



## **Teachers' Professional Development and Teaching Motivation Towards Organizational Development**

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### **Abstract**

This study examined the relationship between teachers' professional development (TPD), teaching motivation, and organizational development in the Numancia West District, Siargao Islands Division. Using a quantitative descriptive survey design, data were collected from 60 teachers through a validated structured questionnaire covering professional development activities, motivational dimensions, and organizational development indicators. Descriptive statistics, t-tests, ANOVA, and Pearson correlation were used for data analysis. Results revealed that teachers demonstrated high engagement in professional development, with certification programs ranked highest and peer observation lowest. Teachers also showed high motivation, particularly in intrinsic factors, while autonomy scored slightly lower. Organizational development was perceived as highly developed, with leadership and governance receiving the highest ratings and personnel management the lowest. Correlation analysis showed a strong positive relationship between professional development and teaching motivation ( $r = 0.6896$ ), and between teaching motivation and organizational development ( $r = 0.7386$ ), while professional development and organizational development had a moderate but significant relationship ( $r = 0.4823$ ). These findings highlight the interconnected nature of professional growth, motivation, and organizational performance, underscoring the need for integrated policies and leadership practices that foster teacher development, autonomy, and collaborative school cultures.

**Keywords:** Teacher Professional Development; Teaching Motivation; Organizational Development; Self-Determination Theory; Rural Education; Siargao Islands; Quantitative Descriptive Survey

### **1. Introduction**

High-quality teacher professional development (TPD) has been consistently linked to improved instructional practice, higher teacher self-efficacy, and measurable gains in student learning, especially when it is sustained, job-embedded, and coaching-supported (Kraft, Blazar, & Hogan, 2018; OECD, 2019). Recent syntheses and policy reviews similarly reported that systems investing in continuous, collaborative professional learning tend to see stronger teacher motivation, professionalism, and well-being—key antecedents of organizational improvement in schools (UNESCO International Task Force on Teachers for Education 2030, 2023; UNESCO, 2023). Within this global discourse, Self-Determination Theory clarifies why well-designed TPD can energize teachers' intrinsic

motivation: learning opportunities that support autonomy, competence, and relatedness are more likely to sustain commitment and adaptive practice change (Ryan & Deci, 2020). These dynamics are central to organizational development, where leadership, structures, and culture co-evolve with teacher learning to bolster collective capacity and performance (Wilson Heenan & Buchtman, 2023).

Despite this maturing evidence base, localized analyses remain necessary to inform context-specific decisions about resource allocation, leadership strategies, and program design. The present manuscript focuses on teachers' professional development and teaching motivation as levers for organizational development, with the locale—Numancia West District, Siargao Islands Division—providing a distinct cultural and institutional context in which to examine these interrelationships. The attached thesis materials indicate attention to multiple TPD modalities (e.g., workshops, mentoring, peer observation), multidimensional motivation (intrinsic, extrinsic, efficacy, autonomy), and organizational development domains (leadership and governance, structures, processes, personnel, and culture). Positioning these variables within current international evidence allows the study to test whether patterns observed globally—namely, that well-structured TPD predicts motivation and organizational improvement—hold in a rural Philippine district, thereby generating actionable guidance for school heads, supervisors, and policymakers tasked with strengthening professional learning systems and school effectiveness in comparable settings (Kraft et al., 2018; OECD, 2019; UNESCO International Task Force on Teachers for Education 2030, 2023).

### Conceptual Framework

This study was anchored on two established theoretical models to explain the dynamics between teachers' professional development (TPD), teaching motivation, and organizational development in the educational context of the Numancia West District, Siargao Islands Division.

The first model is Darling-Hammond, Hyler, and Gardner's (2017) framework on Effective Teacher Professional Development, which highlights that high-quality professional development is sustained, collaborative, and aligned with curriculum and practice. Such activities enhance teachers' pedagogical expertise, encourage collaborative learning communities, and foster continuous improvement. Professional development through workshops, seminars, peer coaching, and advanced studies creates a pathway for professional growth, ultimately improving classroom instruction and student performance (Darling-Hammond et al., 2017).

