Motivation and Engagement on the Efficacy of Public School Teachers

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ABSTRACT

This study examined the influence of teachers' motivation and engagement on teaching efficacy among public school teachers in the Division of Valencia City, Bukidnon, Philippines during School Year 2025–2026. Specifically, it examined the level of teachers' motivation in terms of enjoyment, performance, and importance; the level of teachers' engagement in terms of shared values, feedback and recognition, and career growth and training opportunities; the level of teacher efficacy; the significant relationships among motivation, engagement, and teacher efficacy; and the variables that significantly predicted teacher efficacy. The respondents of the study were public school teachers from selected schools in the division. The study employed a descriptive–correlational research design, using validated survey instruments as the primary data-gathering tools. Statistical treatments included mean and descriptive statistics to determine levels of variables, Pearson product-moment correlation to test relationships, and multiple regression analysis to identify significant predictors of teacher efficacy.

Results revealed that teachers demonstrated high levels of motivation, particularly in enjoyment, performance, and importance, and high levels of engagement across shared values, feedback and recognition, and career growth and training opportunities. Teachers also exhibited a high level of teaching efficacy, reflecting strong confidence in classroom management, instructional practices, and learner interaction. Correlation analysis showed that both motivation and engagement have significant positive relationships with teacher efficacy, with engagement showing a stronger association. Regression analysis indicated that motivation and engagement are predictors of efficacy of teachers. The findings of the study indicated that, while teachers' intrinsic motivation provides the foundation for effective teaching, active engagement plays a more critical role in strengthening teaching efficacy. Moreover, DepEd officials and school administrators may prioritize structured and sustained teacher engagement programs to allow teachers to gain mastery experiences and professional support, improving instructional quality and learning outcomes in public schools.

Keywords: Teacher Motivation, Teacher Engagement, Teaching Efficacy, Career Growth and Training Opportunities, Feedback and Recognition

INTRODUCTION

Teaching was a purposeful, interactive activity through which a teacher helps learners acquire knowledge, skills, and ways of thinking. It is not just telling or transmitting information, but a systematic process that involves planning what and how to teach, organizing learning experiences, communicating content clearly, and using feedback to guide improvement in student learning (Rajagopalan, 2019). Research consistently shows a positive relationship between teachers' self-efficacy and various aspects of teaching quality and effectiveness. Higher teacher self-efficacy is linked to better instructional strategies, classroom management, and student engagement, which in turn enhance teaching quality as rated by students (Burić et al., 2024). Teacher self-efficacy was teachers' belief in the ability to successfully teach and manage classrooms. Across many studies and reviews, higher self-efficacy is consistently linked to better observed teaching practices and evaluated teaching

performance, though the effects are usually small to moderate. Teachers' self-efficacy is a belief, not a skill test. It means how strongly teachers believe they can successfully teach, manage the classroom, and help students learn, even when students are unmotivated or face difficulties (Zhang et al., 2025).

International research shows that current problems in teachers' self-efficacy are closely tied to new demands and difficult working conditions rather than a lack of interest or effort from teachers. Large cross-country studies find that self-efficacy depends strongly on classroom factors such as student behavior, class composition, and available support, which can undermine teachers' confidence in engaging students, instructing effectively, and managing classrooms when conditions are poor (Fackler et al., 2021). In the Philippines, research shows that many teachers actually report moderate to high self-efficacy, but this confidence is strained by several recurring problems and contexts. During COVID-19 and the "new normal," Filipino teachers faced loss of face-to-face interaction, complex lesson preparation, difficult class conduct, poor internet connectivity, and new procedures for assessment, all of which challenged their ability to feel effective (Antonio, 2023). In basic education, teachers feel highly efficacious in instruction and creating a positive climate where they have direct control, but are less confident influencing institutional decision-making, community involvement, and sometimes parental involvement, pointing to limits in their sense of agency beyond the classroom (Pelingon et al., 2024). In Bukidnon, studies show that teachers generally report moderate to high self-efficacy, but this confidence is strained by local working conditions, added roles, and challenging contexts. In remote Bukidnon schools, teachers face geographical isolation, limited resources, cultural diversity, and professional isolation; these conditions make teaching and classroom management difficult and require constant cultural adaptation and personal resilience, which can test their belief that they can ensure quality learning (Fabrigas et al. 2025).

