



ORGANIZATIONAL SUPPORT AND CAREER MOTIVATION ON TEACHING COMPETENCE OF ELEMENTARY SCHOOL TEACHERS

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Abstract : This study examined the relationship between organizational support, career motivation, and teaching competence among elementary school teachers, specifically of the Division of Bukidnon, Philippines. Understanding these relationships is essential, as teachers' competence directly impacts student learning and development. Despite the importance of these factors, limited research has explored how they interact within the context of elementary education. A survey questionnaire was employed to collect data from 302 elementary school teachers, focusing on various indicators of organizational support, career motivation, and teaching competence. The findings indicate that teachers received high organizational support, reflecting their sense of being supported, which is essential for professional growth and well-being. Teachers demonstrated high career motivation, both intrinsic and extrinsic, showcasing their dedication to student success and personal growth. Additionally, they exhibited high teaching competence, demonstrating effective instructional practices and positive student outcomes. Furthermore, a significant positive correlation exists between organizational support and teaching competence, as well as between career motivation and teaching competence. Intrinsic motivation and performance review/appraisal were identified as the best predictors of teaching competence.

IndexTerms – Correlation, Regression, Motivation, Performance Review and Appraisal, DepEd

I. INTRODUCTION

Education gives people the information and abilities they need to prosper in a constantly changing world, which is crucial for both individual development and societal advancement. The teaching competence of elementary school teachers has grown in importance. Teaching competence encompasses a range of skills needed for effective teaching, including strong content knowledge and pedagogical abilities that engage students. Ensuring that learning objectives are fulfilled through efficient curriculum planning and assessment procedures also entails establishing a secure and welcoming classroom where all children are treated with respect.

The Organization for Economic Cooperation and Development (OECD, 2020) reported that competent teachers directly affect student development. The findings supported the idea that the quality of teaching is an important element in affecting learning outcomes. When teachers lack the essential abilities and confidence, it impedes their performance and negatively impacts their students' learning experiences. Addressing the issue of teacher competence is vital to enhancing educational results for all children (Hattie, 2017).

Organizational support is vital for improving elementary school teachers' teaching competence. This support includes training and development programs, performance reviews providing constructive feedback, and merit-based promotion opportunities recognizing outstanding performance. An incentives and awards system also fosters a culture of motivation and recognition among teachers. However, there is a gap in understanding how these organizational factors influence teaching competence across various educational contexts (Coetzee, 2018; Eisenberger et al., 2020).

Career motivation also plays a significant role in teaching competence. Motivated teachers are more likely to pursue continuous professional development and adapt to the changing demands of the educational system. Career motivation is driven by intrinsic factors, such as personal fulfillment and the desire to positively influence students, as well as extrinsic factors, such as promotions and recognition. However, there is a gap in the literature regarding the relationship between these motivational aspects, which has not been adequately explored (Sumantri & Whardani, 2017).

Many teachers encounter challenges that hinder their development and effectiveness in the classroom. Research reveals a significant gap in understanding the impact of organizational support and career motivation on teaching competence. Teachers often report feeling isolated and overwhelmed due to a lack of support, which can diminish their passion and effectiveness (Liu & Onwuegbuzie, 2019; Julia et al., 2020). This perceived lack of support correlates with decreased teaching competence and

motivation. Identifying the factors that hinder teaching competence could lead to more effective professional development and stronger organizational support (Kim & Lee, 2020). Addressing these issues is essential for equipping teachers with the necessary resources to succeed.

Local studies reveal the urgent need to improve teaching competence. For instance, the absence of professional development opportunities has left many elementary school teachers in the Philippines feeling unprepared, which creates a significant gap in their teaching competence. Furthermore, these teachers demonstrate a need for specialized training in modern pedagogical techniques, signifying their awareness of this weakness. Moreover, urban teachers encounter challenges that hinder their ability to execute successful teaching strategies, emphasizing the need for enhanced support systems inside educational institutions (Dela Cruz, 2021; Santos, 2020).

