

A Study on Work Motivation and Performance as Mediated by Personal Cultural Orientation

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ABSTRACT

This study examines how personal cultural orientation influences work task motivation and teacher performance in public junior and senior high schools in Governor Generoso, Davao Oriental. 323 teachers from 8 public schools were surveyed using a descriptive-correlational design and stratified random sampling. Data were collected through validated questionnaires and statistical tools such as mean analysis, Pearson-product moment correlation, and mediation analysis were employed. Findings revealed very high levels of motivation and performance among teachers and a high level of personal cultural orientation. A significant positive correlation was found between work task motivation and performance, which was partially mediated by personal cultural orientation. Furthermore, work task motivation positively influenced personal cultural orientation, and personal cultural orientation had a modest positive effect on teacher performance. Cultivating cultural identity may enhance teacher's motivation and performance, it implies that educational institutions shall continually create activities that can boost motivation and cultural orientation for optimum teacher effectiveness.

Keywords: Education, Work Task Motivation, Teacher Performance, Personal Cultural Orientation, Mediation Analysis, Philippines

INTRODUCTION

A lot of teachers in every stage of their careers are driven by their strong sense of vocation, a passion for teaching, and a need to make a positive difference in students' lives which makes them remain in their profession (Onyefulu et al., 2023). However, they face significant challenges that hinder their performance. Globally, excessive workloads, limited resources, and curriculum mismatches adversely affect teaching effectiveness, as observed in countries like Kenya and Israel (Wakoli, 2019; Yariv, 2021). In the Philippines, the implementation of the Enhanced Basic Education Act of 2013, the MATATAG curriculum, and the Philippine Professional Standards for Teachers (PPST) has intensified these pressures, raising expectations for teacher performance. Teachers struggle to master diverse life skills subjects while aligning their work with supervisory evaluations (Fulgado, 2018; Javorčíková et al., 2021). Furthermore, inadequate resources and insufficient professional development opportunities exacerbate these challenges, underscoring the urgent need for educational reforms aimed at enhancing teacher development and improve overall teaching quality (Alba & Gamozo, 2024; Sumanga et al., 2022).

Work task motivation is a fundamental cognitive process that influences the performance of the teachers especially in delivering educational outcomes as it directly shapes their engagement, effort, and teaching quality (Wietrak, Rousseau, & Barends, 2021). As we recognized that teachers are one of the most

significant investments in schools, their motivation significantly influences their performance, therefore, a lack of motivation can hinder quality and reduce the overall performance of the teachers (Davidson, 2021). According to the study of Antwi et al. (2023), teachers' motivation differs from one person to another. Some are driven by monetary value, other are supportive work environments, job satisfaction, or opportunities for professional growth and development. These motivators align closely with key performance indicators (KPIs) which are output quality, timeliness, attendance, and the ability to do the task efficiently in which they are linked to higher motivation levels (Mathis & Jackson, as cited by Peninnah, 2018). While many teachers exhibit commendable attitudes, these are often tested by a lot of factors such as large class sizes, behavioral issues, and limited parental involvement, which can strain the teacher-student dynamic over time (Dolores et al., 2023). Moreover, demands from administrative and complementary tasks, including class size, class preparation, class duration, and extracurricular duties, significantly affect motivation and performance (Puteri, 2020). High workload, as Tarraya (2023) observes can diminish job satisfaction, further undermining motivation, while Jomuad et al. (2021) highlight that Filipino teachers often face burnout due to excessive demands. Thus, effectively managing workload is crucial for maintaining motivation, which leads to improved teacher performance and positive educational outcomes.

Work task motivation influence the personal cultural orientation of the teachers as this shapes their beliefs, practices, and interactions within educational settings, providing a sense of identity and belongingness. Teachers with strong cultural roots tend to place high value on collaboration, support, and a sense of community, which can significantly enhance their motivation at work. Effective interpersonal relationship that are grounded in cultural values as mentioned by Zubova (2022) are crucial for teachers as it provide the emotional and social support needed to excel in their roles, enhancing their motivation to engage in teaching tasks. However, many teachers are resistant in embracing new teaching trends because of the perceived risk of trying something new, the time it might take to implement the changes, and the potential disruption of established routines (Suer & Karagul, 2023). The study of Kaya & Demir (2022) also states that if one person has a strong personal cultural orientation, it leads to a genuine dedication to preserving their cultural heritage. This profound commitment can enhance motivation by emphasizing the importance of education in relation to local traditions. In this context, teachers' motivation is influenced by how closely these cultural values resonate with their professional setting and the work tasks they undertake. By integrating values related to their personal cultural orientation into teaching find more motivation and enhance their overall performance and effectiveness in the classroom setting.

Personal cultural orientation plays a crucial factor in teachers on how they carry out their responsibilities, influencing their behavior, engagement, and overall performance in the classroom. Nadeem et al. (2021) argue that numerous socioeconomic and cultural factors, affecting how satisfied we feel with our profession and how well we perform. For example, many teachers in Pakistan from lower socio-economic backgrounds express discontent with their profession. This example shows how one's personal cultural orientation influences the how they view the value of their career and ultimately affect their performance. According to Abdessallam Khamouja et al. (2020), due to their strong traditional ideas, teachers refuse to go down and establish a friendly relationship with the students, as they believe that a teacher remains a teacher, and a student remains a student. Research across various cultural backgrounds demonstrates the value of their personal cultural orientation in boosting motivation and enhancing performance. For instance, a study by Tsao (2022) in Taiwan discovered that cultural values such as dedication and perseverance contribute to high motivation, leading to better performance outcomes. Similarly, in the

Philippines, Cominghud and Arevalo (2020) found that when teachers are actively involved in decision-making and are supported by a nurturing cultural environment, their motivation and engagement levels rise, resulting in improved performance.

Furthermore, the Department of Education's Order No. 35 s. 2016 promotes the importance of the Learning Action Cell (LAC) as a program as part of the K to 12 initiatives, which encourages teachers to play a major role in establishing learning environments that cater to diverse student needs. This approach enhances teachers' personal cultural orientation. These findings collectively illustrate how cultural values and traditions are important in cultivating a motivating and supportive work environment, ultimately leading to enhanced teacher performance.