The second model is Self-Determination Theory (SDT) by Deci and Ryan (2000), which explains that motivation is influenced by the fulfillment of autonomy, competence, and relatedness needs. Teachers who feel autonomous in decision-making, competent in their instructional practices, and connected with peers are more intrinsically motivated to engage in continuous learning. This intrinsic motivation, supported by structured professional development opportunities, promotes not only individual growth but also contributes to a positive and adaptive organizational culture (Ryan & Deci, 2020).

In this study, organizational development is examined as the process of strengthening school structures, leadership, and collaborative processes to foster an environment conducive to innovation and excellence. Integrating the TPD framework and SDT enables a comprehensive analysis of how professional learning and motivation collectively drive organizational improvement, especially in a geographically unique and culturally rich educational setting like the Numancia West District.

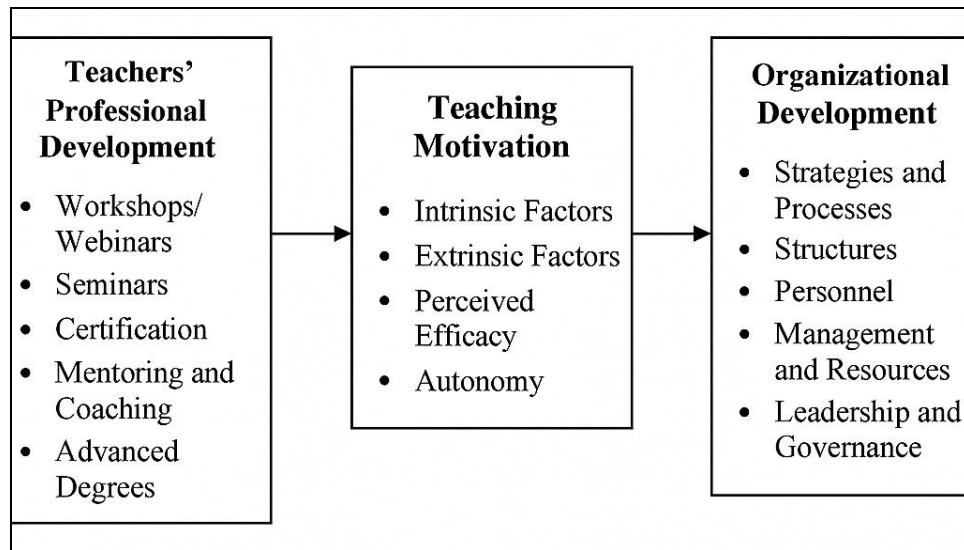


Figure 1. Schematic Diagram of Conceptual Framework

Figure 1 presents the schematic diagram showing the relationship between teachers' professional development, teaching motivation, and organizational development in the Numancia West District. The diagram illustrates a flow where teachers' professional development — including workshops, seminars, certifications, mentoring, and advanced studies — directly influences teaching motivation, which is driven by intrinsic factors, extrinsic factors, perceived efficacy, and autonomy. This heightened motivation then supports organizational development, fostering improvements in school strategies and processes, structures, personnel management, leadership, governance, and a culture of continual improvement.

### Statement of the Problem

This study aimed to assess the connection between teachers' professional development, teaching motivation, and organizational development in the Numancia West District, Siargao Islands Division. It focused on how teachers' engagement in professional development activities and their level of motivation contribute to the organizational performance and growth of schools within the district.