Given the current situation, the researcher aimed to investigate the relationship between organizational support and career motivation in relation to the teaching competence of elementary school teachers during the school year 2024–2025. Enhancing organizational support and career motivation is essential in enhancing teaching competence. Thus, this study investigated the relationship between organizational support and career motivation concerning the teaching competence of elementary school teachers. Specifically, the research investigated how various forms of organizational support, such as training and development opportunities, performance reviews and appraisals, merit and promotion systems, and incentives and awards, affect both intrinsic and extrinsic motivation among teachers. The study assessed its collective impact on teaching competence, encompassing critical components such as content knowledge, pedagogical skills, the learning environment, and the ability to address learner diversity. It also considered the roles of curriculum planning and practical assessment and reporting practices in fostering a holistic approach to teacher effectiveness. Understanding this relationship is crucial, as it reveals how supportive organizational practices can enhance teachers' motivation and improve their teaching competence.

II. NEED OF THE STUDY.

The results of the study provided data on organizational support, career motivation, and teaching competence of elementary school teachers, benefiting several stakeholders. Teachers would benefit from this study, as it helps enhance teachers' effectiveness and competence in the classroom by equipping them with the skills and strategies needed to meet diverse student needs that they acquire from the training they attend. It would also boost teachers' morale and motivation since this study values incentives and awards, creating a more positive and dynamic teaching environment. Students are expected to benefit from improved teaching competence, which leads to better learning outcomes as competent teachers employ effective instructional methods. Creating engaging classroom environments fosters a supportive climate that encourages active participation. Additionally, their adaptability accommodates diverse learning needs, ensuring all students receive the tailored support necessary for academic success.

School administrators would benefit from this study by enhancing their leadership techniques to strengthen organizational support and foster a positive school culture. Insights from the study would assist in developing tailored professional development programs that address teachers' unique challenges. Additionally, it would be better equipped to implement strategies that reduce turnover and retain high-quality teachers, promoting stability within the school.

DepEd Officials are positioned to benefit by providing insights that inform the formulation of policies to enhance teacher support and motivation. Understanding teachers' specific needs would guide resource allocation, ensuring adequate support systems are in place to increase teaching competence. Additionally, the findings would assist in strategic planning for professional development programs aligned with teachers' actual needs, thereby promoting continuous growth and improvement.

Parents are likely to benefit from this study as it improves school communication and helps them understand how organizational support influences teaching. This awareness would foster constructive dialogue about their children's education, leading to increased parental involvement. Informed parents would collaborate more effectively with teachers and administrators, creating a supportive home-school partnership and setting higher academic expectations for their children, positively influencing their educational journey. Future researchers are supposed to benefit from this study as it served as a framework for additional studies into teaching competence, organizational support, and career motivation. It allowed for comparison investigations across diverse contexts or educational systems, which improved the potential for the generalization of results. Furthermore, the research inspired interdisciplinary investigations into the intersections of education, psychology, and organizational behavior, resulting in a more comprehensive knowledge of teacher effectiveness.

I. RESEARCH METHODOLOGY

3.1 Population and Sample

The study focused on the public elementary school teachers from Kibawe East and Kibawe West Districts for the school year 2024–2025. These respondents were chosen using a total enumeration method. There are three hundred two (302) elementary school teachers in the two (2) districts. The number of teachers ensured that all had an equal chance of being included, maximizing the accuracy of the results by considering the entire population of interest.

The researcher mainly concentrated on teachers at public elementary schools in the Kibawe West and Kibawe East Districts since elementary education laid the foundation for the pupil's academic future. Understanding how organizational support and career motivation impact teachers during this crucial stage could improve student learning outcomes.

Table 3.1: Distribution of the Respondents within the Locale of Study

District	N	%
Kibawe West District	173	57.28%
Kibawe East District	129	42.72%
Total	302	100%

3.2 Data and Sources of Data

Part I of the questionnaire was on organizational support. The organizational support section of the questionnaire included four (4) indicators: training and development with seven (7) items; performance review and appraisal with eight (8) items; merits and promotion with nine (9) items; and incentives and award systems with nine (9) items. The instrument was adapted from the study of Macabanding (2020) in her dissertation titled "Teaching Competency, Organizational Support, and School Culture on the Performance of Junior High School Teachers" with a Cronbach alpha of 0.983, indicating high reliability.

Part II of the questionnaire is on career motivation. This instrument was adapted from the study utilized by De Los Santos-Lopez (2020) titled "Teachers' Motivation and Leadership on the Performance of Basic Education Teachers". This instrument comprised intrinsic and extrinsic motivation with ten (10) items each. Cronbach's alpha of this questionnaire was .965 indicating high reliability of the test items.

