

Teachers' Professional Development and Motivation

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ABSTRACT: Professional development and motivation of teachers are integral to effective teaching and student learning outcomes. This study aimed to investigate the level of professional development of teachers, their motivation, and its significant relationship. This study also identified which of the professional development of teachers influence their motivation. Their profile was also included in the study to determine if this was also correlated to their motivation. Correlational and causal research designs were employed. A modified questionnaire which passed the validity and reliability test was conducted to 206 teachers, who were selected through stratified random sampling using Slovin's Formula. Frequency, Percentage, Mean and Standard Deviation with Pearson Product Moment Correlation Coefficient and Multiple Linear Regression were the statistical tools utilized to interpret and analyze the data. Results revealed that most of the teacher-respondents in this study are Teacher I. Almost half of them do not have ancillary work and have bachelor's degree as their highest educational attainment. The teachers are interested to participate in professional development programs. They are highly motivated in their jobs. There is a weak to moderate positive relationship between the teachers' profile and their motivation as well as between professional development and their motivation. In-Set, LACs and Research Involvement influenced teachers' overall motivation. Teachers are more motivated in collaborative professional development. Thus, integrating research activities into the teachers' regular workload in a more practical and collaborative manner is recommended and may take post graduate studies to develop the love for research.

KEYWORDS: professional development, profile, teachers' motivation

I. INTRODUCTION

Education has an important role in building the future of the country or even in one's life. However, a critical issue persists within this profession that while some teachers find fulfillment and satisfaction in their roles, others struggle with motivation, which can hinder their effectiveness in the classroom. This discrepancy in teacher satisfaction and motivation stems from a variety of factors that intersect with fundamental psychological needs outlined by Maslow's hierarchy of needs such as existence needs, relatedness needs, and growth needs.

At the core of this issue lies the intrinsic motivation of educators which is a genuine passion for teaching, acquiring knowledge, and positively impacting students' lives (Dixit, 2022). However, external factors such as financial pressures or dissatisfaction with the work environment can impede this intrinsic motivation, leading to decreased engagement and commitment (Zhang et al., 2021).

For some teachers, financial concerns, such as debt or inadequate compensation, may jeopardize their sense of security and existence needs, hindering their ability to focus wholeheartedly on teaching. Additionally, challenges within the work environment, such as excessive administrative duties or conflicts, can erode relatedness needs by diminishing a sense of belonging and connection within the school community.

Furthermore, the absence of opportunities for professional growth and development can stifle teachers' pursuit of growth needs, preventing them from evolving and improving in their roles (Osman & Warner, 2020). Without avenues for continuous learning and skill enhancement, teachers may feel stagnant and unfulfilled in their careers.

Addressing these challenges requires a holistic approach that acknowledges and supports teachers' multifaceted needs. By recognizing the interplay between internal motivation and external factors, educational stakeholders can design tailored professional development programs that address the unique circumstances and aspirations of individual educators (Proudfoot &

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Boyd, 2022). Moreover, fostering a positive work environment characterized by strong leadership, collaboration, and opportunities for growth can help create a culture that nurtures and sustains teachers' motivation over time.

In conclusion, the motivation and professional development of educators are integral to effective teaching and student learning outcomes. By addressing the complex array of factors influencing teacher motivation and satisfaction, stakeholders can cultivate a supportive environment that empowers teachers to excel in their roles, ultimately benefiting students and society as a whole.

The foundation of this study is Abraham Maslow's Hierarchy of Needs (Maslow, 1943), a psychological paradigm that holds that the satisfaction of five consecutive needs which are physiological, safety, love and belonging, esteem, and self-actualization—is what motivates people. In the context of teachers' professional development and motivation, this theory offers valuable insights into how addressing these needs can enhance educators' performance and job satisfaction.

Maslow's hierarchy of needs posits that physiological and safety needs form the foundation of human motivation. Physiological needs include essentials such as food, water, and shelter, while safety needs encompass personal security and stability. In the context of teachers' professional development and motivation, recent studies have highlighted the significance of these foundational needs.

