



## Role of Work Task Motivation on the Teachers' Management of Learning, Behavior in Teaching and Performance

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### Abstract

This study aims describe the role of work task motivation on the teachers' management of learning, behavior in teaching, and their performances in the Elementary Schools of Alaminos Sub-Office. The researcher utilized a descriptive-correlational research which employed a researcher-made questionnaire to gather the perceptions of (132) teachers who are currently associated with the twelve (12) public elementary schools in Alaminos Sub-Office. Respondents were selected using purposive sampling. Pearson r was utilized to identify significant relationship between variables. Findings revealed that management of learning as to instructional materials, learning modality, learner's readiness were all positively significant with all the variables under work task motivation and teachers work performance. On the other hand, management of learning as to administration support was found to be significant only with intrinsic motivation. Moreover, management of learning as to administration support was also found to be positively significant with teacher's performance. Teacher's behavior in teaching in terms of quality of instructional, socioemotional and organizational was found to be positively significant with all the variables of work task motivation and teacher's performance. Further, work task motivation in terms of intrinsic, extrinsic, introjected and external regulation were all found to be positively significant with all the variables under teacher's performance. Finally, it was revealed that work task motivation partially mediated the relationship between the management of learning and teachers' performance.as well as the relationship between the behavior in teaching and teachers' performance.

### Keywords

Work Task Motivation, Management of Learning, Teaching Behavior and Performance

### INTRODUCTION

Education is an ongoing process, and a process is an event that has a specific outcome. Understanding won't be attained if issues cause the learning process to be delayed or disrupted. This scenario will significantly affect teachers performance. As a result of inadequate methods, strategies, and tactics with the learners, the mismatch will deepen. Teachers' management of learning and behavior in teaching are crucial factors in determining teachers performance. Understanding how a teacher is being motivated is another factor.

Designing pedagogical strategies that help students learn is known as learning management (Smith and Lynch, 2010). This emphasize the design and implementation of pedagogical strategies of teachers to achieve learning outcomes. According to Kotherja (2023), teacher can only manage the learning process and bring development and quality on educational aspect if the teacher is highly motivated to do so. Highly motivated teacher are more stimulated to be more effective and productive in management of learning. This is a testament on how teacher's motivation at work plays a significant role on the way they manage the learning process.

Teachers' behavior is another area in which motivation at work is crucial. A teacher's behavior is characterized by their behaviors or demeanor while performing their job, especially when it comes to assisting, directing, or supporting the learning of others (Chourasiya, 2022). This type of teaching conduct is acquired by the instructor via training and experience. Plans are underway to use a range of pedagogical and psychological strategies to help these teachers behave better in the classroom. According to Bulat (2022), motivated teachers are vital for successful and effective classroom

instruction. They manifest certain behavior such as consistency, engaging and inspire their students. They are passionate about the important role they hold and enjoy what they do. These behavior of a teacher are frequently emulated by the students, thus influencing how the teacher's performance may be perceived.

This teacher's performance is another factor that work task motivation plays a pivotal role. Teachers' work performance is the aptitude they exhibit when carrying out their responsibilities or tasks. According to Kempa & Herenz (2016), teacher performance is the ability to apply one's competence in the performance of one's duties, which include learning to plan, implement, and assess learning outcomes. The effectiveness of teachers' work in the classroom is crucial in accomplishing educational objectives. According to Arnubi et al (2021), learning management of teachers influences students learning achievement optimally. This is a good indicator of teachers work performance. According to Kumari and Kumar (2023) motivation increases teachers job performance significantly. It was corroborated on the study of Sulistyono and Niingtyas (2017).

The big question here is what really matters in terms of teachers performance? What are the factors that might be influencing the work performance of one of the most integral part of the country's educational system? These questions intrigue the researcher and give her the idea to investigate this particular topic. Given her ten years of experience teaching in the department of education, she witnessed how her work performance is being influenced by several factors.