Part III was on the teaching competence. The instrument was adapted from the study of Villanueva (2023) in his master thesis entitled on "Emotional Resiliency and Attrition on Teachers' Productivity Amidst the Pandemic". The questionnaire covered four (4) indicators with five (5) items each: content knowledge and pedagogy; learning environment and diversity of learners; curriculum and planning; assessment and reporting. The Cronbach's alpha of this questionnaire was .983 indicating a high reliability of the test items.

Permission was secured from Central Mindanao University's Institutional Ethics Review Committee (IERC) Office to ensure compliance with ethical guidelines in conducting research. The pilot testing was conducted at Guinuroyan Central School, Guinuroyan, Valencia, Bukidnon, to assess the research tool's dependability and accuracy and examine the instrument for ambiguity and clarity.

A formal request for permission was made to the Schools Division Superintendent of the Division of Bukidnon, accompanied by a letter approved and signed by the college dean and thesis adviser. Once approval was granted, the endorsement letter was presented to the Public Schools District school administrators to facilitate accommodation. The core purpose of the study was explained during this process.

The researcher conducted a survey on organizational support, career motivation, and productivity of teachers in public elementary schools. A written consent form was provided for respondents to read and sign to confirm the teachers' willingness to participate and ensure they understood their roles. Ample time was given to complete the instruments, and respondents were encouraged to respond accurately. Confidentiality of the submitted data was guaranteed, with the information compiled, arranged, and subjected to statistical analysis and interpretation.

3.3 Theoretical Framework

The concept of organizational support in this study is grounded in Organizational Support Theory (OST), developed by Eisenberger, Huntington, Hutchinson, and Sowa in 1986. It posited that employees generally perceived the extent to which their organization valued their contributions and cared about their well-being. Perceived organizational support (POS) influences employees' motivation, job satisfaction, and performance. According to this theory, employees tended to assign human-like characteristics to the organization and perceived the actions of organizational agents as reflecting the organization's intentions rather than personal motives. This personification of the organization led to the development of POS, which affects employees' felt obligation to help the organization, their affective commitment, and their expectations of rewards for improved performance. This theory is related to this study, which emphasizes the importance of organizational support in shaping teachers' attitudes and behaviors. Teachers who perceive their school administration as supportive and appreciative of their contributions tend to demonstrate higher motivation, commitment, and productivity levels. On the other hand, teachers who perceived a lack of support or care for their well-being experienced decreased motivation, job satisfaction, and productivity.

On the other hand, career motivation is anchored on Self Determination Theory (SDT), developed by Deci and Ryan in 1985. The theory addresses those motivated by a combination of internal and external stimuli, focusing on the autonomy, competence, and relatedness of three essential psychological needs. Self Determination Theory emphasizes how organizational support could foster intrinsic motivation in primary school teachers, encouraging them to take more responsibility for their jobs. Meeting these psychological demands might help schools create an environment in which teachers are motivated to pursue ongoing professional development and make career commitments. This theory was relevant to the research study since it emphasized the value of intrinsic motivation in the teaching profession. Teachers who perceived high organizational support were more likely to feel a sense of autonomy and competence, which were essential for intrinsic motivation. This motivation was critical in creating an environment where teachers were engaged and dedicated to their professional development. When teachers were intrinsically driven, they improved not only their own teaching abilities but also student engagement and performance.

Teaching competence was based on Social Cognitive Theory by Bandura in 1986. This theory illustrates the role of human traits, actions, and environmental influences in determining learning and performance outcomes. Teachers' self-efficacy, or belief in their potential to achieve, was influenced by their experiences, the support they received, and the modeling of good practices. Social Cognitive Theory emphasizes the role of supportive organizational contexts in improving teacher teaching ability by providing chances for skill development, feedback, and collaborative learning. This theory was relevant to the research study because it highlighted the importance of self-efficacy, observational learning, and environmental influences in molding teachers' abilities and motivations. Teachers with high self-efficacy were more likely to engage in successful teaching techniques, pursue professional development, and adapt to different learning environments. Furthermore, when teachers observed effective strategies used by colleagues, they adapted these practices into their teaching, increasing their competence. The idea also emphasized the significance of organizational support as an environmental component that promoted motivation and self-belief, resulting in greater teaching efficacy and student results. This interconnection emphasized how intrinsic and extrinsic motives and supporting settings played an important part in establishing teaching competence.