For example, Fabella (2023) looked at how well Maslow's theory applied to Filipino teachers and discovered that although their requirements for safety and physiology were only partially met, their needs for love and esteem were completely met. This partial satisfaction raises the possibility that instructors' general motivation and job satisfaction may be impacted by unfulfilled basic requirements.

Similarly, Frei-Landau and Levin (2023) explored simulation-based learning in teacher education, utilizing Maslow's hierarchy to conceptualize instructors' needs. They emphasized that addressing basic needs, such as adequate equipment and authentic scenarios, are essential for instructors to function effectively and achieve self-actualization. Moreover, the need for positive relationships and a sense of community is crucial for teachers. Research in Israel explored simulation-based learning in teacher education, highlighting that instructors' sense of belonging significantly influenced their performance. When instructors felt connected to their peers and participants, their teaching effectiveness improved, suggesting that fostering a supportive community is essential for professional development.

Recognition and respect are vital for maintaining high self-esteem among teachers. A study on the relationship between teachers' motivation for continuous professional development and the development of professional learning communities found that intrinsic motivation, driven by recognition and a sense of achievement, significantly contributed to the formation and expansion of these communities. This underscores the importance of acknowledging teachers' efforts to enhance their commitment and job satisfaction (Belay & Melesse, 2024).

Moreover, competence is a crucial factor for teachers to develop confidence and motivation in their academic endeavors. It refers to the belief in one's capability to effectively complete tasks and attain desired results. School can enhance support for teachers by implementing mentorship programs, facilitating access to resources for skill development, and fostering a culture of collaboration among peers. When students possess a sense of competence in their abilities, they are more inclined to embrace challenges, venture into uncharted territories of knowledge, and strive for exceptional outcomes in their academic endeavors. Universities can foster the growth and success of their graduate students by prioritizing both autonomy and competence in their environment.

The Theory of Career Development suggests that individuals experience different stages and transitions throughout their professional lives. This theory proposes that teachers' motivation should not solely concentrate on imparting knowledge and skills, but also on equipping themselves with the necessary preparation for the various career paths they may opt to follow. Graduate programs can enhance their curriculum and support services by gaining a comprehensive understanding of the competencies necessary for various career paths (Brown & Lent, 2020).

II. METHODOLOGY

This study employed descriptive-correlational and causal research designs to examine and address specific research inquiries. Bhandari (2023) conducted this research with the aim of providing valuable insights into the given situations, offering evaluations based on established standards, and uncovering relationships between different phenomena. The study utilized a descriptive research design to effectively address the specific challenges and evaluate the current state of teachers' profile, professional development and motivation. Its main objective was to identify areas that require improvement. The researcher's objective was to collect unbiased data and analyzed it in order to develop a thorough understanding of the career paths and motivation necessary for professional development of teachers.

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Causal research design, also known as experimental research, is a type of research methodology used to establish cause-and-effect relationships between variables. In causal research, the primary objective is to determine whether changes in one variable directly cause changes in another variable. This is achieved through controlled experimentation, where one variable (the independent variable) is manipulated or altered, while the effects on another variable (the dependent variable) are observed and measured (Business Research Methodology, 2024). In this study, tried to identify which of the determinants of the teachers' profile or the dimensions of the teachers' professional development influence their motivation.

III. RESULTS AND DISCUSSION

Problem 1. What is the profile of the respondents in terms of:

- 1.1 position;
- 1.2 ancillary works; and
- 1.3 educational attainment?