One of the important factors that promotes efficacy in teaching is motivation. In teaching, it is the inner drive and external encouragement that energize, direct, and sustain a teacher's efforts to teach well and persist in the profession. It acts as a driving force that starts and guides teachers' instructional actions toward achieving learning goals, making them diligent in completing tasks, persistent in overcoming obstacles, and eager to find and solve problems (Farida, 2021). Motivation is important in teaching because it energizes teachers' goals, effort, and persistence, which in turn shapes how confidently and effectively they teach. Motivated teachers set meaningful goals for themselves and their students, feel more capable (higher self-efficacy), and are more likely to use rich, mastery-oriented teaching strategies that support understanding rather than just test performance. Studies show that when teachers have strong self-efficacy and genuine interest, they provide better classroom management, cognitive activation, emotional support, and autonomy support, all of which are core dimensions of high teaching quality (Lazarides et al., 2021).

Another important factors that promote efficacy in teaching is engagement. Teacher engagement in teaching refers to the energy, dedication, and involvement teachers bring to their work and classroom tasks. It is often defined as a positive, work-related state of mind characterized by vigor (high energy and mental resilience), dedication (strong involvement, significance, pride), and absorption (being fully focused so that time passes quickly) in teaching activities. (Shu, 2022). Teacher engagement is important because it reflects how much energy, dedication, and attention teachers invest in the work, which directly influences the well-being, teaching quality, and students' learning. Engaged teachers show vigor, dedication, and absorption in teaching; as teacher work with stamina, passion, and focus, and are better able to adapt to changes in student behavior and curriculum demands (Ojales et al., 2023).

Teacher motivation and engagement are vital factors that influence teaching efficacy by strengthening teachers' confidence, commitment, and effectiveness in the classroom. Motivation, reflected through enjoyment, performance, and a sense of importance, enhances teachers' willingness to persist, innovate, and perform effectively despite professional challenges. Engagement, demonstrated through shared values, feedback and recognition, and access to career growth and training opportunities, sustains teachers' involvement, professional growth, and positive work attitudes. In the Division of Valencia City, understanding how motivation and engagement relate to and predict teacher efficacy can help address issues such as burnout and reduced instructional quality. Strengthening these areas supports teacher well-being, improves classroom practices, and

aligns with broader educational reforms aimed at enhancing overall school performance and student learning outcomes.

Specifically, it seeks to answer the following questions:

1. What is the level of teachers' motivation in in terms of:

a. Enjoyment;

b. Performance; and

c. Importance?

2. What is the level of teachers' engagement in terms of:

a. Shared Values;

b. Feedback and Recognition; and

c. Career Growth and Training Opportunities?

3. What is the level of teacher efficacy among public school teachers?

4. Is there a significant relationship between teachers' efficacy in terms of:

a. Motivation; and

b. Engagement?

5. Which of the variables significantly predict teachers' efficacy?

METHODOLOGY

Research Design

This study employed a descriptive-correlational research design to determine the influence of teachers' motivation and engagement on teacher's efficacy. Descriptive method will assess the level of motivation, engagement, and efficacy of teachers and correlational research design will determine the relationships between the independent variables such as motivation and engagement, to the dependent variable, teachers' efficacy. Additionally, this study will determine which variable, individually or in group, most effectively predicts teachers' efficacy in the division of Valencia City. The design is appropriate as it allows the measurement of variables through standardized instruments and the examination of relationships between independent variables (motivation and engagement) and the dependent variable (efficacy), and predicts which variable most effectively predicts efficacy among teachers of the Division of Valencia City.

Locale of the Study

The study was conducted in the Division of Valencia City, involving public school teachers randomly selected within the division. This locale was chosen because it represents typical public-school conditions and teaching environments that has both urban and rural areas, making it appropriate for examining teachers' diverse professional experiences. Focusing on the Division of Valencia City allows the researcher to generate division-specific evidence on teachers' motivation and engagement and the influence on teaching efficacy. The findings of this study are expected to provide relevant insights that can inform school administrators and education leaders in developing targeted interventions, professional development programs, and support mechanisms aimed at enhancing teacher efficacy and overall instructional quality across the division.