This study examines the factors influencing the teaching competence of elementary school teachers by drawing on three relevant theories. Organizational Support Theory emphasizes the importance of perceived organizational support, suggesting that teachers' motivation, commitment, and productivity are closely linked to how valued they feel in their workplace. Self Determination Theory highlights the importance of intrinsic motivation, claiming that when teachers' psychological requirements for autonomy, competence, and relatedness are addressed, they become more involved and dedicated to professional growth. Social

Cognitive Theory focuses on self-efficacy and environmental impacts, demonstrating that supportive circumstances for skill development and collaborative learning boost teachers' confidence in their abilities. Together, these theories underscore that a supportive organizational climate, intrinsic and extrinsic motivational factors, and strong self-efficacy are crucial for enhancing the teaching competence of teachers and, ultimately, student learning outcomes.

3.4 Statistical Tools

The data were summarized, translated, and analyzed using the following statistical tools:

3.4.1 Descriptive Statistics

Descriptive statistics was employed to analyze the first three problem statements and responses of elementary school teachers regarding their levels of organizational support, career motivation, and teaching competence. This method involved calculating the mean values for each variable to summarize and describe the data effectively.

3.4.2 Correlation Analysis

To find out the relationship of organizational support and career motivation on the competence of teachers, Pearson's Product Moment Correlation analysis was utilized.

3.4.3 Regression Analysis

Multiple regression analysis was used to find out which variables best predicted the teaching competence of public elementary school teachers.

IV. RESULTS AND DISCUSSION

4.1 Organizational Support Received by the Teachers

Table 4.1: Mean Scores of Elementary School Teachers' Organizational Support

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
Performance Review and Appraisal	4.40	Frequently	High Support
Training and Development	4.28	Frequently	High Support
Merits and Promotion	4.18	Frequently	High Support
Incentives and Awards System	4.18	Frequently	High Support
Overall Mean	4.26	Frequently	High Support

Legend:

Rating Scale	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Very Frequently	Very High Support
3.51-4.50	Frequently	High Support
2.51-3.50	Occasionally	Moderate Support
1.51-2.50	Rarely	Low Support
1.00-1.50	Never	Very Low Support

Table 4.1 summarizes organizational support scores among elementary teachers according to four essential indicators: training and development, performance review and appraisal, merit and promotion, and incentives and awards system. The overall mean score calculated is 4.26, denoting a "Frequently" rating, reflecting a "high support" that implies that teachers perceive considerable organizational support. The performance review and assessment achieved the highest mean score of 4.40 across four indicators, as teachers see their contributions as valued and acknowledged. This acknowledgment is essential for fostering a positive work environment and advancing their professional growth.

The finding shows the importance of organizational support in improving teachers' motivation and competence in educational reform (Hsieh et al., 2022). For the indicator with the highest mean score of 4.40, "Performance Review and Appraisal," it is evident that good appraisals offer crucial feedback that promotes motivation and career advancement (Wang & Zhang, 2018). According to Lee et al. (2023), fair assessments encourage teachers to advance their craft, highlighting the value of constructive criticism in the classroom.

The indicator 'Training and Development' has the second highest mean score of 4.28, which shows how important it is for teachers to keep learning and growing in their careers. This result confirms the research by Darling-Hammond et al. (2017), showing that ongoing training helps teachers do their jobs better and improves student results. By investing in teacher training, schools can help teachers stay up-to-date and ready to meet new educational challenges, which benefits everyone involved.

The 'Merits and Promotion' score of 4.18 indicates that teachers believe promotions are fair, motivating them to do their best (Nguyen et al., 2020). This finding supports the idea that when teachers know they can advance based on their performance, they are more likely to seek additional training to improve (Feng & Sass, 2021). The 'Incentives and Awards System' scored 4.14, indicating how recognition and rewards boost teacher morale and motivation (Smith et al., 2022). The ZEAL Awards in the DepEd Division of Bukidnon exemplify how recognizing teachers can increase commitment and performance. These findings show that teachers can grow and become more effective in the classroom when schools create a supportive environment with fair evaluations, ongoing training, promotions based on merit, and recognition programs.