Based on the results of the preceding study, no research has been discovered that addresses the impact of a teacher's demeanor in the classroom, their ability to manage student learning, or their overall work performance. Additionally, the researcher has not come across any studies looking at the potential impact of job task motivation on the connections between these factors. It is intended that educational institutions will be able to use the study's findings to close this gap in the literature and enhance employee performance. This was considered when this study was designed.

## **MATERIALS AND METHODS**

This study utilized mediation analysis to identify whether motivation mediates the relationship between management of learning and behavior of teaching with teachers' performance in elementary schools. According to a mediation model, there is no direct causal relationship between the independent and dependent variables; rather, the independent variable influences the mediator variable, which in turn effects the dependent variable. The mediator variable, therefore, helps to make sense of these interactions (MacKinnon, 2008).

The study was conducted in various elementary schools at Alaminos Sub office, Laguna, Philippines. Specifically it was conducted in Alaminos, Del Carmen, DeMesa, Palma, Ponciano Alzona, San Agustin, San Andres, San Benito, San Ildefonso, San Miguel, San Roque and Sta. Rosa Elementary School.

There were 132 research respondents. These were taken from the 210 total number of teaching personnel of the Department of Education (DepEd) Alaminos Sub Office. They were selected using random sampling. The questionnaire used in the study was divided into four parts. It is about the management of learning, behavior in teaching, work performance of teachers and work task motivation. The first part was an adapted questionnaire in a four point Likert scale format that gathered the perception of the respondents on management of learning as to instructional materials, learning modality, learners' readiness and administration support inside the classroom. The second part was another adapted questionnaire in a four point Likert scale format that gathered the perception of the teachers on the behavior in teaching as to instructional, socio-emotional and organizational behavior. The third part was part of the questionnaire is another adapted questionnaire from the teachers Individual Performance Commitment and Review Form (IPCRF) that gathered teacher's perception on their work performance.

Finally, the last part was an adapted questionnaire in a 5 point Likert Scale that assessed respondents level of work task motivation in terms of intrinsic, extrinsic, introjected motivation and external regulation. To confirm the questionnaire's consistency and correctness, the researcher sent it to the thesis adviser and other panel members for feedback and recommendations on how to improve it. The researcher also requested to one (1) Teacher III, one (1) Master Teacher, one (1) Head Teacher, one (1) Principal, and one (1) English Teacher to validate the material to verify that the questions are of high quality and relevant to the teachers under study. The validators see some minimal corrections on the use of some terminologies on the survey questionnaires. They modified a section of the survey questionnaire and double-checked the questions to ensure that the variables were accurate. The instrument underwent pilot testing to ensure its internal consistency. It revealed that all the questionnaires were reliable, evident from the different value of cronbach alpha ranging from 0.709 which is acceptable to 0.962 interpreted as excellent. Thirty (30) public school elementary teachers responded to the survey questionnaires.

Upon the approval of the study, the researcher seeks permission from the District Supervisor and Division Superintendent that survey Alaminos Sub-Office. After the permission has been secured, the researcher proceeds to the actual phase of the study. The researcher asked the permission of the school head of every elementary school in the Alaminos-Sub Office that their teachers answer the survey questionnaire through Google Form and it send to their messenger group chat and later retrieve it. It is handled with utmost privacy and confidentiality. The data that gathered, collated, tallied, and submitted to the statistician for statistical treatment.

In assessing the perception of respondents on management of learning, behavior in teaching, and teachers' performance descriptive statistics such as mean and standard deviation were used. Pearson Product Moment of Correlation or Pearson  $r$  were also used to determine the relationship among management of learning, behavior in teaching, and teachers' performance. Inferential data were tested at 0.05 level of confidence. Mediation analysis were also utilized.

