identify patterns in the narrative accounts of how a teacher impacted students. Using a sequential explanatory mixed methods design permitted the inquiry to investigate not only the 'what' of teacher performance and student motivation but also the 'why,' thus providing rich insights into the educational milieu in Limay.

### Research Site

The study was conducted among all public secondary school SHS teachers and learners in the District of Limay, Bataan, for the School Year 2022-2023. The district has three public secondary schools (SHS): Lamao National High School, Limay National High School, and Saint Francis National High School. Eighty-nine (89) senior high teachers and five hundred twenty-one (521) senior high school SHS students participated voluntarily in the research.

### Participants

This study's participants were selected senior high school teachers in Limay, Bataan. The research focused on their performance and their influence on students' motivation and well-being.

### Instrumentation





A questionnaire was used to determine the senior high school teacher's performance and work efficacy and its perceived impact on the attitude and motivation of students to learn in the district of Limay, Bataan, during the School Year 2022-2023.

The research instrument consists of five (5) parts. Part I details the profile of the teacher respondents as to age, sex, civil status, highest educational attainment, length of service as a teacher, and the number of training/seminars in the last three years. Part II focuses on the senior high school teachers' performance based on the Individual Performance Commitment Review Form (IPCRF). Part III focuses on the work efficacy of senior high school teachers assessed by the students and themselves regarding teaching techniques, learners' engagement, knowledge of the subject matter, and classroom management. Part IV. students' attitudes to learning. Lastly, students' learning motivation is adapted from David Maya's research study. (2018) Moreover, (Budiman et al., 2023) provide insights into specific strategies tailored for English language learners, identifying essential practices such as building relationships, utilizing culturally responsive teaching, and incorporating real-life materials to illustrate language concepts

### **Ethical Consideration**

The researchers ensured the study's ethical conduct, which included participant rights protection, informed consent, and confidentiality. The participants were informed of the study's objectives and participation rights. They were also assured that their responses would be kept private—the institution where the researcher's work's institutional review board blessed the study.

Therefore, the researchers ensured that ethical considerations were considered when conducting the study on secondary school heads' personal and professional competence and their relationship to teacher commitment

### **Data Collection**

In the quantitative phase, data was collected using structured surveys and questionnaires. In the qualitative phase, open-ended questionnaires and interviews were used to gather insights into the experiences and perceptions of both teachers and students.

## **RESULTS AND DISCUSSION**

The performance and work effectiveness of senior high school (SHS) teachers in the District of Limay, Bataan, as perceived by students' attitude and motivation towards learning for School Year 2022-2023. Respondents were primarily female, 30–39 years of age, married, and employed for between 1 and 9 years, with anywhere from 0 to more than nine seminars attended in the last three years. Most teachers were rated "Outstanding" in their Individual Performance Commitment and Review Form (IPCRF) based on their teaching performance. Teachers' work efficacy was assessed for teaching methods (mean 3.45), engagement of students in individual and group-learning activities (3.37), understanding of subject matter (3.47), and management of the classroom environment (3.50) all indicating "Strongly Agree" interpretation. Concerning student outcomes, students' attitudes towards learning (3.46) and motivation to learn (3.48) were similarly rated as "Strongly Agree." These findings indicate that teacher efficacy positively influences students and their attitudes and motivation toward science classes, underscoring the important role that teachers play in creating a supportive and engaging learning environment. These findings emphasize the importance of ongoing professional development for teachers to maintain and grow their positive effects on students.



**Table 1**

The total number of respondents per school

School	Teachers		SHS Students	
	Population	Percentage	Population	Percentage
Lamiao National High School	22	24.72	167	32.05
Limay National High School	49	55.06	246	47.22
Saint Francis National High School	18	20.22	108	20.73
Total	89	100.00	521	100.00

### Correlations of SHS teachers' teaching performance and work efficacy to students' attitude and motivation to learn

**Table 2**

Pearson r Correlation Matrix

	Students' Attitude to Learn	Students' Motivation to Learn
Teachers' Teaching Performance	+0.423 Moderate Positive p-value = 0.029 Reject Ho (Significant)	+0.649 Strong Positive p-value = 0.000 Reject Ho (Significant)
Teachers' Overall Work Efficacy	+0.815 Very Strong Positive p-value = 0.000 Reject Ho (Significant)	+0.513 Strong Positive p-value = 0.003 Reject Ho (Significant)