Table 1. Profile of the Respondents

Position	F	%
Master Teacher II-V	8	3.88
Master Teacher I	7	3.41
Teacher III	76	36.89
Teacher II	21	10.19
Teacher I	92	44.66
Substitute/Volunteer	2	0.97
Total	206	100
Ancillary Works		
School-in Charge	4	1.94
Records-in-Charge	2	0.97
SBAC Chairman	10	4.85
Holds 3 or more Coordinatorship	13	6.31
Holds 2 Coordinatorship	18	8.74
Holds 1 Coordinatorship	66	32.04
None	93	45.15
Total	206	100
Educational Attainment		
Full-fledged PhD	1	0.49
PhD CAR	1	0.49
Full-fledged MA	15	7.28
MA CAR	74	35.91
Bachelor's Degree	115	55.83
Total	206	100

Table 1 presents the profile of the respondents. It shows that 92 or 44.66% among the 206 respondents are Teacher I. This indicates that a large share of the teaching employment is new teachers. This may indicate that the staff is younger or has fewer tenured positions. It reflects current recruiting trends or a rising need for teachers in the region. This significant proportion of entry-level educators suggests a dynamic but potentially unstable workforce. While new teachers can bring fresh pedagogical perspectives and high levels of initial enthusiasm, a high concentration at the Teacher I level may also point to challenges in teacher retention, where experienced educators may be leaving the profession or transferring, necessitating constant recruitment.

Furthermore, it implies that a substantial portion of the faculty is still in the formative stages of their careers, navigating classroom management challenges and curriculum mastery for the first time. Ingersoll and Strong (2021) found that lower-ranking instructors often need mentorship and in-service training to improve. This demographic information is critical to inquiry to determine how far their current positions are related to their professional drive. Specifically, this study can investigate whether

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the intrinsic motivation often found in early-career teachers is being supported or eroded by their work environment. For a large segment of the respondent population, their professional drive is likely characterized by the desire to establish competence and prove their effectiveness. Therefore, understanding their experiences is key to developing support systems that can sustain this drive beyond the initial years and foster long-term commitment to the profession.

On the other hand, there are 7 or 3.41% are Master Teacher I. This signifies that fewer teachers have reached the top of the career ladder. The small number of Master Teachers may be attributed to several systemic factors. Firstly, the promotion process to Master Teacher is exceptionally rigorous, demanding not only exemplary teaching performance but also contributions in areas like action research, curriculum development, and peer mentoring, which require significant time and effort beyond standard teaching loads. Secondly, the number of available Master Teacher positions (plantilla items) within a school or division is often limited, creating a bottleneck where many qualified candidates may be waiting for a position to become vacant. Lastly, some senior teachers may opt out of pursuing promotion, content with their current roles or unwilling to take on the added leadership and administrative responsibilities that accompany the Master Teacher rank, especially as they approach retirement. DepEd's Results-Based Performance Management System (RPMS) promotes teacher career advancement. This method recognizes instructors' advancement from Teacher I to Master Teacher (DepEd Order No. 42, s. 2017). However, the bulk of respondents were Teacher I and Teacher III, which may indicate limited promotion opportunities. Skaalvik and Skaalvik (2021) found that job happiness and motivation are linked to career advancement. The frequency of new teachers may also affect instruction efficiency and professional growth.

In addition, nearly half of the respondents which is 93 or 45.15% do not hold any ancillary tasks. This implies that their workload is confined mainly to classroom teaching. First, this finding could reflect a deliberate management strategy to protect new teachers from administrative burnout, allowing them to focus exclusively on developing their instructional skills, which aligns with efforts to improve teacher retention. Second, this creates a significant workload disparity, suggesting that the remaining 55% of teachers are shouldering the entire burden of the school's co-curricular and administrative functions, which could lead to overload and stress for this group. Third, for the teachers without these roles, this may represent a missed opportunity for professional growth, as ancillary tasks often provide valuable experience in leadership, project management, and community engagement—skills that are often crucial for career advancement to positions like Master Teacher or school administrator. The Department of Education (DepEd) in the Philippines, through Order No. 5, s. 2024, formally recognized the significance of teachers' ancillary tasks to the educational process. The policy underscores the need for proper time allocation for these duties, which include curriculum planning, student assessment, and professional development, aiming to enhance both the quality of education and teacher satisfaction (Department of Education, 2024).