## RESULTS AND DISCUSSIONS

### Extent of Management of Learning

Table 1 shows the extent of management of learning of the respondents. It was revealed that in terms of management of learning, teacher-respondents believed they managed well. An overall mean of 3.81 and SD of 0.40, teachers believe that they have the mastery over the task and duties given to them as educators. They are equipped with different knowledge on how to manage different classroom scenario prioritizing a safe learning environment for everybody. Teachers were able to incorporate up to date technology-based instructions that will further develop creativity and critical thinking skills of the respondents. Additionally, there is an administration that puts their professional growth and well-being first at all times. In such a situation, educators became learning facilitators, who, in the words of Bhardwaj (2021), are those who are ready to provide the necessary tools, inspire students, help them solve problems, and monitor their progress.

**Table 1** Extent of Management of Learning

Subscales	Mean	SD	Verbal Interpretation
Instructional Materials	3.79	0.42	Well Managed
Learning Modality	3.79	0.39	Well Managed
Learners' Readiness	3.84	0.35	Well Managed
Administration Support	3.81	0.45	Well Managed
<b>Overall</b>	<b>3.81</b>	<b>0.40</b>	<b>Well Managed</b>

*Legend:* 3.50-4.00 Strongly Agree/Well Managed, 2.50-3.49 Agree/Managed, 1.50-2.49 Disagree/Somewhat Managed, 1.00-1.49 Strongly Disagree/Not Managed

Specifically, in terms of management of learning, mean of 3.79 and SD of 0.42 suggest that the teachers make use of up to date instructional material that can develop higher order thinking skills of students. This also suggest incorporation of technology-based activities that students may enjoy while learning. Such management of learning through the use of instructional materials is a significant factor in the learning experience of students. Based from the Center for Teaching, Learning and Mentoring (2022), that fundamental knowledge that the students can use can be provided by instructional materials. As we are teachers, instructional materials are very important because they enable teachers and students avoid overemphasis on recitation and rote learning, which may easily dominate an entire lesson. Resource materials provide learners with practical experiences that help them build skills and concepts and operate in a several of ways. And also instructional materials resources serve as learning aids. It is the learner centered tools used in the classroom during teaching. This indicates that educational resources are used primarily for the benefit of learners rather than the teachers. Using instructional materials improves effective knowledge of the topic.

Moreover, in terms of learning modality, a mean of 3.79 and SD of 0.39 implies that the teacher-respondent believe that they are adept in handling teaching duties assigned to them. They are subject matter experts on their own field who utilizes research based information and teaching strategies proven effective by various scientific and academic practitioners. With such mastery on the field of specialization, teachers can deliver lesson using various methods and modality. According to Wisconsin Department of Public Administration (2023), it can be an application of teaching process via remote, online or hybrid modality.

Furthermore, mean of 3.84 and SD of 0.35 interpreted as well managed in relation to learners readiness, data suggest that the teachers always prioritize safety inside the classroom. Teacher ensure that the learners are always ready to learn by providing a fair, safe and secure learning environment where everybody's difficulties can be accommodated. This is a good indication of an learning environment that can maximize student learning. Educational interventions are most effective when learner readiness is considered. As stated by Aguilar & Kim (2019), learner readiness strategies when incorporated into instruction can enhance learners' capacities and skills, including those with learning disabilities and language issues. As teachers, management of learners in readiness is important, it is a creating and maintaining a leaner environment that promotes effective instruction. We as teachers we surely sure that the learners are conducive to learn, they comfortable in our classroom.

Finally, as to administration support, mean of 3.81 and SD of 0.45 is indicative of the teacher's perception that they feel administration's effort to uplift the status of their career by providing opportunities and motivate them to grow their professional identity. It also suggest that teachers can identify with the organizational goals of the administration. Such management improves the overall status quo in the organization. As stated by Tuio (2023), A positive school atmosphere is promoted by strong teacher-administrator relationships, which also help teachers "buy in" to administrative instructions and ultimately enhance classroom instruction. These links also help to reduce instructor fatigue.