Work task motivation includes all of the internal and external elements that motivate, sustain, and guide a person's efforts to accomplish certain work objectives. According to Fisher et al. (2019), both extrinsic factors like prizes or recognition and inner ones like personal fulfillment influence this drive. Teachers with strong intrinsic motivation often led to deeper engagement with their core responsibilities, which enhances student outcomes. While external rewards, like salary increases or recognition, can boost motivation, research indicates that their long-term benefits on performance and work satisfaction are typically less substantial than those of intrinsic motivation (Pandya, 2024). Furthermore, a study on Teacher Enthusiasm and Student Motivation by Palmer (2020) found that motivated teachers are more likely to be enthusiastic and proactive in the classroom. This zeal enhances the educational setting and has a beneficial impact on student achievement.

Further empirical evidence suggests that work task motivation is deeply rooted in a lot of contextual factors. For instance, the study by Dewi Nusraningrum et al. (2024) emphasized that motivation is not static but can vary depending on the work environment, relationships with colleagues, and leadership style. Teachers who perceive a supportive work environment, which includes clear expectations, professional development opportunities, and a sense of autonomy, report higher motivation levels (Wang et al., 2024). They also explored how teachers' motivational beliefs influenced their instructional practices, showing that teachers who have high motivation tend to engage in innovative teaching methods, positively impacting student learning outcomes. Thus, understanding the dynamic nature of motivation is crucial for developing strategies to enhance teacher performance.

Teacher performance is frequently assessed based on how well their students perform academically, how they manage the classroom, and their ability to foster a supportive and encouraging a diverse learning environment. According to a study by Hafner (2024), teacher self-efficacy—belief in one's ability to organize and execute courses of action necessary to produce given attainments—has a significant positive correlation with performance. Teachers who believe in their capacity to positively impact their students' lives often enhance their teaching strategies and go the extra mile in their efforts. They tend to make their lessons engaging, handle their classroom dynamics better, and foster an environment that promotes student success. Additionally, research by Tannous (2020), reveals that teacher quality is one of the most significant factors affecting student achievement. High-performing teachers consistently demonstrate not only academic knowledge but also interpersonal skills, emotional intelligence, and resilience, all of which contribute to their overall performance.

Moreover, teacher performance can be affected by personal and contextual elements, which includes professional development, work-life balance, and external evaluation standards. A study by Priya (2024), emphasized that teachers who engage in continuous professional learning and are provided with meaningful feedback from evaluations show improved performance in the classroom. Furthermore,

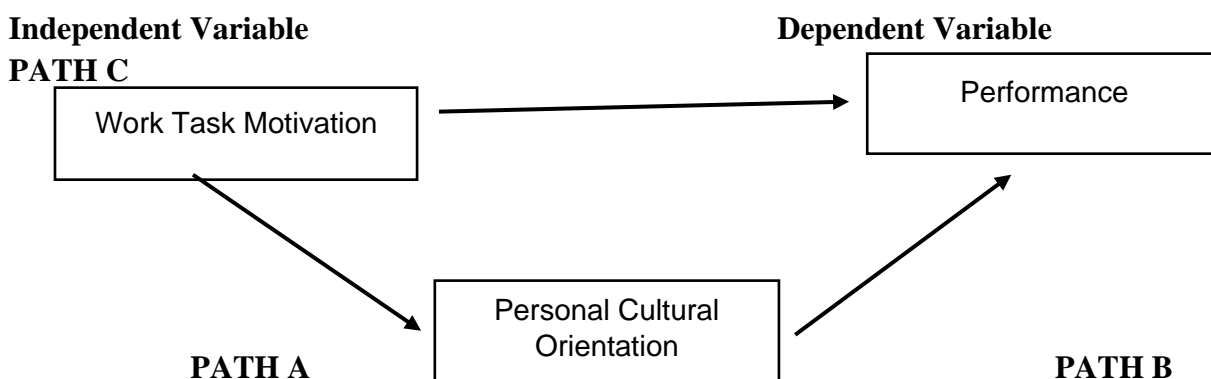
according to Singh & Mukeredzi (2024), teachers who collaborate with peers and participate in a positive school culture are more likely to adopt best practices, contributing to their enhanced performance. Teacher performance is not merely a reflection of individual capabilities but is also shaped by the support systems and structures within the educational setting.

Personal cultural orientation refers to an individual’s values, beliefs, and behaviors that are shaped by their cultural background, which influences how they perceive and interact with the world. According to Carter et al. (2023), cultural dimensions such as individualism versus collectivism, power distance, and uncertainty avoidance significantly shape personal and professional behavior. Teachers' cultural orientation can impact how they manage classroom dynamics, interact with students, and approach teaching practices. For example, teachers from collectivist cultures tend to emphasize group harmony, collaboration, and student relationships, while those from individualistic cultures may focus more on personal achievement and independent learning (Zhang & He, 2024).

Moreover, studies show that teachers who integrate their cultural orientation into teaching practices tend to build more positive relationships with students, resulting in greater student satisfaction and better academic outcomes. A study by Chang (2024) highlighted that teachers who embrace their cultural values within the classroom foster an environment that supports inclusivity and mutual respect. Understanding the role of cultural orientation is crucial for creating an inclusive and effective educational environment that can cater to diverse student needs and enhance learning experiences.

Figure 1 illustrates the framework depicting the interaction among the variables of the study. The independent variable, work task motivation, includes various components such as class preparation, teaching, student evaluation, administrative tasks, and complementary activities. In contrast, teacher performance functions as the dependent variable, encompassing aspects such as attitude toward students, subject mastery, teaching methodology, and personal characteristics.

Additionally, personal cultural orientation acts as a mediating variable and bridges the interrelationship among work task motivation, and performance.



Mediating Variable

Figure 1. Conceptual Framework of the Study

Path A demonstrates the direct influence of work task motivation on personal cultural orientation. Meanwhile, Path B illustrates how personal cultural orientation affects performance. Finally, Path C highlights the direct link between work task motivation and performance, whether we are bypassing the mediating effect of personal cultural orientation.