Sample Size and Sampling Procedure

The respondents of this study consisted of 250 public-school teachers under the Division of Valencia City, who were randomly selected to ensure fair representation across schools within the division. Random sampling was employed to minimize selection bias and to allow each qualified teacher an equal chance of being included in the study. Teachers currently assigned to public elementary and secondary schools during the school year covered by the research were considered eligible respondents.

The selected teachers served as the primary source of data for determining the levels of motivation, engagement, and teaching efficacy. Motivation was examined in terms of enjoyment, performance, and importance, while engagement was measured through shared values, feedback and recognition, and career growth and training opportunities. Teaching efficacy was assessed based on teachers perceived ability to effectively perform instructional and professional responsibilities.

Research Instrument

The instruments that will be used in this study are structured survey questionnaire designed to measure motivation, engagement, and efficacy among public school teachers in the Division of Valencia City. The questionnaire will be divided into three parts. The first part assessed motivation through indicators of enjoyment, performance, and importance. While the second is measuring teachers' engagement through shared values, feedback recognition, and career growth and training opportunities. The third part focused on teachers' teaching efficacy, capturing teachers' perceptions of their confidence and effectiveness in performing various professional responsibilities. Responses were rated using Likert-type scales, with descriptive equivalents provided to categorize levels of motivation, engagement, and efficacy.

Part I, is on self-motivation with items adapted from the study of Tolentino et. al (2023), Self-efficacy, interest, and effort indicators in the teaching motivation of public senior high school teachers in the Philippines, published in Journal of Advances in Education and Philosophy, where the analysis and interpretation of the results will be anchored to the table below:

Scale	Descriptive Interpretation	Range	Qualitative Interpretation
5	Strongly Agree	4.50-5.00	Very High Motivation
4	Agree	3.50-4.49	High Motivation
3	Nuetral	2.50-3.59	Moderate Motivation
2	Disagree	1.50-2.49	Low Motivation
1	Strongly Disagree	1.50-1.49	Very Low Motivation

Moreover, part II, is on engagement were items drawn from Negoso, J. S. (2021) in the study factors of engagement and level of performance among public secondary school teachers, published in DepEd E-Saliksik, where the analysis and interpretation of the results will be anchored to the table below:

Scale	Descriptive Interpretation	Range	Qualitative Interpretation
5	Very High	4.21–5.00	Very High Engagement
4	High	3.41–4.20	High Engagement
3	Moderate	2.61–3.40	Moderate Engagement

2	Low	1.81–2.60	Low Engagement
1	Very Low	1.00–1.80	Very Low Engagement

Furthermore, part III, is teachers' efficacy were items adapted from the work of Nayon and Mcalisang (2024), Interpersonal self-efficacy, morale, and personality traits of public elementary school teacher's vis-à-vis teaching performance, published in International Journal of Science and Research Archive, where the analysis and interpretation of the results will be anchored to the table below:

Scale	Descriptive Interpretation	Range	Qualitative Interpretation
5	Strongly Agree	4.50-5.00	Very High Efficacy
4	Agree	3.50-4.49	High Efficacy
3	Nuetral	2.50-3.59	Moderate Efficacy
2	Disagree	1.50-2.49	Low Efficacy
1	Strongly Disagree	1.50-1.49	Very Low Efficacy

These sources provided the theoretical and empirical foundation for the questionnaire, ensuring its validity and reliability in measuring the constructs relevant to this study.

To further strengthen its applicability, the instrument was subjected to expert validation by educators and researchers in mathematics education, and a pilot test was conducted with a small group of learners outside the sample to establish reliability. Necessary revisions were made before final administration to the respondents.

Data Analysis Procedure

In this study, the researcher will employ, descriptive statistics, specifically the mean, standard deviation, frequency, and percentage to determine the levels of teachers' motivation, engagement, and efficacy. These tools will summarize the learners' Likert-scale responses and classify the levels based on predefined descriptive ranges.