### Level of Organizational Behavior

Table 2 presents the level of behavior in teaching. Instructional, socio-emotional and organizational behavior were all received a verbal interpretation of with high quality. This suggest that teachers are equipped with necessary skills in effectively managing classroom scenario. They can provide instructions that can easily be understood and followed by the students. Aside from their teaching duties, teachers are also equipped with soft skills required to manifest socioemotional behavior which improves professional relationship among learners and other stakeholders. Finally, teachers maintain harmonious relationship with other colleagues and the administration. Such manifestation of instructional, socioemotional

and organizational behavior ensures that the academic community is delivering well their mandate of providing quality and efficient education. According to Poisson (2009), to ensure quality education, one must consider teacher behavior as an integral aspect. Teachers' behavior has a direct effect on how they engage with kids, parents, coworkers, and staff management. Furthermore, the way the instructor conducts herself and the way the class is organized may affect the students' desire to attend class as well as their academic performance.

**Table 2** Level of Behavior in Teaching

Subscales	Mean	SD	Verbal Interpretation
Instructional Behavior	3.89	0.31	With High Quality
Socio-Emotional Behavior	3.84	0.38	With High Quality
Organizational Behavior	3.81	0.40	With High Quality
<b>Overall</b>	<b>3.85</b>	<b>0.36</b>	<b>With High Quality</b>

*Legend:* 3.50-4.00 Strongly Agree/ With High Quality, 2.50-3.49 Agree/With Quality, 1.50-2.49 Disagree/ With Less Quality, 1.00-1.49 Strongly Disagree/With No Quality

In terms of instructional behavior, mean of 3.89 is an indication of the teacher's perceived ability to manage behavior effectively inside the classroom. Instructions, rules and regulations were clearly given to students to serve as guide inside the learning environment. This ensure that learning task is being executed according to learning goals. Moreover, teacher's also focuses on task at hand and provide appreciation to learner's participation in class. This not only accommodate the completion of a particular learning task but also encourage the learning continuity but also engagement of students. Through the provisions of examples and instructions that learners can understand, teachers were able to maintain higher level of quality of instructional behavior. With such teachers' display of instructional clarity, it is expected that learning goal can be achieved, classrooms can be manage effectively minimizing disruptions and misbehavior while maximizing students' opportunity to learn, and distributing control over students' learning activities. As Maulana et al. (2016) stated, teacher's instructional behavior can function as a protective factor for preserving student's interest and active engagement in school.

On the other hand, findings on socio-emotional behavior suggest that teachers believe they can effectively accommodate various personal concerns of their students and other stakeholders. Their efforts in providing students well deserve learning experience transcends more than what they can learn in books but also personal. Teachers motivate and inspire students by actively communicating to students and their parents about different aspect's of their lives. According to Aldrup et al. (2020), building a strong teacher-student relationship is a necessary competence of a teacher. For teachers, it prevents burnout and promote well being and for the students, such socioemotional behavior of teacher builds trust and confidence. Students learn when they feel they are being cared for by someone they trust.

In terms of quality of organizational behavior, data shown that the respondents perceived that their organizational behavior is being delivered with high quality. This can be explained by their effort to build strong and harmonious relationship towards their colleague and the administration by sharing credit ideas and actions that can lead to better outcome for students. Collaboration and communication is on top most priority to attain different educational goals. Teachers effectively communicate with students about their expectations and provide timely feedback on their performance to enhance their engagements. They also establish clear communication channels with school administrators, parents and other teachers to facilitate open dialogue about student progress. Such effective communication fosters teamwork and collaboration among stakeholders such as parents, teachers, administrators and community members to achieve organizational goals. It also encourages participation from various stakeholders in the decision making process.