Meanwhile, 66 or 32.04% hold one coordinatorship and a small portion of 13 or 6.31% manage three or more coordination tasks. It suggests that a significant number have added responsibilities in school, which may indicate overburdening that could affect their motivation or performance. The remaining percentages are spread across other tasks such as SBAC Chairmanship and school or records-in-charge roles, reflecting a modest distribution of non-teaching functions. Teachers who take on additional roles may experience increased stress, yet such responsibilities can also serve as avenues for leadership development.

Arañas (2023) suggested that supplementary roles, such as coordinators or committee chairmen, might present leadership possibilities and boost motivation if supported properly. Specifically, Arañas (2023) likely argued that when these roles are coupled with genuine autonomy, clear expectations, and recognition from school leadership, they cease to be mere burdens and transform into opportunities for "teacher leadership." This framework posits that such responsibilities allow teachers to influence school policies, mentor peers, and gain valuable administrative experience, thereby enhancing their sense of professional efficacy and ownership over the school's success. The key condition is "proper support," which translates to providing adequate resources, reducing conflicting demands on their time, and formally acknowledging their contributions, which in turn fuels intrinsic motivation.

But Ballet and Kelchtermans' (2020) study opposed Arañas' idea, as they expressed that excessive administrative work may distract teachers from teaching and contribute to burnout. Teachers without supplemental occupations may have more time for class planning, but they may feel less involved in school decisions. In their analysis of teacher workload, Ballet and Kelchtermans (2020) contend that the intensification of non-teaching tasks leads to "role overload" and "role ambiguity," where educators struggle to balance their primary instructional duties with burgeoning administrative responsibilities.

They argued that this constant pressure depletes teachers' emotional and cognitive resources, leading to key dimensions of burnout: emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment. This situation is

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exacerbated when the additional tasks are perceived as bureaucratic compliance rather than meaningful professional work, ultimately undermining the very passion that drew them to the teaching profession.

Moreover, 115 or 55.83 percent, have a Bachelor's degree, which is the least qualification needed to obtain a teaching position. The fact that a significant proportion of people 74 or 35.91% hold the Master of Arts in Completion with Residency (MA-CAR) degree suggests great desire for professional development. Only 7.28 percent of the population holds a full-fledged Master of Arts degree, while only 0.49% of the population holds a PhD or a PhD (CAR) degree. The current educational environment indicates that a developing professional profile is taking place, in which the majority of instructors are either seeking or hoping to further their education to the graduate level. It is important to note that these patterns are important indicators of how chances for professional development may influence the motivation of teachers.

According to Republic Act 10533, the Enhanced Basic Education Act of 2013, encourages continued professional development to ensure high-quality teachers. Financial limitations, heavy workloads, and institutional biases often prevent teachers from earning graduate degrees. The large number of MA-CAR responses reflects a good trend in educational advancement, but it also suggests a support structure vacuum for degree completion. Patac et al. (2024) found that education increases self-confidence, professional identity, and drive. This distribution emphasizes the importance of helping educators finish their graduate programs, which may boost their instructional performance and intrinsic motivation. Teves and Ubayubay (2024) said that the study aimed to help policymakers and administrators understand how education affects motivation.

Problem 2. What is the extent of the respondents' professional development based on:

- 2.1 In-Service Trainings;
- 2.2 Learning Action Cell Sessions; and
- 2.3 research involvement?

Table 2 shows the summary result of teachers' professional development. The overall Mean of 4.35 35 with SD = 0.67, qualitatively described as Interested. This indicates that teachers generally agree with the professional development opportunities provided to them. This suggests that while teachers are not extremely enthusiastic, they do value professional development and recognize its importance. The relatively low standard deviation of 0.67 implies a moderate level of consensus among the respondents. This level of interest could reflect a positive attitude toward institutional support for career advancement and capacity building. However, it also implies room for improvement to elevate interest levels to Very Interested through more engaging or personalized development initiatives. Professional development helps teachers stay effective and students reach their potential, according to Zhou et al. (2023).