Moreover, this study will also apply Pearson's Product-Moment Correlation Coefficient (Pearson r) to determine whether significant relationships exist between (a) motivation and efficacy, and (b) engagement and efficacy. This analysis will reveal the direction, strength, and significance of the relationships at the 0.05 level.

Furthermore, multiple linear regression analysis will be used to identify which independent variables from teachers' motivation and engagement significantly predict teacher's efficacy. Regression coefficients and model fit indicators (R and R^2) will be examined to determine each variable's contribution.

RESULTS AND DISCUSSION

Teachers' Motivation in terms of Enjoyment, Performance, and Importance

Table 1 presents the level of teachers' motivation in terms of enjoyment, performance, and importance. This table synthesized the results from the preceding motivation sub-variables to provide an overall picture of teachers' motivational level.

The variables were analyzed using the mean and interpreted through descriptive and qualitative interpretations based on the established scale.

Table 1. Mean Scores of Teachers' Motivation in terms of Enjoyment, Performance, and Importance

Variables	Mean	Descriptive Interpretation	Qualitative Interpretation
Enjoyment	4.07	Agree	High Motivation
Performance	4.08	Agree	High Motivation
Importance	4.04	Agree	High Motivation
Overall Mean	4.06	Agree	High Motivation

The findings implied that teachers demonstrated a generally high level of motivation across all dimensions. Performance motivation emerged as the strongest dimension, followed closely by enjoyment, while importance obtained the lowest mean yet still fell within the high motivation range. The small differences among the mean scores suggested that enjoyment, performance, and importance were closely connected and mutually reinforcing. Overall, the results showed that teachers' motivation was both intrinsic and well-internalized extrinsic in nature, reflecting enjoyment of teaching, strong valuation of the profession, and a drive to meet professional standards. This high level of motivation indicated that teachers were more likely to exhibit sustained effort, resilience, commitment, and effectiveness in their instructional roles.

These results were consistent with the findings of Dorji (2024) who found that highly motivated teachers demonstrated greater well-being, stronger self-efficacy, and more effective teaching practices, emphasizing that the satisfaction of autonomy, competence, and relatedness increased commitment and reduced attrition from the profession. Similarly, Tolentino et al. (2023) reported that public senior high school teachers exhibited a high level of teaching motivation across enjoyment, performance, and importance, indicating that teachers valued both the pleasure derived from teaching and the significance and effectiveness of their work. Furthermore, Samaco (2023) revealed that secondary school teachers demonstrated a very high level of work motivation, which was directly associated with higher teaching performance, highlighting motivation as a key factor in sustaining instructional quality and professional effectiveness. Taken together, these studies support the present findings of this study that teachers' high motivation across enjoyment, performance, and importance strengthened their engagement, commitment, and teaching effectiveness, underscoring the importance of supportive school environments that nurture teachers' motivational needs.

Teachers' Engagement in terms of Shared Values, Feedback and Recognition, and Career Growth and Training Opportunities

Table 2 displays the level of teachers' engagement in terms of shared values, feedback and recognition, and career growth and training opportunities. This table consolidated the results from the preceding engagement dimensions to provide an overall view of teachers' engagement within the school context. The indicators were analyzed using the mean and interpreted through descriptive and qualitative descriptions based on the established scale.

Table 2. Mean Scores of Teachers' Engagement in terms of Shared Values, Feedback and Recognition, and Career Growth and Training Opportunities

Variables	Mean	Descriptive Interpretation	Qualitative Interpretation
Shared Values	3.99	High	High Engagement
Feedback Recognition	3.96	High	High Engagement
Career Growth and Training	4.09	High	High Engagement
Overall Mean	4.01	High	High Engagement

The findings implied that teachers demonstrated a generally high level of engagement across all dimensions. Career growth and training opportunities emerged as the strongest dimension, followed by shared values, while feedback and recognition obtained the lowest mean yet remained within the high engagement range. The close mean scores across dimensions suggested that career growth opportunities, shared values, and feedback and recognition were closely interconnected and collectively sustained teachers' engagement. Overall, the results showed that teachers were highly engaged when schools supported their professional development, fostered a shared sense of purpose, and provided constructive feedback and recognition, leading to active participation, collaboration, and sustained commitment to their professional roles.