This study is based on the Goal Theory by Edwin Locke and Gary Latham (1900), which highlights how personal goals and the work environment shape an individual's motivation and performance. According to this theory, people who focus on learning-oriented goals are driven to embrace challenges, regularly examine their performance, and refine their strategies for future tasks. This approach creates a continuous cycle of learning and improvement, ultimately enhancing their higher performance both before during tasks and after receiving feedback (Hu et al., 2012 as cited by Vveinhardt & Andriukaitiene, 2017).

Furthermore, the Cultural Intelligence (CQ) theory developed by Earley and Ang (2003) supported this idea. It suggests that being culturally intelligent means recognizing and understanding cultural differences and adjusting one's behavior to thrive in various cultural settings. A key aspect of this theory is personal cultural orientation, which reflects cultural values and attitudes. This orientation significantly influences how employees view and react to cultural diversity, ultimately impacting their motivation and performance at work. In the education sphere, teachers who possess high cultural intelligence tend to be more motivated to be more eager to connect with students from different backgrounds. Their ability to navigate cultural differences boosts their confidence and willingness to effectively facilitate learning (Setiabudi et al., 2021). This increased motivation stems from their understanding of cultural nuances, allowing them to modify their teaching strategies and approaches accordingly. Thus, culturally intelligent teachers are not only more responsive to the multiple needs of their learners but also leverage an understanding to enhance educational outcomes.

Carlgren and BenMahmoud-Jouini (2021) delve into how cultural alignment impacts the implementation of design thinking (DT) within organizations. They highlight key cultural traits that play a vital role, including intrinsic motivation, a sense of purpose, flexibility, collaboration, and outward focus. These traits are crucial for motivating employees to engage with diverse cultural contexts, ultimately enhancing performance in varied situations. However, when there's a disconnect between these cultural values and the actual practices within the organization, it can lead to disengagement, poor teamwork, and a lack of external orientation. This misalignment diminishes both individual motivation and overall performance. Thus, organizations need to align their culture with these factors to create an environment where everyone is empowered and thrived.

This investigation must be conducted immediately because the existing literature reveals significant gaps in understanding how one's cultural orientation influences the relationship between work task motivation and teacher performance. While Vo et al. (2022), in their study titled *Work Motivation: The Roles of Individual Needs and Social Conditions*, emphasized the impact of personal needs and socio-cultural contexts on work motivation, they provided limited exploration of how personal cultural orientation mediates this relationship. By focusing on this unexplored relationship, this study aims to bridge the gap and broaden our understanding of the interplay between work task motivation, personal cultural orientation, and performance. In addition, it may introduce a new perspective since the research finds no existing literature conducted in the local setting. Furthermore, this study aligns with Sustainable Development Goal (SDG) 4: Quality Education, which emphasizes the need for inclusive and equitable education by understanding the factors that enhance teacher performance and motivation (United Nations, 2024).

Generally, this study aims to determine the mediating effect of personal cultural orientation on the relationship between work task motivation and performance among teachers in public junior and senior high schools in Governor Generoso, Davao Oriental. Specifically, the following research questions are formulated: Determine the level of work task motivation among teachers in class preparation, teaching,

evaluation of students, administrative tasks; and complementary activities; Determine the level of performance among teachers in terms of attitude toward students, subject mastery, teaching methodology, and personal characteristics; Determine the level of personal cultural orientation of the teachers; Identify any significant relationship between work task motivation and performance among teachers, work task motivation and personal cultural orientation, and personal cultural orientation and performance among teachers; Ascertain the mediating effect of personal cultural orientation on the relationship between work task motivation and performance among teachers.

The formulated hypotheses were tested at a 0.05 level of significance: (H₀1) There is no significant relationship between work task motivation and performance among teachers and work task motivation and personal cultural orientation and personal cultural orientation and performance among teachers. Also, (H₀2) Personal Cultural Orientation does not mediate the relationship between work task motivation and performance among teachers.

This study investigates the relationship between work task motivation and performance, with a focus on the mediating role of personal cultural orientation among public junior and senior high school teachers in Governor Generoso, Davao Oriental. This research addresses a significant gap in the existing literature, as no studies have specifically explored how personal cultural orientation influences this relationship in the local context. The findings of this study are of global relevance, as they align with UN Sustainable Development Goal (SDG) 4: Quality Education, which advocates for inclusive, equitable, and quality education, and promotes lifelong learning opportunities for all. By understanding the cultural factors that influence work motivation and teacher performance, this research contributes to improving educational outcomes on a broader scale.

Locally, this study is particularly relevant to educational institutions in the Municipality of Governor Generoso such as public schools, where teachers' work motivation and performance directly impact student outcomes. Curriculum heads, district supervisors, and principals can use the findings to refine professional development programs and tailor motivational strategies to better suit the cultural backgrounds of teachers. Additionally, community organizations involved in education can benefit by utilizing these insights to improve support systems for educators. This research provides important insights that can help shape policies and practices designed to enhance teacher engagement and performance. Furthermore, future researchers can build on this work to explore the broader implications of cultural orientation in educational settings, expanding the understanding of its role in teacher effectiveness across diverse environments.

METHOD

In this section, we will introduce the participants involved in the research, the materials and tools used, as well as the design and procedures followed during the study.

Research Respondent

The study examined on teachers from eight (8) public secondary schools in both the northern and southern districts of Governor Generoso municipality, with a total population of 1600 teachers. The schools included in the study were Sigaboy Agricultural Vocational High School, Tibanban National High School, Tamban National High School, Magdug National High School, Luzon National High School, Nangan National High School, Pundaguitan National High School, and Lavigan National High School. To determine the sample size for the study, Slovin's Formula was applied, resulting in the selection of 323

teachers to participate. This formula is expressed as $n=N/(1+N_e2)$ (Stephanie, 2003). For this research, a margin of error of 0.05 and a confidence level of 0.95 confidence level were utilized.

Participants in this study were chosen through a method called stratified random sampling. This approach was used to guarantee that teachers in public junior and senior high school across both the North and South districts of Governor Generoso had an equal opportunity to participate. The stratification process enabled the population to be divided into distinct categories, ensuring proportional representation from each school. Specifically, the sample included 52 teachers from Sigaboy Agricultural Vocational High School, 40 from Tibanban National High School, 35 from Tamban National High School, 35 from Magdug National High School, 41 from Luzon National High School, 41 from Nangan National High School, 39 from Pundaguitan National High School, and 40 from Lavigan National High School. This method ensured that every subgroup was represented appropriately, guaranteeing that the results would be relevant and applicable to the investigated context. Salkind (2007) suggests that stratified random sampling is a valuable method because it ensures that different groups within each category are comparable. This approach improves the overall representativeness and reliability of the results.