1. The specific research questions were:
2. What is the demographic profile of the respondents in terms of:
  - a. Age
  - b. Sex
  - c. Years in service
  - d. Highest educational attainment
  - e. Plantilla position
  - f. Subject(s) handled
  - g. Residence
3. To what extent do the teacher respondents engage in professional development activities in terms of:
  - a. Workshops and webinars
  - b. Seminars
  - c. Certification
  - d. Mentoring and coaching
  - e. Advanced degrees

4. What is the level of teaching motivation of the teacher respondents in terms of:
  - a. Intrinsic factors
  - b. Extrinsic factors
  - c. Perceived efficacy
  - d. Autonomy
5. What is the level of organizational development among the schools of the teacher respondents in terms of:
  - a. Strategies and processes
  - b. Structures
  - c. Personnel
  - d. Management and resources
  - e. Leadership and governance
  - f. Continual improvement
6. When grouped according to profile variables, is there a significant difference in:
  - a. Teachers' extent of professional development
  - b. Teachers' level of teaching motivation
  - c. Teachers' perceived level of organizational development
7. Is there a significant relationship between:
  - a. Teachers' extent of professional development and level of teaching motivation
  - b. Teachers' extent of professional development and level of organizational development
  - c. Level of teaching motivation and level of organizational development
8. Based on the findings of the study, what recommendations and implications for **educational management** may be drawn?

### Null Hypotheses

At the 0.05 level of significance, the following null hypotheses were tested:

- **H<sub>01</sub>:** There is no significant difference in the teachers' extent of professional development when they are grouped according to their profile variables.
- **H<sub>02</sub>:** There is no significant difference in the teachers' level of teaching motivation when they are grouped according to their profile variables.
- **H<sub>03</sub>:** There is no significant difference in the teachers' perceived level of schools' organizational development when they are grouped according to their profile variables.
- **H<sub>04</sub>:** There is no significant relationship between the teachers' extent of professional development and their level of teaching motivation.
- **H<sub>05</sub>:** There is no significant relationship between the teachers' extent of professional development and the level of schools' organizational development.
- **H<sub>06</sub>:** There is no significant relationship between the teachers' level of teaching motivation and the level of schools' organizational development

## 2. Review of Related Literature

Teacher professional development (TPD) is widely recognized as a critical factor in enhancing instructional quality and improving student learning outcomes. Studies have shown that effective professional development is sustained, collaborative, and aligned with instructional needs, which strengthens teachers' competencies and instructional practices (Kraft, Blazar, & Hogan, 2018; OECD, 2019). Darling-Hammond et al. (2017) emphasized that continuous and job-embedded professional learning creates significant improvements in teacher practice and school performance. In the Philippine context, the Continuing Professional Development (CPD) Act of 2016 institutionalized the need for structured professional growth programs, ensuring that teachers continuously

upgrade their pedagogical and content knowledge to meet evolving curriculum demands and learner needs (Republic Act 10912, 2016).

Teacher motivation, both intrinsic and extrinsic, also plays a pivotal role in shaping classroom performance and professional growth. According to Ryan and Deci's Self-Determination Theory (2020), intrinsic motivation fosters deeper engagement and creativity in teaching, while extrinsic motivation—such as recognition, promotions, and incentives—supports consistent performance. Studies in the Philippine setting have indicated that motivated teachers are more likely to innovate in their instructional methods and sustain professional growth, positively affecting student achievement and organizational development (Abulon, 2012; Wong-Fernandez et al., 2018). Conversely, teacher burnout and lack of autonomy have been linked to reduced motivation and weaker organizational outcomes (Yilmaz et al., 2017).

Organizational development in educational settings reflects the collective capacity of schools to adapt and innovate through effective leadership, clear structures, and a collaborative culture. Schools that integrate professional development initiatives with organizational strategies are better positioned to achieve sustainable improvement (Wilson Heenan & Buchtman, 2023). Globally, UNESCO (2023) reported that schools that foster collaborative professional learning environments demonstrate higher levels of teacher satisfaction and organizational performance. In local contexts, limited studies have explored how these dynamics manifest in rural school districts like Numancia West, where geographic and resource constraints pose unique challenges. This highlights the need for context-specific research to inform leadership strategies, policy decisions, and targeted interventions aimed at enhancing teaching quality and organizational growth.