### Level of Performance

Table 3 display the level of teacher's performance. Learning environment was found to have the highest mean of 4.69 while assessment and reporting got the least. An overall mean of 4.64 interpreted as outstanding manifest the capability of teachers to provide quality and efficient education to learners. Moreover, an indication of teacher's skills in providing fair learning environment to every type of students with various and unique needs. This also exemplifies teachers mastery over the task at hand as facilitators of learning. This findings supports the compliance of teachers with the standards of DepEd Order no 42, series of 2017 or the National Adoption and Implementation of the Philippine Professional Standards for Teachers. Individual performance Commitment and Review Form or known as IPCRF, is a well structured evaluation for the teachers. It may give teachers with vital feedback and help them to improve and become more successful. Every teachers prepares the modes of verification to rate their performance by the master teacher and school head. The means of verification or MOV's shows the performance of the teachers in her teaching in whole school year, it shows how they teach, how they prepare instructional materials, what is their plan for their students, what are the programs that they will do to improve the learning of the learners.

Specifically, in terms of teachers' performance on content knowledge and pedagogy, mean of 4.57 is suggestive of teacher's confidence in teaching the subject with mastery using different teaching strategies. Teachers are well-equipped of research-based knowledge and principles of the teaching and learning process. Moreover, findings also speak of their confidence in incorporating ICT to develop students critical and creative thinking skills. Teachers in public elementary school are all licensed professional teachers who underwent rigorous selection process and with relevant

education and training before becoming assuming their position. As a matter of fact, aside from their education and license, teachers in public school needed to pass stringent interview process, demonstration teaching, and different proficiency exam such as in English and ICT before being hired in public elementary schools. They must also be equipped with communication skills, with evidence of specialized training and skills and with experiential learning before being hired. They have portfolio of outstanding achievements upon their application. They acquired enough knowledge and skills from long hour of training, seminars and education, for instance having master's degree. These ensure the that they are equipped with the needed requirement making them confident and outstanding for the job.

**Table 3** Level of Teacher's Performance

Subscales	Mean	SD	Verbal Interpretation
Content Knowledge and Pedagogy	4.57	0.57	Outstanding
Learning Environment	4.69	0.48	Outstanding
Diversity of Learners	4.59	0.57	Outstanding
Curriculum and Planning	4.63	0.55	Outstanding
Assessment and Reporting	3.81	0.40	Very Satisfactory
<b>Overall</b>	<b>4.64</b>	<b>0.51</b>	<b>Outstanding</b>

*Legend:* 4.50 – 5:00 Strongly Agree/ Outstanding, 3.50-4.49 Agree/Very Satisfactory, 2.50-3.49 Moderately Agree/ Satisfactory, 1.50-2.49 Disagree/ Unsatisfactory, 1.00-1.49 Strongly Disagree/ Needs Improvement

A crucial component of a student's academic achievement is their understanding of the material and the teaching-learning process. Knowing how different students absorb information is helpful because it allows teachers to modify their teachings to meet the needs of their students. As Shirke (2021) noted, teachers can apply effective strategies for a classroom environment with such outstanding perception on their performance on content, knowledge, and pedagogy. As a result, the students' learning experiences and the education will both improve.

On the other hand, in terms of performance as to learning environment, mean of mean of 4.69 and SD of 0.48 suggest that teachers ensure that the learning environment is accommodating and conducive for learning to occur. For student to learn a teacher must not only consider how students learn but also other important factors that influences learning such as the environment. According to Shamaki (2015), to have effective teaching and learning, there are many factors that should be considered such as the classroom painting and lighting, seats and sitting arrangement, the classroom climate, air quality or ventilation.

Moreover, teachers' performance as to diversity of learners, mean of 4.59 is an indication of teacher's effort to accommodate every type of learners in spite of their uniqueness and differences. Teacher consider inclusivity which encourage every learner whatever background they have. According to Jones and Nillas (2022) positive peer relationships and teacher-student relationships are fostered by such methods. Strong and positive relationships foster a sense of safety in the classroom, which enables more meaningful learning. This also encourage mutual care and respect to all types of students. It is also answer to the call of inclusive education that requires teaching to the typical student to be replaced by more inclusive strategies that provide equal learning chances for all learner's nowadays (Knipp, 2023).