The respondents were degree holders or had diplomas in education and had been teaching in junior and senior public schools in the Division of Davao Oriental, specifically in the Governor Generoso North and South Districts, for more than a year. On the other hand, respondents who were excluded from the study were teachers who had not rendered their services for more than one year and non-teaching personnel. Participants could withdraw their consent at any time and could stop their involvement without penalty if any ethical considerations were compromised.

Materials and Instrument

A three-part questionnaire was used in the study, with one part dedicated to each variable. The first part of the questionnaire was adapted from the Personal Cultural Orientation scale constructed by Sharma (2010) and consisted of 66 items. The second set of instruments was constructed by Fernet et al. (2008), which was the Work task Motivation Scale for Teachers (WTMST). Thus, this instrument was adapted and included 15 items for each indicator: class preparation, teaching, evaluation of students, administrative tasks, and complementary tasks, totaling 75 items. The third set of questionnaires was adapted from Akram (2010) and included 4 indicators for this variable: 7 items for attitude toward students, 7 items for subject mastery, 7 items for teaching methodology, and 4 items for personal characteristics.

The pilot study results included the calculation of Cronbach's alpha coefficient to assess the reliability of the scales. The coefficients were 0.963 for work task motivation, 0.929 for performance, and 0.970 for personal cultural orientation, indicating a high level of internal consistency across all variables. These values confirm the instrument's reliability and its suitability for measuring the constructs in this study. Additionally, expert validation of the instrument yielded an overall mean of 4.34, further supporting the validity of the tool.

Permission was obtained to adopt a questionnaire from Sharma (2010) on the Personal Cultural Orientation scale, Fernet et al. (2008) on the Work task Motivation Scale for Teachers (WTMST), and Akram (2010) on the performance among teachers scale. These instruments were further validated by experts in the field to ensure their applicability and relevance to the research objectives.

.On the 5-point rating scale, the mean range and verbal interpretation are as follows: 4.51-5.00 or Very High, which signifies that measures are always manifested, 3.51-4.50 or High, meaning that measures are often manifested, 2.51-3.50 or Moderate, indicating that measures are occasionally demonstrated, 1.51-

2.50 or Low, indicates that measures are rarely manifested, and 1.00-1.50 or Very Low, indicates that measures are hardly ever manifested.

Design and Procedure

The research utilized a descriptive correlation design. The descriptive study described teachers' work task motivation during the investigation, while the correlational research ascertained statistical associations between two variables (Vanderstoep & Johnston, 2008). Additionally, the correlation design aimed to assess the strength of the relationship between the variables being studied (Creswell & Creswell, 2018). In addition, the study also utilized a stratified random sampling to select the eligible respondents.

Mediation analysis is a statistical method that helps us understand how one factor affects another by examining the role of an intermediary factor. In simpler terms, it looks at how an independent variable impacts a dependent variable through the influence of a mediating variable (MacKinnon et al., 2007). In this study, mediation analysis can elucidate how personal cultural orientations affect teachers' motivation and subsequently their performance. By identifying personal cultural orientation as a mediator, researchers can assess the indirect effects of cultural factors on motivation (X) and performance (Y), thus providing insights into how personal and cultural contexts shape educational outcomes. This aligns with established frameworks in mediation analysis, which emphasize the importance of understanding causal relationships and the role of mediating variables in educational settings

The researcher followed systematic procedures to ensure the efficient collection and retrieval of data. The researcher first reached out to the Dean of Professional Schools to request permission to submit a study proposal in the Schools Division of Davao Oriental. The researcher sent letters to the preferred schools after the approval, asking for their permission to conduct the study. Following the permission was granted, survey forms were distributed to participants over a span of one to four weeks.

Upon retrieval of the completed questionnaires, the data underwent thorough screening for completeness and accuracy before being encoded and tabulated. After this thorough check, the anonymized information was then input into an Excel spreadsheet and was then submitted to statisticians using the UMPS statistics poll for analysis. The results obtained were used as the basis for evaluation and interpretation, ensuring that the data collection and retrieval process upheld both methodological rigor and ethical standards.

The researcher went through procedures for data treatment. The collected information was tabulated, thoroughly analyzed, and tested while using the mean to quantify the levels of personal cultural orientation, work task motivation, and performance among teachers to address objectives one to three. The Pearson Product Moment Correlation was also employed to ascertain the relationship between personal cultural orientation, work task motivation, and performance among teachers.

To explore how personal cultural orientation might influence the connection between work task motivation and performance, we carried out a mediation analysis, focusing particularly on path analysis. This statistical method examined the direct, indirect, and total effects of the variables to identify the mediation pathways (Valenzuela & Bachmann, 2017). The path coefficients were analyzed to determine whether work task motivation acted as a mediator and to measure the strength and significance of the relationships. In accordance with the ethical protocols and guidelines established by the University of Mindanao Ethics Committee, the researcher assured the participants that they had consented to voluntarily participate in the study, with a clear understanding that their involvement was without repercussions. The purpose of conducting this research was thoroughly defined and given to the respondents through formal consent to ensure that they completely knew how they would be able to contribute to the study. Survey questionnaires

were only delivered to individuals who accepted the invitation to participate. The researcher also made certain that all study participants were fully aware of the use of anonymity to avoid finding and identifying their personal information. On the other hand, the advisor joins the study as a co-author for publishing reasons. With Protocol Number UMERC-2024-273, on April 20, 2024, the University of Mindanao Ethics Review Committee (UMERC) awarded the Certificate of Approval.

RESULTS AND DISCUSSION

This section presents the analysis of findings which pertains to the assessment of work task motivation, performance, and personal cultural orientation. Additionally, the section discusses the implications and impact of the study's findings on the public junior and senior high schools in Governor Generoso.