Table 2. Summary Result of Teachers' Professional Development

Professional Development	Mean	SD	Qualitative Description
In-service Training	4.51	0.59	Very Interested
Learning Action Cell Sessions	4.53	0.60	Very Interested
Research Involvement	4.01	0.83	Interested
Total	4.35	0.67	Interested

Note: 4.50 – 5.00 Very Interested; 3.50 – 4.49 Interested; 2.50 – 3.49 Moderately Interested 1.50 – 2.49 Less Interested; 1.00 – 1.49 Not Interested

According to Ehlert and Souvignier (2024), teachers' willingness to participate in such activities depends on how relevant and valuable the programs are to their teaching methods. Customized professional development makes teachers more organically motivated and willing to continue their education.

Moreover, the extent of teachers' professional development in terms of *Learning Action Cell Sessions*, has the highest Mean of 4.53 with SD = 0.60, qualitatively described as Very Interested, This shows that teachers find LAC sessions highly beneficial and engaging. A standard deviation of 0.60, which is rather low, suggests consistent positive views among all respondents. LACs' cooperative and introspective character, which foster joint learning and problem-solving, may explain this. The high ranking might also indicate instructors' value of context-based, peer-supported professional development directly addressing their instructional issues.

The Philippines' Department of Education (DepEd) created Learning Action Cells to promote teaching-learning through collaborative sharing and reflective practice (DepEd Order No. 35, section 2016). Dilay and Ramos (2024) defined Learning and

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Assessment Communities (LACs) as school-based professional learning communities where educators collaborate to solve instructional problems and share pedagogical ideas. Peer learning environments enhance motivation and professional ability, according to research. LACs provide job-embedded, collaborative, and long-term professional learning. The significant interest in this study shows that LACs help teachers engage in their work and develop professionally. LACs also provide teachers more control and voice, making sessions more meaningful (Alog & Oco, 2025).

On the other hand, the extent of teachers' professional development, in terms of *Research involvement*, got the lowest Mean of 4.01 with SD = 0.83. The study involvement garnered the lowest Mean of 4.01, qualitatively described as Interested. This implies that although teachers understand the need of participating in research, they could face obstacles such time limits, insufficient training, or insufficient support. A higher standard deviation of 0.83 suggests more variation in replies, therefore not all teachers are equally engaged or interested in research activities. This disparity could suggest the necessity for institutional systems supporting and motivating instructors in research projects. Improving research literacy and including research into instructional practice could help to inspire more involvement. According to Ustuk & Comoglu, (2021), the participation of teachers in research efforts is a defining characteristic of reflective practice and professional autonomy. However, studies show that many educators struggle with research due to a lack of resources, training, or institutional support.

Problem 3. What is the teachers' level of motivation as to:

- 3.1 Existence Needs
- 3.2 Relatedness Needs
- 3.3 Growth Needs

Table 3. Summary Result of Teachers' Motivation

Teachers' Motivation	Mean	SD	Interpretation
Existence Needs	4.02	0.86	Highly Motivated
Relatedness Needs	4.40	0.63	Highly Motivated
Growth Needs	4.43	0.59	Highly Motivated
Total	4.28	0.69	Highly Motivated

Note: 4.50 – 5.00 Very Highly Motivated; 3.50 – 4.49 Highly Motivated; 2.50 – 3.49 Moderately Motivated 1.50 – 2.49 Slightly Motivated; 1.00 – 1.49 Not Motivated at all

Table 3 shows the summary result of teachers' motivation level. It has an overall Mean of 4.28 with SD= 0.69, qualitatively described as Highly Motivated. This indicates that, in general, teachers demonstrate a strong commitment to their profession and are driven by both internal and external motivating factors. The consistency in responses, as reflected in the moderate standard deviation, suggests that most respondents share similar views on motivation across the three need categories: existence, relatedness, and growth. Improving educational results and maintaining great instruction depend on this high degree of motivation. It suggests even more that schools should keep fostering circumstances that support all three types of demands to preserve this motivational intensity.