These results were consistent with the findings of Cents-Boonstra et al. (2020) who found that highly engaged teachers demonstrated strong enthusiasm, attentiveness, and guided instructional practices, creating learning environments characterized by sustained instructional engagement and responsiveness to students. Similarly, Doño and Mangila (2021) revealed that teachers exhibited high engagement through consistent focus, visible instructional behaviors, and individualized attention, which positively influenced students' motivation and classroom participation. Likewise, Parason and Baguio (2025) reported that shared values related to collaboration, professionalism, and collective responsibility were significantly associated with higher teacher engagement and positive organizational behavior, leading to increased commitment and participation in school activities. Collectively, these studies support the findings of the presents study that teachers' high engagement was sustained through the combined influence of career growth opportunities, shared values, and feedback and recognition, reinforcing teachers' dedication, involvement, and effectiveness in their professional roles.

Teacher Efficacy among Public School Teachers

The level of teacher efficacy among public school teachers reflected their beliefs in their capability to manage classroom behavior, establish authority, maintain positive teacher–pupil relationships, and create a supportive learning environment. This construct focused on teachers' confidence in handling instructional and classroom management responsibilities effectively. The data were analyzed using the mean and interpreted using descriptive and qualitative interpretations.

The findings indicated that public school teachers demonstrated a generally high level of teacher efficacy, with an overall mean of 4.11, descriptively interpreted as Agree and qualitatively described as High Efficacy. This result implied that teachers were confident in their overall capability to perform their professional roles effectively. In general, teachers perceived themselves as capable of managing classrooms, handling instructional demands, and maintaining positive learning environments. The high overall efficacy suggested that teachers possessed strong professional confidence, which supported effective teaching practices, classroom stability, and sustained commitment to their work.

These results were consistent with the study of Chang and Isa (2024), who reported that teachers with high self-efficacy demonstrated stronger instructional competence and effective classroom management, emphasizing the role of confidence in sustaining effective teaching. Similarly, Saragena et al. (2024) found that public school teachers exhibited high levels of teacher self-efficacy, which were associated with effective instructional practices and professional responsibility. Likewise, Abellar and Villocino (2025) revealed that teachers demonstrated high overall self-efficacy, highlighting its importance in classroom management, instructional consistency, and professional confidence. In summary, these studies supported the present finding that teachers' high level of efficacy reflected strong confidence in their professional abilities, contributing positively to instructional quality and classroom effectiveness.

The Significant Relationship between Teachers' Efficacy in terms of Motivation and Engagement

Table 3 presents the results of the correlation analysis between teachers' efficacy and their motivation and engagement. Specifically, it examined the relationship between teacher efficacy and (A) motivation in terms of enjoyment, performance, and importance, and (B) engagement in terms of shared values, feedback and recognition, and career growth and training opportunities. Pearson product-moment correlation was used to determine the strength and significance of the relationships between the variables.

Table 3. Correlation Analysis between Teachers' Efficacy in terms of Motivation and Engagement

Statements	Correlation Coefficient	Significance
A. Motivation	0.658	0.000*
Enjoyment	0.523	0.000*
Performance	0.540	0.000*
Importance	0.620	0.000*
B. Engagement	0.681	0.000*
Shared Values	0.580	0.000*
Feedback Recognition	0.520	0.000*
Career Growth and Training Opportunities	0.663	0.000*

Legend: ns = not significant * = Significant at 0.05 level ** = Significant at 0.01 level

The findings indicated that teacher efficacy was significantly related to both motivation and engagement. All correlation results were statistically significant at the 0.05 level, showing strong positive relationships between the variables. Overall, teachers who reported higher levels of motivation and engagement also demonstrated higher levels of teaching efficacy. This result implied that teacher efficacy did not function independently but was closely associated with teachers' motivational drives and level of engagement within the school environment.