Work Task Motivation of Public Junior and Senior High School Teachers

Table 1 shows the level of work task motivation, with a weighted mean of 4.31 (Standard deviation = 0.305), *very high*. It can also be observed from the table that the indicators *teaching*, and *evaluation of students* obtained the highest means of 4.41, very high (Standard deviation = 0.391 and 0.296). This indicates that public junior and senior high school teachers in Governor Generoso are often manifest motivated in these areas. Although *complementary tasks* received the lowest mean of 4.19 (Standard deviation = 0.480), it is still *high*, indicating that motivation in doing complementary tasks is often manifested among teachers.

Table 1
Level of Work Task Motivation among Public Junior and Senior High School Teachers

	Mean	SD	Descriptive Level
class preparation	4.34	0.430	very high
teaching	4.41	0.391	very high
evaluation of students	4.41	0.296	very high
administrative tasks	4.20	0.504	very high
complementary tasks	4.19	0.480	high
Overall	4.31	0.305	very high

These findings imply that the very high motivation of teachers in teaching and evaluating students is deeply rooted in their purpose and professional commitment to deliver more than what is needed to the students. Many teachers responded that they feel a great sense of satisfaction and joy from molding the minds of the students. They see teaching and evaluation as valuable contributions to student growth, which boosts their motivation. Furthermore, the clarity of the goals and outcomes associated with these responsibilities reinforces their commitment to teaching. Teachers emphasized that their motivation increases when their responsibilities align with both their professional values and personal beliefs. Conversely, while motivation for complementary tasks remains high, the lower mean suggests that these tasks may not bring the same sense of fulfillment as their primary teaching duties. Complementary tasks, which often include administrative duties, extracurricular coordination, and other support roles, might be perceived as an extra burden to the teachers. Teachers acknowledged the necessity of these tasks in

maintaining overall school operations, yet the additional workload and time these responsibilities require might contribute to their being viewed as secondary priorities. Despite this, the high descriptive value emphasizes the teachers' resilience and readiness to carry out their larger functions, even if these tasks may not elicit the same passion as their primary teaching and evaluation obligations.

The findings are both supported and contrasted by related studies. For instance, the strong motivation for teaching and evaluating students aligns with Onyefulu et al. (2023), who found that teachers, driven by a sense of vocation and passion for teaching, remain committed to their responsibilities despite the pressures of their roles. However, it contradicts Wakoli's (2019) study that the time-consuming nature of student evaluation negatively affects the motivation of the teachers. Nevertheless, both studies agree that administrative and complementary tasks often lead to reduced motivation, with Jomud et al. (2021) linking these tasks to burnout due to increased workload. This suggests that balancing teaching duties with streamlined administrative responsibilities could help address the motivational gap in complementary tasks, allowing teachers to focus more fully on their primary responsibilities.

Teaching Performance of Public Junior and Senior High School Teachers

The level of performance was analyzed derived from the computed mean ratings of these indicators: attitude toward students, subject mastery, teaching methodology, and personal characteristics. Table 2 shows that teachers' overall performance had a mean score of 4.35 (Standard deviation = 0.280), *very high*. Additionally, the results revealed that *attitude towards students* received the highest mean score of 4.45 (Standard deviation = 0.385), while *teaching methodology* had the lowest mean score of 4.30 (Standard deviation = 0.447); both are at a *very high* level.

Table 2
Level of Performance among Public Junior and Senior High School Teachers

	Mean	SD	Descriptive Level
attitude towards students	4.45	0.385	very high
subject mastery	4.34	0.450	very high
teaching methodology	4.30	0.447	very high
personal characteristics	4.31	0.484	very high
Overall	4.35	0.280	very high

Taken as a whole, these findings indicate that public junior and senior high school teachers in Governor Generoso show a very high level of performance in attitude towards students and subject mastery highlighting not only their strong individual attributes but also a deeper professional dedication to improving student outcomes. For instance, teachers view their role as an opportunity for service for students by focusing on building their self-confidence while creating a welcoming and supportive classroom atmosphere. The very high level of performance in subject mastery shows that teachers are actively working to engage their students. They possess a solid understanding of the material they teach and strive to make it interesting, exciting, and captivating for their students. In contrast, while the performance in teaching methodology remains very high, it slightly lags other indicators. This may suggest teachers recognize the importance of utilizing diverse techniques yet see room for improvement in adapting methods for varied learning needs.

Related studies support and contradict the findings. For instance, teachers' favorable attitude towards students aligns with the study of Javorčiková et al. (2021), who found that positive teacher-student relationships significantly enhance classroom engagement and learning outcomes. However, Dolores et al., (2023) argue that it can strain the teacher-student dynamic over time due to factors such as large class sizes, behavioral issues, and limited parental involvement. On the other hand, the slightly lower mean score in teaching methodology suggests a divergence from the expectation that teachers should effectively diversify their teaching strategies. This is echoed by Alba and Gamozo (2024), who reported that resource limitations and curriculum mismatches can hinder teachers' ability to adapt their teaching methods effectively. Furthermore, both studies highlight that insufficient professional development opportunities, as discussed by Sumanga et al. (2022), may impede teachers' effectiveness in the classroom. Without these interventions, the gap between subject mastery and effective methodological application may widen, potentially impacting students' learning experiences. Therefore, it indicates that while teachers are committed to their primary responsibilities, addressing challenges in resource availability and professional growth is essential for enhancing teaching practices and overall performance.

Personal Cultural Orientation of Public Junior and Senior High School Teachers

Table 3 displays the data of the descriptive statistics assessing the level of personal cultural orientation both junior and senior high school teachers in the Municipality of Governor Generoso. The overall mean score was 4.17 (Standard deviation = 0.248), *high*, indicating that all enumerated indicators are oftentimes manifested by the targeted respondents. The mean was calculated from the overall mean of the indicators included in this study. As shown in the same table, the indicator for tradition achieved the highest mean score of 4.68 (Standard deviation = 0.336), *very high*, while consumer innovativeness had the lowest mean score of 3.53 (Standard deviation = 0.907), *high*.