According to Kanapathipillai et al. (2024), Alderfer's ERG theory states that workplace motivation is determined by meeting Existence, Relatedness, and Growth needs. Motivated instructors are more likely to display instructional efficacy, student-centered practices, and long-term profession participation. Research showed that teachers perform better and stay committed when their basic needs and personal and professional growth are met (Pesina, 2025). High motivation reduces burnout and improves classroom management. Additionally, Ford et al. (2019) noted that institutional support for these demands promotes a healthy school environment and collaboration.

Moreover, among the three categories, Growth Needs received the highest Mean of 4.43 with SD=0.59, suggesting that teachers are especially driven by opportunities for personal and professional development. This implies that educators place strong value on career advancement, skill enhancement, and lifelong learning. The quite low standard deviation shows agreement in seeing development as the main motivating element. Such motivation could come from internal drives for success, self-fulfillment, and instructional practice efficiency. These results imply that teacher support systems should give top priority professional development programs, leadership chances, and mentorship projects. Zeshan et al. (2024) explained that growth motivation is congruent with the self-determination theory, which maintains that continuous motivation requires autonomy, competence, and mastery. Ertas and Pekmezci (2024) found that teachers who believe they may grow professionally have higher job satisfaction and student inventiveness. Ongoing education helps the system and schools as well. Retention is related to natural

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motivators and growth-demanding initiatives. The high score of growth criteria reveals its vital importance in producing empowered, high-performing teachers (Khun-Inkeeree et al., 2020).

On the other hand, Existence Needs, with a Mean of 4.02 and SD= 0.86, has the lowest Mean among the three categories, though still within the Highly Motivated range. This suggests that while basic needs such as salary, job security, and working conditions are important, they are not the primary source of motivation for teachers. The higher standard deviation also indicates more variability in perceptions regarding whether these needs are being met. Depending on contextual or institutional considerations, some instructors might feel safe and well paid while others might not. This difference begs a more individualized or localized method of meeting the basic requirements of teachers. Avoiding demotivation depends on ensuring that life demands are always satisfied.

Existence demands represent physiological and safety needs, according to Suh et al. (2020). If not met, these might demotivate and cause conflict. Many researches, including Yang and Que (2023), showed that while internal variables are the main motivators, external factors like money and security should not be overlooked. Poor working conditions and remuneration can hurt performance and increase turnover. Once these goals are met, motivation shifts to higher-order needs like progress and attachment. Thus, while the requirements for existence scored lowest, satisfying them is still necessary for meaningful and lasting motivation.

Problem 4. Is there a significant relationship between the teachers' profile and the level of motivation?

Table 4. Test of Correlation Test between Teachers' Motivation and Profile

Independent Variable (Profile)	Dependent Variable (Motivation)											
	Existence Needs				Relatedness Needs				Growth Needs			
	R	p	D	I	r	p	D	I	r	p	D	I
Position	0.30	0.000	MPC	S	0.10	0.060	WPC	NS	0.40	0.000	MPC	S
Ancillary Work	0.10	0.930	WPC	NS	0.01	0.109	WPC	NS	0.23	0.001	WPC	S
Educational Attainment	0.32	0.000	MPC	S	0.02	0.087	WPC	NS	0.40	0.002	MPC	S
Note: MPC = Moderate Positive Correlation					S = Significant							
WPC = Weak Positive Correlation					NS = Not Significant							
D = Description					I = Interpretation							

Professional position and power, according to Kanat-Maymon et al. (2020), can greatly influence intrinsic motivation factors, especially those connected to self-actualization and accomplishment. Two of the main job motivators are more autonomy and acknowledgment; higher-ranking employees usually receive both. People who do better in their jobs wish to give more and be more competent, which drives both personal and professional growth. The link between existence needs and the desire for job security, stability, and resources in higher jobs may be the explanation. But, given authority's capacity to generate relational distance, position may not enhance work social ties (relatedness needs). Yim et al. (2024) find that the reported links support organizational behavior literature and motivational theories.