### 3. Methodology

This study employed a quantitative descriptive survey design to examine the relationship between teachers' professional development, teaching motivation, and organizational development in the Numancia West District, Siargao Islands Division. The respondents consisted of 60 teachers (58 females and 2 males) selected through total enumeration sampling to represent the entire district. A structured questionnaire, validated by experts, measured the extent of engagement in professional development activities, levels of motivation (intrinsic, extrinsic, perceived efficacy, and autonomy), and organizational development indicators such as leadership, structures, and culture. Data were gathered through face-to-face administration of the survey, ensuring confidentiality and voluntary participation. Statistical analysis included descriptive statistics for profiles and levels, t-tests and ANOVA for group differences, and Pearson correlation to determine relationships among variables, using a 0.05 level of significance to test the hypotheses.

### 4. Results and Discussion

**Table 1. Profile of the Respondents**

| Profile Variable       | Category                      | Frequency | Percentage (%) |
|------------------------|-------------------------------|-----------|----------------|
| Age                    | 50–60 years old               | 35        | 60.3           |
| Sex                    | Female                        | 55        | 94.8           |
| Years in Service       | 1–6 years                     | 32        | 55.2           |
| Educational Attainment | Master's degree units         | 28        | 48.3           |
| Position               | Teacher III                   | 30        | 51.7           |
| Subjects Handled       | Grades 1 and 2 (all subjects) | 34        | 58.6           |

Table 1 shows that the majority of respondents were **female teachers aged 50–60**, with relatively **short teaching experience** of one to six years. Many were **pursuing graduate studies**, holding master's degree units, and most

were in the **Teacher III position**, handling **general subjects for early grade levels**. This profile suggests a teaching workforce with a strong foundation but still in active pursuit of professional growth.

**Table 2. Level of Engagement in Teachers' Professional Development**

| Professional Development Activity | Weighted Mean | Interpretation |
|-----------------------------------|---------------|----------------|
| Certification/MOV                 | 4.78          | Always         |
| Workshops and Webinars            | 4.65          | Always         |
| Seminars                          | 4.62          | Always         |
| Advanced Studies                  | 4.55          | Always         |
| Peer Observation                  | 4.25          | Always         |

As reflected in Table 2, engagement in **professional development** is **high across all activities**, with certification programs ranking the highest and peer observation the lowest. This indicates a **proactive approach** to capacity-building among teachers, although peer observation may need stronger institutional support to become more consistent.

**Table 3. Level of Teaching Motivation**

| Motivation Aspect    | Weighted Mean | Interpretation |
|----------------------|---------------|----------------|
| Intrinsic Motivation | 4.85          | Strongly Agree |
| Extrinsic Motivation | 4.72          | Strongly Agree |
| Efficacy             | 4.68          | Strongly Agree |
| Autonomy             | 4.52          | Strongly Agree |

Table 3 highlights that teachers exhibit **high motivation**, particularly intrinsic factors like **personal fulfillment** and a **love for teaching**. Autonomy scored lowest, indicating some constraints in decision-making or flexibility in their instructional practices.

**Table 4. Level of Organizational Development**

| Organizational Aspect     | Weighted Mean | Interpretation |
|---------------------------|---------------|----------------|
| Leadership and Governance | 4.80          | Strongly Agree |
| Strategies and Processes  | 4.70          | Strongly Agree |
| Structures                | 4.65          | Strongly Agree |
| Management and Resources  | 4.60          | Strongly Agree |
| Personnel                 | 4.45          | Strongly Agree |

Table 4 indicates that the district schools are perceived as **highly developed organizationally**, particularly in **leadership and governance**. However, the personnel aspect, related to **staff support and workload management**, scored lowest, suggesting a need for administrative improvement.