Further, in terms of performance as to curriculum and planning, mean of 4.63 and SD of 0.55 implies that teachers were capable of ensuring that learning outcomes is align with learning competencies of the learners. They can plan and manage teaching-learning process using various strategies and technology based instructions. This competence of the teacher with regards to curriculum and planning plays a vital role in identifying learning objectives, selecting content and appropriate instructional strategies according to Gupta (2023). Teachers use their teaching skills to guide discussions, deliver lessons, and assess students' progress in order to put the curriculum into practice in the classroom. Additionally, teachers establish a connection between the students and the content by transforming the curriculum into pertinent learning experiences and fostering a friendly and supportive learning atmosphere. The teacher's involvement is crucial to ensuring that the curriculum is successfully implemented, meets the needs of the students, and fosters their overall learning and development.

Finally, for teachers' performance as to assessment and reporting, mean of 4.64 and interpretation of outstanding manifest teacher's ability to provide feedback on time to further improve learning process. Teachers were also equipped with knowledge in different assessment procedure, important in monitoring and evaluating learners' achievements. More importantly, they ensure to communicate it with the learners with the goal of providing an avenue for improvement. Students perform well if they are assessed and given feedback properly. Johnson (2023) provided support for it, pointing out that students can demonstrate their learning, get feedback on their errors, and have a chance to get better on every assessment. It's a fantastic approach for teachers to evaluate the efficacy of their teaching strategies.

### Level of Work Task Motivation

Table 4 shows the level of work task motivation. Intrinsic motivation got the highest mean of 4.55 which implies that of all the factors that motivate teachers, it is their passion and love for teaching that keeps them going. Despite the fact that teachers were motivated by external reward or other negative type of motivation such as introjected and external regulation, their passion and love for teaching and their students were still their best motivation to accomplish their task. Falk (2023) describe people with high intrinsic motivation as people who feel to accomplish an undertaking simply

because they find it interesting or pleasurable. According to Lukman (2021), when people are properly motivated, they perform well and are highly productive, which supports both the welfare of the populace and the growth and development of the country.

**Table 4** Level of Work Task Motivation

Subscales	Mean	SD	Verbal Interpretation
Intrinsic	4.55	0.60	Highly Motivated
Extrinsic	3.87	0.94	Motivated
Introjected	4.25	0.97	Motivated
External Regulation	3.74	1.15	Motivated
<b>Overall</b>	<b>4.10</b>	<b>0.92</b>	<b>Motivated</b>

*Legend:* 4.50 – 5:00 Very True of Me/Highly Motivated, 3.50-4.49 True of Me/Motivated, 2.50-3.49 Somewhat True of Me/ Moderately Motivated, 1.50-2.49 Not True of Me/ Less Motivated, 1.00-1.49 Very Not True of Me/ Unmotivated

Data also revealed that teachers are also motivated by different extrinsic factors such as salary, higher performance bonus, praises and affirmation. An overall mean of 3.87 also suggest that higher performance evaluation coming from their supervisor also serves as a motivator. According to Hearn (2023), extrinsic motivation came from the external world and usually, come in form of pay raise, bonuses or promotions. Teachers who are extrinsically motivated act largely in order to gain an advantage. This reasoning holds that teachers don't perform well because they want to see the organization succeed or because they feel a sense of fulfillment. Instead, they work hard so they can get paid for their labors.

Moreover, findings also suggest that they are performing effectively to avoid being scolded or humiliation. Further, it also implies that they are motivated to learn more and advance their knowledge in order not to be left behind by their colleagues. While generally, this level of motivation push them to accomplish the task assigned to them, having introjected motivation has its drawbacks. Field (2021), classify such type of motivation as an internalized negative motivation. "Introjected regulation is regulated by the internal rewards of self-esteem for success and by avoidance of anxiety, shame, or guilt for failure," according to Ryan and Deci (2020). This involves ego engagement, which may ultimately be advantageous.