Table 3
Level of Personal Cultural Orientation among Public Junior and Senior High School Teachers

	Mean	SD	Descriptive Level
independence	4.22	0.527	very high
interdependence	4.33	0.502	very high
power	4.26	0.513	very high
social inequality	4.22	0.612	very high
risk aversion	4.08	0.597	high
ambiguity tolerance	4.21	0.487	very high
masculinity	3.85	0.796	high
gender equality	4.35	0.475	very high
tradition	4.68	0.366	very high
prudence	4.46	0.406	very high
consumer ethnocentrism	3.85	0.713	high
consumer innovativeness	3.53	0.907	high
Overall	4.17	0.248	high

The level of personal cultural orientation of junior and senior high school teachers in Governor Generoso obtained a high-level assessment as evaluated by the respondents. This suggests that there is a strong inclination towards cultural values among educators, which may influence their teaching practices and interactions with students. Tradition emerged as the most prominent indicator, classified as a very high mean score denotes that teachers always manifested a substantial value on traditional practices and beliefs, which may shape their approach to education and their relationships with students and the community. Many respondents expressed a commitment to traditional practices, by believing that traditional values are important, and they care a lot about my family history. This commitment likely shapes their educational approaches and fosters a respectful environment for diverse perspectives. On the other hand, the lower mean score for consumer innovativeness suggests a more cautious stance toward new trends and practices. While teachers acknowledge the significance of innovation, they prefer a routine way of life to an unpredictable one. This hesitance reflects a preference for stability over change, indicating that while teachers recognize the value of innovative practices, they may view them as secondary to their traditional approaches, possibly due to the challenges and uncertainties associated with adopting new methods. The findings are supported and contrasted by related studies. For instance, the high emphasis on tradition among teachers aligns with the work of Kaya and Demir (2022), who emphasize the importance of tradition in shaping educational environments and teacher-student relationships, however, it is contrasted by the study of Abdessallam Khamouja et al. (2020), which posits that because of high traditional beliefs they hold, teachers refuse to go down and create a friendly relationship with their students. The lower mean score for consumer innovativeness suggests a divergence from the expectation that teachers should embrace new educational trends and innovative practices. This is echoed by Suer & Karagul (2023), who found that a conservative approach to change in educational contexts can limit innovation. This reluctance to engage with innovative practices often stems from perceived risks associated with unfamiliarity, time investment, and potential disruption of established routines.

Correlation between Work Task Motivation, Performance and Personal Cultural Orientation

Table 4 displayed the results of the bivariate correlation analysis using the Pearson product-moment correlation, examining the relationships among the independent (work task motivation), dependent (performance), and mediating (personal cultural orientation) variables. The first zero-ordered correlation analysis between work task motivation and performance revealed a computed r-value of 0.541, $p < 0.001$ level. The analysis revealed a strong positive correlation between work task motivation and performance. Meanwhile, the second bivariate correlation analysis of work task motivation and personal cultural orientation yielded an r-value of 0.322, $p < 0.001$. The analysis shows evidence of a moderate positive correlation between work task motivation and personal cultural orientation. Finally, the correlation analysis between personal cultural orientation and performance acquired an r-value of 0.279, $p < 0.001$. Thus, the null hypothesis of no significant relationship is therefore rejected.

The significant relationship between work task motivation and performance reinforced the idea that increased motivation is generally linked to better performance in teaching. Teachers who are passionate about their tasks tend to perform beyond their

Table 4
Correlation between Work Task Motivation, Performance, and Personal Cultural Orientation

		work task motivation	performance	personal cultural orientation
work task motivation	Pearson's r	—		
	df	—		
	p-value	—		
performance	Pearson's r	0.541 ***	—	
	df	321	—	
	p-value	< .001	—	
personal cultural orientation	Pearson's r	0.322 ***	0.279 ***	—
	df	321	321	—
	p-value	< .001	< .001	—

Note. * p < .05, ** p < .01, *** p < .001

role. This motivation can arise from a variety of factors, including job satisfaction, workplace environment, and professional development opportunities. Additionally, the moderate link between work task motivation and personal cultural orientation implies that teachers who draw inspiration from values and norms that resonate with their personal cultural orientation may find greater drive in their roles which influences their professional behavior and engagement with the tasks. Finally, while the correlation between personal cultural orientation and performance is weak, it indicates that specific personal cultural perspectives might have a subtle effect on work performance, especially in aspects involving collaboration and adherence to traditional teaching methods. This suggests that each personal cultural orientation influences how they view their profession, interact with their colleagues, and implement classroom strategies.

The findings in this study reinforce existing literature that emphasizes motivation as a key factor in teacher performance. Davidson (2021) and Antwi et al. (2023) argue that various motivators, such as job satisfaction, financial rewards, and a supportive work environment, play essential roles in enhancing teacher performance, aligning with the significant correlation observed between work task motivation and performance in this study. Furthermore, the moderate correlation between work task motivation and personal cultural orientation aligns with Tsao (2022) and Nadeem et al. (2021), who suggest that personal cultural orientation can positively influence work task motivation, even in challenging socioeconomic or institutional contexts. Teachers who resonate with cultural values often show stronger dedication to their work task, as seen in Tsao's findings in Taiwan where 283 instructors reported high levels of motivation, likely influenced by a strong cultural alignment with their work. Likewise, Nadeem et al. (2021), where low socioeconomic standing in Pakistan was shown to diminish motivation in 84% of female teachers, highlighting how one's personal cultural orientation impacts motivation.

Finally, although this study found only a weak correlation between cultural orientation and performance, the result suggests that individuals with certain cultural orientations may experience slightly better performance outcomes. While cultural orientation may influence certain aspects of workplace dynamics, its direct impact on performance outcomes is limited. This finding underscores the idea that cultural orientation functions as a contextual rather than a determining factor in performance. For instance, cultural

traits such as collectivism or respect for power distance may enhance collaboration or foster harmonious relationships among colleagues, yet they may not directly translate into measurable performance improvements. This aligns with Zubova’s (2022) study, which emphasizes the importance of interpersonal relationships and the provision of support in improving teacher performance which is contradicted with the study of Abdessallam Khamouja et al. (2020), in which teachers are resistant to create a friendly environment because they believe of the supreme position that is socially constructed. This suggests that while cultural orientation may not directly impact performance, it can still play a role in shaping workplace dynamics, which in turn could influence performance outcomes.