4.2 Career Motivation of Teachers

Table 4.2: Mean Scores of Elementary School Teachers' Career Motivation

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
Intrinsic Motivation	4.43	Usually	Highly Motivated
Extrinsic Motivation	4.24	Usually	Highly Motivated
Overall Mean	4.34	Usually	Highly Motivated

Legend:

Rating Scale	Descriptive Rating	Qualitative Interpretation
4.51- 5.00	Always	Very Highly Motivated
3.51- 4.50	Usually	Highly Motivated
2.51- 3.50	Sometimes	Moderately Motivated
1.51- 2.50	Seldom	Rarely Motivated
1.00-1.50	Never	Not Motivated At All

Table 4.2 summarizes the overall career motivation of elementary teachers, focusing on two factors: intrinsic motivation and extrinsic motivation. The overall mean score is 4.34, categorized as "Usually," and with a qualitative interpretation of "Highly Motivated", indicating that teachers generally feel motivated to do their roles. Notably, intrinsic motivation received the highest score at 4.43, suggesting that teachers derive a significant sense of personal satisfaction and fulfillment from their work. This high intrinsic motivation reflects their passion for teaching, commitment to student growth, and enjoyment in daily interactions with students and colleagues.

Studies reveal that teachers who experience intrinsic motivation are more likely to keep excitement and dedication to their career, therefore raising job satisfaction and effectiveness (Skaalvik & Skaalvik, 2014). Motivated teachers regularly search for opportunities for improvement and innovation in their teaching strategies, fostering a dedication to continuous professional development (Deci et al., 2020).

On the other hand, extrinsic motivation got a slightly lower score, implying that although factors affect their motivation, they are less motivating than internal causes. Hattie (2021) says that although extrinsic variables can enhance performance initially, they must be harmonized with intrinsic motivators to establish a pleasant teaching atmosphere where teachers feel supported and respected. This combination is essential for promoting enduring career fulfillment and efficacy in the classroom.

Additionally, Ryan and Deci (2020) stress the importance of combining intrinsic and extrinsic motivation to create an engaging environment. By implementing organized recognition programs and promoting professional development opportunities, educational institutions may nurture a motivated teaching staff proficient at providing high-quality education, benefiting both teachers and students.

4.3 Teaching Competence of Elementary School Teachers

Table 4.3: Mean Scores of the Elementary School Teachers' Teaching Competence

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
Learning Environment and Diversity of Learners	4.45	Usually	Highly Competent
Assessment and Reporting	4.42	Usually	Highly Competent
Curriculum and Planning	4.41	Usually	Highly Competent
Content Knowledge and Pedagogy	4.38	Usually	Highly Competent
Overall Mean	4.42	Usually	Highly Competent

Legend:

Rating Scale	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Always	Very Highly Competent
3.51-4.50	Usually	Highly Competent
2.51-3.50	Sometimes	Moderately Competent
1.51-2.50	Seldom	Less Competent
1.00-1.50	Never	Not Competent At All

Table 4.3 summarizes the mean scores of teaching competence among elementary teachers, evaluated across four (4) indicators: content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning and assessment and reporting.

The overall mean score is 4.42, categorized as "Usually" and interpreted as "Highly Competent." This finding indicates that teachers demonstrate a robust level of proficiency in their teaching practices across all evaluated indicators. The elementary teachers are knowledgeable about their subject matter and skilled in creating inclusive learning environments that cater to diverse student needs.

Additionally, their competence in curriculum planning and effective assessment strategies reflects a commitment to fostering student success. This comprehensive skill set is crucial for adapting to students' varying learning styles and backgrounds, ultimately enhancing the quality of education provided in elementary settings.

Among the four indicators assessed, "Learning Environment and Diversity of Learners" achieved the highest mean score of 4.45, which corresponds to a descriptive rating of "Usually" and interpreted as "Highly Competent." This notable score reflects the effectiveness of teachers in cultivating a supportive and inclusive classroom environment, a key factor that significantly enhances

student engagement and academic success (Freiberg, 2018). The outstanding performance in the classroom demonstrates how well teachers can interact with various students, which is crucial for creating an inclusive learning environment (Johnson, 2016).

On the other hand, content knowledge and pedagogy still fall into the highly competent category with a slightly lower score of 4.38, which indicates room for development. Mastery in these areas is crucial for enhancing student understanding and engagement, as strong content knowledge coupled with effective teaching methods significantly influences student outcomes (Hattie & Clarke, 2019). Research supports this finding, emphasizing that teachers who integrate content expertise with pedagogical skills are better equipped to foster student learning (Shulman, 2016). The importance of this integration is further highlighted by studies demonstrating how pedagogical content knowledge directly impacts teaching effectiveness and student achievement.