Finally, findings revealed that teachers are motivated by getting external rewards such monthly salary, higher performance bonus and promotion. A mean of 3.74 suggest that teachers do their job to get the admiration of their colleagues. Moreover, it also implies that they are motivate to learn more and advance their knowledge in order not to be left behind by their colleagues. People who primarily motivated by external regulation always expect something in return before doing things. Task without a promising reward might not be able to push them on doing it. According to Onyando et al. (2019), teachers motivated by external regulation can only be expected to put extra effort if there is an assurance of getting what they want such as additional payment, paid time off, free medical care, free housing and free meals among others.

#### **MEDIATION ANALYSIS OF WORK TASK MOTIVATION TO THE RELATIONSHIP BETWEEN THE MANAGEMENT OF LEARNING AND TEACHERS' PERFORMANCE**

Table 5 shows the mediating analysis of work task motivation to the relationship between the management of learning and teachers' performance. The results revealed a significant indirect effect of the work task motivation to the school management of learning and teachers' performance. Furthermore, the direct effect of management of learning to teachers' performance in presence of the mediator was also found significant ( $p = .0000$ ,  $t = 5.7216$ ). Hence, the work task motivation partially mediated the relationship between the management of learning and teachers' performance.

**Table 5** Mediation Analysis of Work Task Motivation to the Relationship between the Management of Learning and Teachers' Performance

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
Direct	.7388	.1291	.4834	.9943	5.7216	.0000
Indirect	.2832	.0931	.1344	.4986		
Total	1.0221	.1310	.7630	1.2811	7.8048	.0000
Effect	Estimate	SE	95% Confidence Interval		t	P
Mgt of Learning --> Work Task Mot.	1.1355	.2284	.6836	1.5874	4.9715	.0000
Mgt of Learning --> TPerformance	.7388	.1291	.4834	.9943	5.7216	.0000
Work Task Mot. --> TPerformance	.2494	.0455	.1595	.3393	5.4871	.0000
MOL --> WTM --> TP	.2832	.0931	.1344	.4986		

The table shows the mediating analysis of work task motivation to the relationship between the management of learning and teachers' performance. The results revealed a significant indirect effect of the work task motivation to the school management of learning and teachers' performance. Furthermore, the direct effect of management of learning to teachers' performance in presence of the mediator was also found significant ( $p = .0000$ ,  $t = 5.7216$ ). Hence, the work task motivation partially mediated the relationship between the management of learning and teachers' performance.

The findings underscore the intricate interplay between work task motivation, management of learning, and teachers' performance within the educational context. The significant indirect effect of work task motivation on teachers' performance via the mediation of management of learning highlights the pivotal role of intrinsic motivation in shaping educational outcomes. When teachers are motivated by the inherent value and significance of their work tasks, they are more likely to engage proactively with management practices aimed at optimizing the learning environment. This mediation suggests that effective management of learning serves as a conduit through which motivational factors translate into tangible improvements in teachers' performance, emphasizing the importance of fostering a supportive and empowering work environment to enhance educational outcomes. This is inline with what Mary (2010) pointed out that people who are intrinsically motivated have better performance.

Moreover, the direct effect of management of learning on teachers' performance, even in the presence of the mediator, further underscores its significance as a determinant of educational effectiveness. While work task motivation plays a crucial role in driving teachers' engagement and commitment, effective management practices independently contribute to enhancing teachers' performance levels. This direct effect highlights the multifaceted nature of the relationship between management of learning and teachers' performance, indicating that while motivational factors are influential, the structural and organizational aspects of management also play a distinct and significant role in shaping educational outcomes. As what Tuio (2023) highlighted, management is crucial in teacher's development. The more the teacher-administrator relationship develop, teacher's classroom instruction also improves. Ultimately, these findings underscore the complex interplay between motivational factors, management practices, and teachers' performance within the educational ecosystem, emphasizing the need for a holistic approach to educational management that considers both intrinsic and structural determinants.