Mediation Analysis

Table 5 displays the results of the mediation analysis assessing the indirect, direct, and total effects of work task motivation on performance through personal cultural orientation. The indirect effect ($a \times b$) of work task motivation on performance via personal cultural orientation was significant (Estimate = 0.0346, SE = 0.0156, 95% CI [0.00412, 0.0651], $Z = 2.22$, $p = 0.026$), indicating that personal cultural orientation partially mediates this relationship. The indirect effect accounts for 6.97% of the total effect, suggesting that while the mediating pathway is statistically significant, its impact is relatively modest compared to the direct effect.

Table 5
Mediation Analysis of the Three Variables

Effect	Label	Estimate	SE	95% Confidence Interval		Z	p	% Mediation
				Lower	Upper			
Indirect	$a \times b$	0.0346	0.0156	0.00412	0.0651	2.22	0.026	6.97
Direct	c	0.4623	0.0450	0.37417	0.5505	10.28	< .001	93.03
Total	$c + a \times b$	0.4970	0.0430	0.41278	0.5812	11.57	< .001	100.00

The direct effect (c) of work task motivation on performance remains highly significant (Estimate = 0.4623, SE = 0.0450, 95% CI [0.37417, 0.5505], $Z = 10.28$, $p < 0.001$), accounting for 93.03% of the total effect. This substantial direct effect underscores that work task motivation strongly influences performance independently of personal cultural orientation. The total effect ($c + a \times b$) of work task motivation on performance is significant (Estimate = 0.4970, SE = 0.0430, 95% CI [0.41278, 0.5812], $Z = 11.57$, $p < 0.001$), reflecting the combined impact of both the direct and indirect pathways. Hence, the result is partially mediated.

These findings indicate that while personal cultural orientation serves as a significant mediator, the predominant influence of work task motivation on performance occurs directly, highlighting the essential influence of motivation on performance outcomes. Therefore, institutions should prioritize strategies that enhance teachers’ work task motivation to drive performance improvements. Although personal cultural orientation can help tailor motivational approaches to a diverse workforce, creating an environment that fosters motivation remains paramount (Setiabudi et al., 2021). Locke & Latham’s (1900) Goal Theory also supports this view that aims by emphasizing the importance of effective goal-setting strategies in optimizing teachers’ performance. By focusing on clear goals, providing tailored feedback, fostering

commitment, enhancing self-efficacy, and managing task complexity, institutions can cultivate a motivating work environment that leads to improved performance outcomes.

Path Estimates of the Relationships between Work Task Motivation, Performance, and Personal Cultural Orientation

Table 6 details the path estimates illustrating relationships between work task motivation, personal cultural orientation, and performance. The path from work task motivation to personal cultural orientation (Path a) was statistically significant (Estimate = 0.263, SE = 0.0429, 95% CI [0.1785, 0.347], Z = 6.12, p < 0.001), indicating that increased motivation positively influences personal cultural orientation. This suggests that motivated individuals are likely to align their work behaviors more closely with their cultural values which aligns with existing literature emphasizing the role of personal values in guiding work-related behavior. Furthermore, this interplay highlights the necessity for organizations to consider cultural contexts when designing motivational strategies, as different cultures prioritize various motivational drivers—individualistic cultures may favor autonomy while collectivist cultures emphasize social harmony (Vo, Tuliao, and Chen, 2022).

The path from personal cultural orientation to performance (Path b) appeared to be significant (Estimate = 0.132, SE = 0.0552, 95% CI [0.0236, 0.240], Z = 2.39, p = 0.017), supporting the notion that personal cultural orientation positively impacts performance. However, the strength of this path is moderate compared to the direct effect, highlighting that personal cultural orientation contributes to performance but does not

Table 6
Path Estimates of the Relationships between Work Tasks Motivation, Performance, and Personal Cultural Orientation

			Label	Estimate	SE	95% Confidence Interval		Z	p
						Lower	Upper		
work task motivation	→	personal cultural orientation	a	0.263	0.0429	0.1785	0.347	6.12	< .001
personal cultural orientation	→	performance	b	0.132	0.0552	0.0236	0.240	2.39	0.017
work task motivation	→	performance	c	0.462	0.0450	0.3742	0.551	10.28	< .001

dominate the relationship. This finding aligns with Earley and Ang’s (2003) Cultural Intelligence theory, which emphasizes about the person’s aptitude to perform in varied cultural contexts depends on their awareness and understanding of cultural differences, as well as their ability to adapt behaviors accordingly. In this context, teachers with higher cultural intelligence are likely better equipped to navigate the complexities of multicultural classrooms, leading to improved performance. Nonetheless, the relatively moderate impact of cultural orientation, when compared to the direct effect of motivation, underscores that cultural intelligence enhances performance but does not outweigh the driving force of motivation itself. Thus, while cultural orientation is important in fostering adaptability and efficiency in diverse environments, motivation remains the critical factor in determining overall performance.

The direct path from work task motivation to performance (Path c) is highly significant (Estimate = 0.462, SE = 0.0450, 95% CI [0.3742, 0.551], Z = 10.28, p < 0.001), reinforcing that motivation independently and robustly drives performance outcomes. This direct relationship remains the most potent pathway, emphasizing the primary role of work task motivation in performance enhancement. This finding is reflected in Goal Theory (1900), which posits that individuals' motivation and performance are influenced by their personal goals and the work context. According to this theory, individuals with a learning-oriented goal orientation are driven to seek challenges, persistently evaluate their efforts, and refine their strategies for improvement (Hu et al., 2012, as cited in Vveinhardt & Andriukaitiene, 2017). This constant pursuit of learning and self-improvement is strongly linked to enhanced performance, both before undertaking tasks and after receiving feedback.