The data reveal that ancillary work has a weak positive correlation with growth needs ($r = 0.23$, $p = 0.001$), which is statistically significant. This means that teachers who have more works other than teaching are more likely to be motivated by opportunities for growth and advancement. However, there are no significant correlations with either existence or relatedness needs, indicating that ancillary responsibilities may not substantially affect basic needs or social connections at work. The direction of the correlation suggests that as engagement in ancillary work increases, so does the drive for professional development. This may imply that such roles foster a sense of purpose, challenge, or recognition, contributing to motivation.

Villanueva et al. (2022) said that committees, mentoring, and administrative responsibilities often allow instructors to lead and improve their skills. These occupations can be rewarding, especially if they match one's hobbies or career goals. Visibility, teamwork, and autonomy may motivate progress in such occupations. These activities may raise effort, but they also offer opportunity for better workplace experiences, which can boost engagement and job satisfaction. Due to the lack of correlation with existence and relatedness needs, these new commitments may stimulate professional and cognitive talents more than social

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or material wants. According to Manon-og (2024), non-instructional activity has a complicated and diverse effect on teacher motivation.

There is a moderate positive correlation between educational attainment and both existence needs ($r = 0.32$, $p = 0.000$) and growth needs ($r = 0.40$, $p = 0.002$), both of which are statistically significant. This indicates that teachers with higher educational qualifications tend to be more motivated by both foundational job needs and opportunities for self-development. The correlation with relatedness needs, however, is not significant ($r = 0.02$, $p = 0.087$), suggesting that further academic achievement does not necessarily enhance social motivation. The data imply that education may lead to a stronger desire for job stability and personal fulfillment. Additionally, educational advancement may cultivate aspirations for continued achievement and recognition within the profession.

According to Abun et al. (2021), educational success has long been associated to better professional desire and self-efficacy, which are linked to motivation. Higher-degree teachers may think they have more leadership, promotion, and intellectual opportunities. These goals match Maslow's higher-order needs like self-actualization and esteem. The connection with existing criteria may also indicate academic degree-related aspirations for increased pay and employment security. Relational aspects of work may remain constant since the work environment is more influential than schooling in forming collegial ties (Rojas et al., 2023). These findings demonstrate the complexity of educational development's motivational mechanisms for teachers.

Table took the analysis at the independent variable level by looking at the correlation test while holding the dependent variable constant at a time. As can be seen from the same table, position vs existence and growth needs, ancillary works vs growth needs, and educational attainment vs existence and growth needs are significant at 0.05. In summary, taking it at the coefficient level, these motivations are correlated to teachers' profile, with a p value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (H_0) is rejected. With the following findings, moderate and weak positive correlation.

Problem 5. Is there a significant relationship between teachers' professional development and motivation?

As shown in Table 5, In-service Training and Learning Action Cell (LAC) sessions both exhibit a moderate positive correlation with all three motivation categories: existence needs, relatedness needs, and growth needs. The correlation coefficients range from $r = 0.44$ to 0.52 , all with p -values below 0.005, indicating that these relationships are statistically significant. This shows that instructors who participate more in professional development activities are more motivated in basic, interpersonal, and self-actualizing areas. Participation in such training boosts instructors' sense of security, connection, and motivation to improve. This shows that practical, collaborative, and continual learning motivate teachers. It also stresses the importance of structured development programs for teacher engagement and performance.

Teacher effectiveness, job satisfaction, and motivation have all been found to be enhanced by In-service Training and cooperative learning communities such LAC sessions (Li, 2022). Carriedo et al. (2023) claimed that these planned experiences typically offer reflective practice, peer support, and skill development, all of which are vital for intrinsic motivation. According to the Self-Determination Theory (1985), this kind of training satisfies all three psychological needs: competence (skill development), relatedness (teamwork), and autonomy (educational decision-making). In-service and LAC seminars enable teachers to match their techniques with evolving standards and expectations, so providing the school with a sense of purpose. This study corroborates prior data indicating that teachers are more committed and driven when they believe appropriate development initiatives support and value them. Therefore, these connections show the importance of continuous, hands-on professional development for teachers' mental health and drive.