### MEDIATION ANALYSIS OF WORK TASK MOTIVATION ON THE TEACHER'S BEHAVIOR IN TEACHING AND PERFORMANCE

Table 6 presents the mediating analysis of work task motivation to the relationship between the behavior in teaching and teachers' performance. The results revealed a significant indirect effect of the work task motivation to the behavior in teaching and teachers' performance. Furthermore, the direct effect of behavior in teaching to teachers' performance in presence of the mediator was also found significant ( $p = .0000$ ,  $t = 5.7216$ ). Hence, the work task motivation partially mediated the relationship between the behavior in teaching and teachers' performance.

**Table 6** Mediation Analysis of Work Task Motivation on the Teacher's Behavior in Teaching and Performance

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
Direct	.7633	.1156	.5345	.9921	6.6018	.0000
Indirect	.2500	.0817	.1177	.4414		
Total	1.0133	.1163	.7832	1.2433	8.7141	.0000

  

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
Behavior in T --> Work Task Mot.	1.0630	.2100	.6475	1.4785	5.0612	.0000
Behavior in T --> TPerformance	.7633	.1156	.5345	.9921	6.6018	.0000
Work Task Mot. --> TPerformance	.2352	.0441	.1478	.3225	5.3287	.0000
BIT --> WTM --> TP	.2500	.0817	.1177	.4414		

The findings shed light on the intricate dynamics between work task motivation, behavior in teaching, and teachers' performance, offering valuable insights into the mechanisms underlying educational effectiveness. The significant indirect effect of work task motivation on teachers' performance via the mediation of behavior in teaching underscores the pivotal role of intrinsic motivation in shaping teaching practices and, subsequently, educational outcomes. When teachers are motivated by the inherent value and significance of their work tasks, they are more likely to exhibit positive teaching behaviors that contribute to enhanced student learning and engagement. This mediation suggests that work task motivation serves as a catalyst for the adoption of effective teaching behaviors, which in turn drive improvements in teachers' overall performance, emphasizing the importance of cultivating a motivational climate within educational settings. According to Cetin and Askun (2019), intrinsic motivation has a partly mediating function in the relationship between intrinsic motivation and work performance, and it has a considerable influence over work performance.

Moreover, the direct effect of behavior in teaching on teachers' performance, even in the presence of the mediator, further highlights its significance as a determinant of educational effectiveness. While work task motivation plays a crucial role in influencing teaching behaviors, the actual enactment of these behaviors independently contributes to enhancing teachers' performance levels. As what Poisson (2019) noted that teacher's behavior have an impact on the overall learning outcomes. This direct effect underscores the importance of focusing on observable teaching practices that directly impact student learning outcomes, highlighting the need for targeted interventions aimed at enhancing the quality and effectiveness of teaching behaviors. Ultimately, these findings underscore the complex interplay between motivational factors, teaching behaviors, and teachers' performance within the educational context, emphasizing the need for comprehensive approaches to teacher development that address both motivational and behavioral determinants.

## CONCLUSIONS

The extent of Management of learning were perceived to be “well manage” by the respondents. Moreover, Behavior in teaching were perceived to be “With High Quality” by the respondents. Finally, Teacher’s work performance as to content knowledge and pedagogy, learning environment, diversity of learners and curriculum planning were all perceived to “outstanding” while teachers work performance as to assessment and reporting was reported to be “very satisfactory” Respondents were found to be highly motivated intrinsically.

Finally, it was also found out that work task motivation partially mediated the relationship between the management of learning and teachers’ performance and the relationship between the behavior in teaching and teachers’ performance.

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## DECLARATION OF CONFLICT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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