The study emphasizes the importance of teachers with respect to how students love or hate a subject when going through it. The correlation between both teaching performance and the attitude towards learning of students was found to be weakly positive ( $r = +0.423$ ), and between teaching performance and student motivation was highly positively correlated ( $r = +0.649$ ). The research suggests that good teaching encourages positive attitudes in students and improved attitudes towards learning. Moreover, the positive work effectiveness of teachers had a high correlation with positive



students' attitudes ( $r = +0.815$ ) and motivation ( $r = +0.513$ ), indicating that good performance from teachers creates better learning conditions as a whole-body system. In addition, the results are consistent with earlier studies (Buri & Kim, 2020). We were able to demonstrate good teaching practices, such as engaging students, classroom management, etc., which matter tremendously in terms of whether the student will express a desire to learn. It further highlights the role of leadership in enhancing teacher performance and improving an environment. Speaking of teachers, anyone involved in education knows the old mantra: 'the quality of teaching is what matters. 'However, it turns out that ideas like these are more than just clichés. Internal factors such as effective faculties, psychological well-being, and all-around mastery over content and technology, seem to have a significantly greater impact on student achievement than external ones (like the physical environment). In fact, in a recent comprehensive study done by Michael Dempster, within-school variation accounted for approximately three-quarters of the total variance in school effectiveness. With the right professional development opportunities and strong school leadership to coach teachers in their performance, we can help improve student outcomes.

### Significant variations in the teaching performance and work efficacy of the teachers when grouped according to their profile variables

Table 3 shows significant variations in teachers' teaching performance and work efficacy when grouped by age, with F-values of 7.210 and 6.919, respectively. The null hypothesis is rejected at 5% alpha.

**Table 3**  
ANOVA and F-test Results on significant variations

Grouping Variables		F-Value / t-Value	p-value	Decision (alpha = 5%)
Age	Teaching Performance	F = 7.210	0.000	Reject Ho (Significant)
	Work Efficacy	F = 6.919	0.000	Reject Ho (Significant)
Gender	Teaching Performance	t = 0.813	0.326	Accept Ho (Not Significant)
	Work Efficacy	t = 1.121	0.108	Accept Ho (Not Significant)
Civil Status	Teaching Performance	F = 1.133	0.152	Accept Ho (Not Significant)
	Work Efficacy	F = 0.647	0.580	Accept Ho (Not Significant)
Highest Educational Attainment	Teaching Performance	F = 4.222	0.037	Reject Ho (Significant)
	Work Efficacy	F = 9.243	0.000	Reject Ho (Significant)
Length of Service	Teaching Performance	F = 7.007	0.000	Reject Ho





				(Significant)
	Work Efficacy	F = 11.190	0.000	Reject Ho
				(Significant)
Number of Relevant Training/ Seminars	Teaching Performance	F = 4.289	0.031	Reject Ho
				(Significant)
	Work Efficacy	F = 3.965	0.043	Reject Ho
				(Significant)

This study focuses on what affects the performance of teachers and work efficacy. Moreover, research by Aduke & Amudalatu (2016) underscores that teachers' strategies and methodologies can evolve with age and experience; however, they do not find teachers relevant based on their age, in which the age does not carry significance in a statistical sense when it comes to selecting an effective teacher. There were marked differences between teaching performance and work efficacy based on the level of education teachers had attained. The better performance and efficacy of teachers with higher educational qualifications were proved by F-values (4.222, 9.243) respectively on rejecting the null hypothesis at a 5% alpha level. Likewise, Dixon and Ward (2015) found that teachers' belief systems about teaching influence their aspirational level for professional development, which subsequently enhances the quality of their teaching. Further analysis revealed that experience indeed played an important role in teacher efficacy (F-value of 7.007 and 11.190), supporting the notion by Podolsky (2016) that years of teaching increase the ability to teach effectively, affecting student achievement positively during the initial years of teaching. In addition, attendance at training and seminars during the last three years had a very large influence on teacher performance and efficacy (F-count 4.289; 3.965). On the other hand, no considerable differences seemed to occur between gender and civil status, which implies that these two variables do not have any influence on teaching performance or working efficacy.