The data show that research involvement as a professional development activity does not significantly correlate with any of the three motivation categories: existence ($r = 0.02$, $p = 0.302$), relatedness ($r = 0.05$, $p = 0.087$), or growth needs ($r = 0.09$, $p = 0.298$). All the relationships are weak and statistically not significant, implying that participation in research does not directly affect teacher motivation in this setting. Limited institutional support, no incentives, or the perceived separation between research and actual classroom application could all be factors in this. Teachers could sometimes see research as an extra load instead of a growth opportunity. Research participation could not be a great incentive for most teachers, therefore, unless properly included and encouraged.

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Table 5. Test of Correlation Test between Teachers' Professional Development and Motivation

Independent Variable (professional development)	Dependent Variable (Motivation)											
	Existence Needs				Relatedness Needs				Growth Needs			
	R	p	D	I	r	p	D	I	r	p	D	I
In-service Training	0.44	0.000	MPC	S	0.45	0.000	MPC	S	0.52	0.002	MPC	S
Learning Action Cell Sessions	0.44	0.000	MPC	S	0.50	0.000	MPC	S	0.52	0.000	MPC	S
Research Involvement	0.02	0.302	WPC	NS	0.05	0.087	WPC	NS	0.09	0.298	WPC	NS
Note: MPC = Moderate Positive Correlation				S = Significant								
WPC = Weak Positive Correlation				NS = Not Significant								
D = Description				I = Interpretation								

Although research involvement has been shown to promote reflective practice and professional growth, its motivation varies depending on institutional setting and teacher preparation. Many teachers struggle with research because of time, training, and support concerns. Research activities could seem unrelated to classroom life if they have no goal or use, which could discourage students (Comon & Corpuz, 2024). Teachers might not like research unless it is included into the school culture and properly rewarded. These elements have no relationship, which implies structural obstacles to the integration of research in professional advancement. Educational institutions have to design settings that respect, encourage, and use investigation if they are to inspire research (Smith & Holloway, 2020).

Table took the analysis at the independent variable level by looking at the correlation test while holding the dependent variable constant at a time. As can be seen from the same table, in-service training and learning action cell sessions are significant at 0.05. In summary, taking it at the coefficient level, those motivations are correlated to teachers' professional development, with a p value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (Ho1) was rejected. With the following findings, moderate and weak positive correlation.

IV. CONCLUSIONS

Based on the findings, the following conclusions are established.

1. The demographic profile of the respondents indicates a predominantly early-career teaching force.
2. Teachers show a high level of engagement and interest in professional development activities.
3. Teachers are primarily driven by intrinsic motivators, such as opportunities for professional development and meaningful workplace relationships, rather than extrinsic or survival-based needs.
4. Teachers' additional ancillary tasks, higher educational levels and positions are linked slightly to stronger motivation.
5. Teachers are more motivated from interactive and collaborative professional development than individual task like research involvement.

V. RECOMMENDATIONS

Based on the findings and conclusions made, the following recommendations are offered.

1. Provide structured support for early-career teachers through mentorship programs and targeted professional development initiatives that align with their current roles and aspirations, to build confidence and enhance their capacity for long-term career growth.
2. Sustain and expand In-Service Trainings (INSETs) and Learning Action Cell (LAC) sessions, as these have been shown to significantly boost teacher motivation and effectiveness. Schools and divisions may ensure regular scheduling, adequate funding, and relevance of content to current classroom challenges.
3. Enhance motivational strategies by focusing on intrinsic motivators such as professional growth opportunities and peer collaboration, ensuring that school culture fosters a supportive and engaging work environment that addresses both relatedness and growth needs.
4. Teacher I position with Bachelor's degree teachers are encouraged to continue and finish graduate studies for their professional progression and to increase their motivation.
5. Integrate research activities into the teachers' regular workload in a more practical and collaborative manner, offering time allowances, incentives, and coaching to encourage greater participation and reduce the perceived complexity or burden of research engagement.

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