Furthermore, the higher proficiency levels across all indicators indicate that teachers are well-equipped to provide quality education. Ongoing professional development must prioritize enhancing topic understanding and pedagogical skills to engage different learners more effectively. Ongoing training and enhanced instructional techniques are crucial for improving teaching effectiveness (Guskey & Yoon, 2020). Workshops and training sessions on innovative instructional strategies can help refine these skills, ultimately improving classroom dynamics and student performance.

4.4 Correlation Analysis of Organizational Support and Career Motivation to Teachers' Teaching Competence

Table 4.4: Correlation Analysis of the Variables

Independent Variables	Pearson R	Probability
Organizational Support	.646	.000**
Training and Development	.583	.000**
Performance Review and Appraisal	.725	.000**
Merits and Promotion	.504	.000**
Incentives and Awards System	.508	.000**
Career Motivation	.746	.000**
Intrinsic Motivation	.764	.000**
Extrinsic Motivation	.623	.000**

**Correlation is significant at the 0.01 level (2-tailed).

b. Likewise N=302

Table 4.4 presents the correlation between organizational support and career motivation to teaching competence in public elementary schools. Pearson Correlation was utilized to measure the strength of the relationship between organizational support and career motivation to teaching competence.

The correlation analysis illustrated in the table indicates significant relationships between teaching competence and two critical variables: organizational support and career motivation. A significant positive correlation exists between teaching competence and organizational support ($R = 0.646^{**}$), which is significant at the 0.05 level (2-tailed). The data suggest that increased organizational support positively impacts teaching competence. This relationship indicates that teachers who receive more support from their institutions are likely to demonstrate higher levels of effectiveness in their teaching practices. It emphasizes the importance of a supportive environment in enhancing teachers' professional growth and instructional quality. This finding aligns with Bryk and Schneider (2020) who emphasized that a positive organizational society fosters collaboration and common goals, resulting in a more effective learning environment. When teachers feel supported, they are more inclined to work together and share best practices, which enhances overall teaching quality.

Training and development exhibit a significant positive correlation ($r = 0.583^{**}$, $p = 0.000$) with teaching competence, indicating that teachers who receive adequate training and organizational support are more likely to feel competent in their roles. The data suggests that adequate training and organizational support play a crucial role in enhancing teachers' sense of competence in their roles. This correlation indicates that when teachers receive proper training and resources, they are more confident and effective in their teaching practices, ultimately benefiting student learning outcomes. This finding is consistent with Darling-Hammond et al. (2017), emphasizing that ongoing professional development is crucial for teachers to adapt to changing educational demands and improve their instructional practices.

Additionally, performance reviews and appraisals show a positive correlation ($r = 0.725^{**}$, $p = 0.000$) with teaching competence, suggesting that effective appraisal systems provide positive feedback, encouraging teachers to recognize their strengths and areas for growth (Wang & Zhang, 2018). This feedback loop enhances teachers' skills and contributes to a culture of continuous improvement within educational institutions (Hattie, 2020).

Moreover, incentives and rewards are positively correlated ($r = 0.508^{**}$, $p = 0.000$) with teaching competence, reinforcing that recognition and appreciation can significantly boost teacher motivation and commitment to their roles (Sember & Cusson, 2024). Schools that implement well-structured incentive systems can create an environment where teachers feel valued, which promotes collaboration and innovation in teaching practices (Moyo & Nkosi, 2023).

Intrinsic motivation shows a significant positive correlation ($r = 0.764^{**}$, $p = 0.000$) with teaching competence, indicating that internally motivated teachers are more likely to feel adequate and skilled in their roles. The data suggest that intrinsic motivation is key in enhancing teachers' sense of competence and skill in their roles. Internally motivated teachers tend to feel more capable and effective, which likely translates into improved teaching practices and better student outcomes. This claim aligns with the

findings of Deci and Ryan (2020), who argue that intrinsic motivation fosters a deeper engagement with teaching practices, ultimately enhancing educational outcomes.