## CONCLUSION

The study generalizes the performance and work efficacy of senior high school teachers and how it is perceived as affecting the attitude and motivation of students in the District of Limay, Bataan, School Year 2022-2023. Results showed that the majority of SHS teachers in the district are aged 30–39, female, married, holders of master's degree units, have 11-20 years of teaching experience, and have attended seminars related to the past three years. On the other hand, regarding their performance in teaching, the majority of teachers were given an "Outstanding" rating based on the Individual Performance Commitment and Review Form (IPCRF). A positive and high correlation was found between the work efficacy to be funded by students' attitudes toward learning, motivation to learn, and teaching performance of teachers, which also have a positive and significant correlation. Results showed that teachers' age, level of educational attainment, length of service in the teaching field, and frequency of attending training relating to work have a strong influence on their performance and efficacy. Meanwhile, there is no significant effect on the performance of the teacher in terms of gender and civil status.

## Recommendations

Several recommendations can be made based on the findings regarding strengthening teacher performance, functionality, and student outcomes. Step One: Encourage Teachers to Continue their Education. Graduate programs and further education for teachers have some of the best correlations



with teacher performance. Schools and other educational facilities may also offer motivation and assistance to help teachers enroll in postgraduate-level classes. Second, there is a need to be consistently involved in training and seminars that are related to their expertise. Professional development activities can help improve teaching methods, classroom management, and subject mastery, which will ultimately positively affect student learning. Lastly, they can create a culture of ongoing professional development. Instead, schools should provide a lift to teach the skills and knowledge they need, especially about new instructional approaches and increasingly heterogeneous student populations. Focusing on professional development will enhance teacher practice, and in turn, quality teachers can improve student attitudes and motivation to learn. Promoting teachers to be open to new methodologies and being adaptive is the key to ensuring high work efficacy in learning.

## **TRANSLATIONAL RESEARCH**

### **Translational Research: Enhancing Senior High School Teachers' Performance and Work Efficacy in the District of Limay, Bataan**

#### **Literature Review**

This paper analyzes the literature on teachers' performance and work efficacy in senior high-track settings. It uses a theoretical framework and educational models to understand how teachers' profiles and professional development affect teaching outcomes. The paper aims to identify critical factors defining high teaching performance and work efficacy and how these elements can be maximized to impact students' learning positively.

#### **Level 3: Translational Phase 1 (T1) - Needs Assessment:**

The translation will begin with a needs analysis to assess SHS teachers' teaching performance and efficacy in Limay, Bataan. Data will be gathered from IPCRF ratings, surveys, and interviews with teachers, students, and school heads. The report will identify challenges and strengths in current educational practices and suggest areas for improvement to enhance teacher performance and student outcomes. The goal is to identify areas for intervention to improve teaching effectiveness and student outcomes.

#### **Translational Phase 2: Program Design (T2)**

The professional development program aims to address specific problems SHS teachers face in Limay, focusing on teaching methodologies, classroom management, and subject matter competence. The program will be implemented through workshops, seminars, and subject matter knowledge enhancement. Customized training modules will be provided, considering factors like age, attainment, length of service, and recent professional development activities. This approach aims to provide tools that enhance work efficacy and teaching performance, ensuring teachers are responsive to their needs and improve their teaching performance.

#### **Translational Phase 3: Program Implementation (T3)**

The Limay District is set to implement a professional development exercise in selected schools. The program will provide teachers with access to materials through mentorship and peer interaction. It focuses on practical applications, allowing teachers to use new strategies effectively in their classrooms. Regular monitoring and consultations will help address challenges related to implementation and ensure the program positively impacts teaching practices and student engagement.





#### **Translational Phase 4: T4 Program Evaluation and Refinement**

The professional development program will be evaluated using both quantitative and qualitative methods. Pre- to post-assessments will be conducted through teacher performance appraisal, pupil engagement surveys, and classroom observations. Focus groups will be conducted with teachers and students to understand the program's strengths and weaknesses. Program improvement will be made based on the evaluation findings, adjusting the program to suit SHS teachers' needs better and enhancing its impact on student attitudes and motivation. This ensures that the program contributes to improving teaching practices and learning outcomes in the Limay District.

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