In general, the strong relationship between motivation and teacher efficacy suggested that teachers who valued their profession, enjoyed teaching, and were motivated to perform well were more confident in their instructional and classroom management abilities. Likewise, the strong relationship between engagement and teacher efficacy indicated that teachers who were actively involved in school practices, supported through professional development, and aligned with shared school values exhibited stronger confidence in their teaching roles. These findings implied that enhancing teachers' motivation and engagement served as a key pathway to strengthening teacher efficacy, ultimately supporting effective teaching and instructional quality.

These results were consistent with the study of Dorji (2024), who found that highly motivated teachers demonstrated stronger self-efficacy and instructional commitment, emphasizing that intrinsic motivation and well-internalized extrinsic motivation enhanced teachers' confidence in classroom management and student support. Similarly, Tolentino et al. (2023) reported that public senior high school teachers with high levels of motivation also exhibited strong self-efficacy, showing that enjoyment, performance, and importance of teaching were positively associated with confidence in teaching abilities. Likewise, Tolentino et al. (2023) reported that public senior high school teachers with high levels of motivation also exhibited strong self-efficacy, showing that enjoyment, performance, and importance of teaching were positively associated with confidence in teaching abilities.

The high levels of motivation, engagement and efficacy among teachers indicate that supportive educational lifestyles and collaborative environments are associated with higher instructional competence and professional confidence (Tan-Abrenica, et al., 2025; Lopez, et al., 2025; Senal and Abellana, 2025). Collectively, these studies supported the present findings by confirming that teacher efficacy was closely linked to teachers' motivation and engagement. Motivated and engaged teachers developed stronger confidence in their professional abilities, reinforcing classroom effectiveness, instructional quality, and sustained commitment to teaching.

Variables That Significantly Predict Teachers' Efficacy

Tables 4 and 5 presented the results of the multiple regression analyses conducted to determine which sub-variables of motivation and engagement significantly predicted teachers' efficacy, and to examine the combined predictive influence of motivation and engagement on teacher efficacy. Table 11 focused on the individual contribution of motivation and engagement sub-variables, while Table 12 examined motivation and engagement as composite predictors of teachers' efficacy.

Table 4. Regression Analysis of the Sub-variables of Motivation and Engagement Variables on Efficacy

Variables	Unstandardized B	Coefficient Std. Error	t	Sig.
A. Motivation				
Enjoyment	0.090	0.049	1.82	0.069*
Performance	0.024	0.046	0.51	0.610*
Importance	0.267	0.048	5.61	0.000*
B. Engagement				
Shared Values	−0.018	0.067	−0.27	0.788*
Feedback Recognition	0.154	0.058	2.64	0.009*
Career Growth and Training Opportunities	0.312	0.056	5.54	0.000*

Table 5. Regression Analysis of Motivation and Engagement on Efficacy

Variables	Unstandardized B	Coefficient Std. Error	t	Sig.
Constant	0.940	0.197	4.78	0.000*
Motivation	0.323	0.060	5.35	0.000*
Engagement	0.464	0.070	6.63	0.000*
R = 0.720	R^2 = 0.519	F-value =133.17	Probability < 0.001	

The findings indicated that motivation and engagement significantly predicted teachers' efficacy. When examined independently, not all sub-dimensions equally contributed to predicting teacher efficacy. Among the motivation variables, only importance emerged as a significant predictor, while enjoyment and performance did not independently influence teacher efficacy. This result suggested that teachers who internalized teaching as meaningful and valuable were more likely to develop stronger confidence in their professional capabilities. Among the engagement variables, career growth and training opportunities and feedback and recognition significantly predicted teacher efficacy, whereas shared values did not show a significant independent effect. Overall, the combined regression model showed that motivation and engagement together explained a substantial portion of the variance in teacher efficacy, with engagement emerging as the stronger predictor.

In general, the results implied that teacher efficacy was strengthened not merely by being motivated, but by deeply valuing the teaching profession and actively engaging in meaningful professional experiences. Opportunities for professional growth, constructive feedback, and recognition translated teachers' motivation into confident and effective teaching practices. These findings were anchored on Bandura's Social Cognitive

Theory, Self-Determination Theory, and Engagement Theory, which collectively explained that efficacy beliefs were developed through internalized motivation, mastery experiences, and active participation in professional environments.