Similarly, extrinsic motivation also exhibits a significant positive correlation ($r = 0.623^{**}$, $p = 0.000$) with teaching competence. The findings suggest that extrinsic motivation also contributes positively to teaching competence. Teachers motivated by external factors, such as recognition or rewards, are likely to feel more capable and effective in their roles. This finding is consistent with research by Ryan and Deci (2017), which highlights the importance of external motivators in complementing intrinsic drives to improve performance and satisfaction in educational settings. This claim aligns with Skaalvik and Skaalvik (2014), asserting that a balanced approach, incorporating both intrinsic and extrinsic motivators, enhances teachers' commitment and resilience.

Prioritizing training and professional development initiatives that align with teachers' needs is essential, as higher skill levels are linked to increased job satisfaction and overall well-being. Research indicates that teachers' teaching competence grows when they experience sufficient organizational support and focus on their welfare. A supportive work environment that acknowledges teachers' competencies is crucial for enhancing their self-esteem and independence. Implementing mentorship programs, establishing peer support networks, and providing regular constructive feedback can create a culture of continuous growth and collaboration.

Understanding the positive correlation between teaching competence and organizational support enables schools to devise effective maintenance strategies for teachers, as emphasized by Ahmed et al. (2015). A strong support system can empower teachers to thrive, benefiting the entire educational community. Investing in teachers' needs yields substantial long-term benefits for schools, including reduced turnover rates, increased job satisfaction, and improved student outcomes.

4.5 Regression Analysis of the Variables

Table 4.5: Regression analysis showing variables significantly affecting the Teaching competence of Elementary School Teachers.

INDICATORS	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.792	.159		4.967	.000
Career Motivation					
Intrinsic Motivation	.496	.052	.504	9.583	.000
Organizational Support					
Performance Review and Appraisal	.324	.049	.347	6.595	.000
R=.798 ^b	R ² =0.637		F=262.443	Sig.0.000 ^c	

Table 4.5 displays the results of a regression analysis that investigates the relationship between organizational support, career motivation, and teaching competence. The analysis identified two significant variables that predict teaching competence: the dependent variable.

These predictors were found to exert a considerable influence on the factors affecting teachers' teaching competence. The regression analysis reveals that career motivation significantly contributes to teaching competence, with a coefficient of 0.504 ($p < 0.001$). Data suggest that career motivation is a significant predictor of teaching competence, indicating that teachers driven by their career goals are likely to demonstrate higher levels of effectiveness in their teaching. This finding underlines the importance of developing a motivating environment encouraging teachers to pursue their professional aspirations, ultimately enhancing their instructional quality. Similarly, intrinsic motivation is positively correlated with teaching competence ($B = 0.504$, $p < 0.001$), suggesting that those internally driven to succeed in their roles are likely to exhibit higher levels of teaching competence and effectiveness.

Moreover, organizational support, reflected in the performance review and appraisal system, also plays a crucial role ($B = 0.324$, $p < 0.001$). This finding shows the importance of constructed feedback and evaluation processes in enhancing teachers' competence and effectiveness. The model accounts for approximately 63.7% of the variance in teaching competence and is statistically significant ($F = 262.443$, $p < 0.001$). This finding implies that variations in career motivation: intrinsic motivation, and organizational support: performance review and appraisal are linked to changes in teaching competence. Also, this indicates a significant relationship between the indicators of the study and teaching competence. This result suggests that the factors included in the model are important for understanding variations in teaching competence.

However, the remaining 36.3% remains unexplained, suggesting the presence of other factors that influence teaching competence beyond those included in this model. This gap invites further investigation into additional influences that may be contributing to teachers' teaching competence. These additional factors may include the teacher's years of experience, educational background, personal teaching beliefs, or external influences like school culture and community support. By identifying and examining these other influences, a more complete understanding of what contributes to teaching competence may be developed, which will help create more effective strategies for professional development and support for teachers.

The model reveals an R^2 value of 0.637, indicating its effectiveness and competence, with the significance of the model validated by an F-value of 262.443 and a p-value of 0.000. The equation derived from this analysis is as follows:

$$Y = 0.792 + 0.496 (X1) + 0.324 (X2)$$

Where: 0.792 is the constant

Y = Teaching Competence

X1 = Intrinsic Motivation (Career Motivation)

X2= Performance Review and Appraisal (Organizational Support)

This regression equation estimates teachers' potential teaching competence based on their career motivation and organizational support. Rejecting the null hypothesis (H_0) indicates that at least one of the variables significantly predicts teaching competence, underscoring the necessity of nurturing both intrinsic motivation and organizational support to enhance teaching competence.