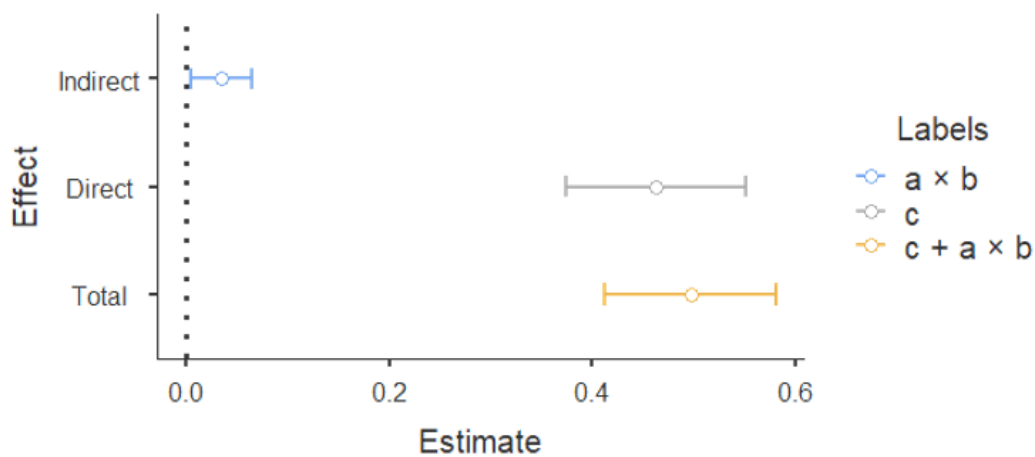


Figure 2. Estimate plot showing the effect of the paths in the mediation analysis

Finally, the powerful direct effect of work task motivation reflects the theoretical lens, emphasizing that when individuals are motivated by personal growth and goal achievement, their performance is substantially improved. The path diagram in Figure 2 visually corroborates the statistical findings, illustrating the significant direct and indirect pathways from work task motivation to performance through personal cultural orientation. The thick arrow representing the direct path (c) emphasizes its dominance over the indirect path ($a \times b$), which is depicted as a thinner line, signifying its relatively weaker influence.

CONCLUSION AND RECOMMENDATIONS

The study revealed an overall very high level of work task motivation. Similarly, the overall level of performance also received a very high assessment. Respondents also assessed their Personal Cultural Orientation as overall high as well. Moreover, there is a strong correlation between work task motivation and performance as well as personal cultural orientation. Additionally, the association between work task motivation and performance is partially mediated by personal cultural orientation.

This study supports Edwin Locke's Goal Theory (1900) which emphasized that personal goals significantly influence motivation and performance. Individuals with a learning-oriented goal actively seek challenges and refine their strategies, enhancing their ability to navigate multicultural interactions. Within this context, it illustrates how personal cultural orientation shapes motivation and performance in increasingly globalized work environments. Likewise, Earley and Ang's (2003) Cultural Intelligence

theory supports the findings that effective performance in diverse cultural settings relies on an individual's awareness of cultural differences and adaptability.

The study's conclusions influenced the researcher's suggestions. In the meantime, to enhance overall level of work motivation, the school heads of each school must strengthen collaborative learning environments allowing teachers to share successful practices and engage in peer mentoring, which reinforces a shared sense of purpose and encourages professional growth. Additionally, rigorous implementation of DepEd Order No. 2, s. 2024, should be prioritized to alleviate administrative burdens that contribute to lower motivation in complementary tasks. By redistributing these responsibilities to school heads and non-teaching personnel, teachers can concentrate on their core teaching and evaluation roles, thereby fostering greater enthusiasm for all aspects of their work. This approach aligns with the MATATAG Agenda's vision of creating a supportive work environment that is crucial for sustained high motivation among teachers.

While teachers demonstrate strong attitudes towards students and subject mastery, there is an opportunity to improve teaching methodologies. They should revisit existing initiatives, such as the National Teacher Training Program from the National Educators Academy of the Philippines (NEAP), which offers specialized workshops focused on diverse teaching strategies and practical applications for classroom management that can be implemented and revisited during In-Service Training (INSET). These sessions should facilitate collaboration among educators to share best practices, address curriculum mismatches, and find solutions to resource limitations. Additionally, integrating community engagement training can empower teachers to strengthen connections with families and stakeholders, ultimately enriching the educational experience for students. By investing in these targeted efforts, it ensures that teachers are well-equipped to meet the evolving demands of their profession and enhance student outcomes.

To further strengthen the personal cultural orientation among teachers, the department heads through the initiative of principal and district supervisors should strengthen the integration of local cultural values into the curriculum. This can be achieved by promoting initiatives such as workshops, community projects, and curriculum development that leverage these cultural values. Since teachers have a strong connection to tradition, schools should incorporate traditional values into their professional development programs by organizing workshops that help teachers use cultural heritage in their lessons. Additionally, specific attention should be given to indicators of personal cultural orientation, like consumer innovativeness, consumer ethnocentrism, risk aversion, and masculinity.

Schools could start pilot projects that encourage teachers to try new teaching methods and technologies. These projects can be supported by Republic Act No. 11713 through the National Educators Academy of the Philippines (NEAP), which promotes effective teacher training. Moreover, the Philippine Innovation Act (Republic Act No. 11293) offers schools access to resources from the National Innovation Council to support creative educational projects and encourage teachers to explore new ways to engage students. Implementing action research projects can also help create a culture of reflection among teachers, allowing them to assess the impact of new methods and improve their practices.

In addition, the study underscores a significant relationship between work task motivation and performance, with personal cultural orientation serving as a mediating factor. Therefore, schools must implement programs that cultivate an understanding of personal cultural orientation among educators. Quarterly workshops focused on cultural competency, diversity training, and inclusivity are essential for helping teachers embrace various cultural perspectives, which would foster both personal and professional growth. This aligns with existing educational policies, such as DepEd Order No. 72, s. 2009, promoting

inclusivity by encouraging schools to support students from diverse backgrounds and cultural orientations. Additionally, the Enhanced Basic Education Act of 2013, or Republic Act No. 10533 reinforces these objectives, particularly for marginalized groups and Indigenous communities. Emphasizing these competencies will enhance teachers' connections with students from all backgrounds, creating a more inclusive learning environment and supporting the nation's commitment to an equitable education system. In light from the findings of this study, future research should explore the need to enhance the teaching performance of the teachers by exploring the relationship between personal cultural orientation and teaching methodologies. Studies should investigate how different cultural orientations impact the effectiveness of various teaching approaches, with an emphasis on specific dimensions such as risk aversion and consumer innovativeness. Understanding these dynamics can help educators tailor their methods to meet diverse student needs and guide curriculum design accordingly. Moreover, longitudinal research can also help future researchers to track changes in work task motivation and performance related to shifts in cultural orientation can reveal how these factors evolve over time.

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