These results were consistent with the study of Dorji (2024), who found that teachers whose needs for competence, autonomy, and relatedness were satisfied demonstrated stronger self-efficacy and instructional persistence, supporting the present finding that internalized motivation, particularly importance, significantly predicted teacher efficacy. Similarly, Tolentino et al. (2023) reported that teachers who strongly valued the importance of teaching and professional growth exhibited higher confidence in their instructional abilities, aligning with the present result that importance was a key motivational predictor of teacher efficacy. Moreover, Dayagbil and Alda (2023) showed that teachers who actively engaged in continuing professional development developed stronger teaching competence and confidence. Similarly, Mantos et al. (2025) emphasized that structured training and career advancement opportunities strengthened teachers' commitment and instructional effectiveness, supporting the predictive power of career growth and training opportunities in the present study. Moreover, the predictive role of career growth and training opportunities resonates with findings that teachers' workload conditions and management practices influence their risk for burnout and, consequently, their sustained effectiveness in instructional and resource-development tasks (Gamalo & Abellana, 2025; Senal & Abellana, 2025). Furthermore, Saragena et al. (2024) found that teachers' efficacy beliefs were reinforced through successful teaching experiences, feedback, and professional competence, supporting the present finding that feedback and recognition significantly predicted teacher efficacy. In summary, the reviewed studies reinforced the present findings by confirming that teacher efficacy was best predicted by internalized motivation and meaningful engagement, particularly through professional growth opportunities and constructive feedback. These results emphasized that motivation and engagement jointly shaped teachers' confidence, effectiveness, and capacity to sustain high-quality instruction.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. Teachers' motivation was generally high, particularly in terms of enjoyment, performance, and the perceived importance of the teaching role. This reflected a strong internal drive and professional commitment among public school teachers toward their instructional responsibilities.

2. Teachers' engagement was also found to be high, as evidenced by shared values, the presence of feedback and recognition, and opportunities for career growth and training. This indicated that teachers were actively involved, emotionally connected, and professionally invested in their schools and work environment.

3. Teachers demonstrated a high level of instructional efficacy, showing strong confidence in lesson planning, classroom management, and facilitating effective learning experiences.

4. Teachers' motivation significantly influenced instructional efficacy, suggesting that motivated teachers tended to be more confident, persistent, and effective in delivering instruction.

5. Teachers' engagement likewise had a significant influence on instructional efficacy, indicating that engaged teachers were more likely to exhibit effectiveness in instructional practices and classroom management.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were proposed and addressed:

1. School Administrators should sustain and strengthen a supportive school climate that promotes teachers' intrinsic motivation by recognizing teachers' efforts, encouraging collegial support, and providing opportunities for shared decision-making to reinforce enjoyment of teaching and the perceived importance of the profession.

2. DepEd Division of Valencia City Administrators should provide continuous and needs-based institutional support by strengthening professional development programs, enhancing Learning Action Cell (LAC) sessions, ensuring fair and constructive feedback systems, and expanding access to leadership and training opportunities to further increase teachers' engagement and professional commitment.

3. Teachers should continue to build confidence in classroom management, instructional delivery, and learner interaction by engaging in reflective practices, adopting innovative teaching strategies, and participating in peer collaboration and mentoring to enhance instructional effectiveness.

4. School Principals should implement integrated strategies that simultaneously foster teacher motivation and engagement, including aligning school goals with teachers' values, encouraging collaboration, and providing supportive feedback and continuous professional learning opportunities to strengthen teaching performance.

5. DepEd Policymakers and Program Planners should prioritize the reinforcement of the importance of teaching, institutionalize meaningful feedback and recognition systems, and establish clear and sustainable pathways for career growth and continuous professional development, as these significantly strengthen teacher efficacy.

6. Future Researchers are encouraged to conduct similar studies in other divisions or educational levels and explore additional variables such as leadership style, school climate, workload, and learner characteristics, using qualitative or mixed-methods approaches to gain deeper insights into the long-term relationship among motivation, engagement, and teacher efficacy.

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