Furthermore, the findings reveal that the best predictor of teaching competence in elementary schools within the Division of Bukidnon is the intrinsic motivation under career motivation. The indicator performance review and appraisal under organizational support follows it. The results show the significance of promoting both intrinsic motivation and performance review and appraisal to improve teaching competence and effectiveness. These observations encourage an equitable strategy that helps improve teacher motivation and support systems. Educational institutions should promote the augmentation of teachers' intrinsic motivation, primarily through programs that cultivate a feeling of purpose and internal drive. Research indicates that when teachers have intrinsic motivation, they are more inclined to interact positively with their pupils, resulting in improved educational outcomes (Ryan & Deci, 2020).

Also, establishing strong organizational support through structured performance reviews can significantly enhance teaching competence. Research indicates that effective appraisal systems provide teachers with constructive feedback, enabling them to recognize their strengths and areas for improvement (Wang & Zhang, 2018). This can lead to greater job satisfaction and effectiveness, confirming the findings of Rhoades and Eisenberger (2018), which demonstrated that perceived organizational support is positively associated with commitment and job satisfaction among teachers.

It is also essential to recognize that while intrinsic motivation is a critical driver of teaching competence, the role of organizational support cannot be underestimated. Evidence suggests that teachers who feel supported by their administration are more likely to participate in professional development activities, ultimately enhancing their teaching skills (Timperley et al., 2019). Additionally, integrating career motivation and organizational support provides a comprehensive framework for understanding the factors that enhance teaching competence in public elementary schools. By nurturing these aspects, educational institutions can create an environment that improves teacher effectiveness and leads to positive student learning outcomes.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis of organizational support, career motivation, and teaching competence among teachers, the study draws the following conclusions:

Most teachers in the study exhibit a high level of organizational support, which indicates that when teachers feel sufficiently supported, they are more equipped to create a positive and engaging learning environment for their students. Hence, a high level of organizational support is essential for enhancing teaching effectiveness and competence.

Moreover, teachers demonstrate high career motivation, reflecting their fulfilment and satisfaction in their teaching roles. Both intrinsic and extrinsic motivation further increase teachers' teaching competence and commitment.

Additionally, the teachers exhibit a high level of teaching competence, indicating they are well-prepared to deliver effective instruction. It positively impacts student learning outcomes and contributes to a dynamic educational situation.

The correlation analysis reveals significant positive relationships between teaching competence, organizational support, and career motivation among teachers. Thus, competent teachers are more likely to exhibit higher commitment to their organization, influenced by supportive structures and motivation levels. Thus, the null hypothesis is rejected.

The regression analysis indicates that intrinsic motivation, performance review, and appraisal are the best predictors of teaching competence. It underscores the importance of fostering intrinsic motivation and strong organizational support systems. By prioritizing these factors, educational institutions can improve teacher effectiveness and competence, ultimately leading to better student outcomes.

Based on the findings of this study, the following recommendations are proposed to enhance teachers' organizational support, career motivation, and teaching competence:

School administrators may prioritize building strong organizational support for teachers by implementing regular performance reviews, constructive feedback, mentorship programs, and opportunities for professional growth. Hence, creating a supportive environment might make teachers more likely to feel valued, enhancing their effectiveness and competence.

Educational policymakers and human resource management heads may focus on boosting teacher motivation by implementing recognition ideas, career advancement opportunities, and personal fulfilment workshops. Also, involving teachers in decision-making fosters ownership and commitment, enhancing their motivation and competence in teaching.

Department of Education officials are encouraged to develop targeted professional development programs, including training sessions and workshops promoting reflective practice, peer observations, and innovative teaching strategies. This commitment to continuous learning might refine teachers' skills and teaching competence, ultimately improving student outcomes.

Teachers may establish collaborative frameworks with their co-teachers and administrators to share insights and strategies. By supporting each other, teachers may design programs that address their emotional and professional needs, ultimately enhancing their motivation and competence in the classroom.

The Schools Division Superintendent and Public Schools Supervisor may prioritize the establishment of a cohesive framework that supports teacher development and motivation. They may ensure that performance review processes are evaluative and developmental, providing constructive feedback that empowers teachers to grow professionally. Also, integrating regular professional development workshops on intrinsic motivation into the school calendar may promote a culture of support and continuous improvement, thereby enhancing teacher effectiveness and competence.

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