**Table 5. Correlation Between Key Variables**

| Variables                                             | r-value | p-value | Interpretation    |
|-------------------------------------------------------|---------|---------|-------------------|
| Professional Development ↔ Teaching Motivation        | 0.6896  | <0.05   | Strong Positive   |
| Teaching Motivation ↔ Organizational Development      | 0.7386  | <0.05   | Strong Positive   |
| Professional Development ↔ Organizational Development | 0.4823  | <0.05   | Moderate Positive |

Table 5 reveals **strong positive correlations** between **professional development and teaching motivation**, and between **motivation and organizational development**. The correlation between **professional development and organizational development** is **moderate but significant**, indicating that increased engagement in professional growth indirectly enhances organizational performance, largely through its influence on motivation.

### Implications of the Results

The findings of this study have several implications for educational leadership, policy-making, and professional development strategies within the **Numancia West District, Siargao Islands Division**.

#### 1. Strengthening Professional Development Programs

The high level of engagement in professional development activities, especially in certification and formal training, implies that teachers are committed to continuous learning. However, the lower engagement in peer observation highlights the need for structured peer-coaching systems and collaborative learning communities. Schools should institutionalize regular peer observations and mentoring programs to enhance reflective teaching and knowledge sharing (Darling-Hammond et al., 2017).

#### 2. Enhancing Teacher Motivation through Autonomy

While teachers reported strong intrinsic motivation, the relatively lower scores in autonomy suggest that school leadership should explore policies that grant teachers more voice in decision-making and curriculum implementation. Providing platforms for shared leadership and empowering teachers to contribute ideas in school planning may boost motivation and innovation (Ryan & Deci, 2020).

#### 3. Improving Organizational Development

The strong ratings in leadership and governance confirm the effectiveness of existing management structures in the district. However, the relatively lower scores in personnel management indicate a need to revisit workload distribution, staff support systems, and professional recognition. Tailored interventions, such as performance-based incentives and wellness programs, could help enhance staff morale and organizational cohesion (OECD, 2019).

#### 4. Leveraging the Positive Correlation of Key Variables

The significant positive relationships among professional development, teaching motivation, and organizational development suggest that investments in capacity-building directly foster organizational growth. Educational managers should adopt integrated approaches that align professional development with motivational strategies and organizational goals to sustain a culture of excellence and collaboration (Wilson Heenan & Buchtman, 2023).

#### 5. Policy and Leadership Recommendations

For policymakers, these results underscore the importance of providing sustained support for teacher development programs. Allocating funding for advanced studies, certifications, and continuous learning opportunities can have a multiplying effect on motivation and institutional growth. School heads, on the other hand, should create professional learning environments that promote collaboration, shared governance, and teacher empowerment.

## 5. Conclusion and Recommendations

The study revealed that teachers in the **Numancia West District, Siargao Islands Division** exhibit a **high level of engagement in professional development** activities, with a strong inclination toward certifications, workshops, and advanced studies. Teaching motivation is also **high**, driven mainly by intrinsic factors such as passion for teaching and commitment to student success, though autonomy was rated relatively lower. The **organizational development** of schools in the district is perceived as **highly developed**, with leadership and governance standing out as strengths, while personnel management remains an area for improvement.

Statistical analysis further indicated **strong positive relationships** between professional development and teaching motivation, and between teaching motivation and organizational development. A moderate but significant relationship was also found between professional development and organizational development. These results affirm that **continuous teacher growth enhances motivation**, which in turn drives **organizational performance and development**, fostering a collaborative and high-performing educational environment.

## Recommendations

### 1. Institutionalize Collaborative Professional Development

Create structured peer observation, mentoring, and coaching programs to strengthen reflective teaching practices and peer learning.

### 2. Enhance Teacher Autonomy

Empower teachers by involving them in curriculum planning, decision-making, and school policy formulation to increase ownership and motivation.

### 3. Improve Personnel Management

Review workload distribution and develop staff support mechanisms such as wellness programs, incentive systems, and fair workload policies to address gaps in personnel management.

### 4. Integrate Motivation with Organizational Goals

Design professional development initiatives that align with organizational objectives, ensuring that teacher growth directly supports school improvement strategies.

### 5. Policy and Leadership Support

Policymakers and school administrators should allocate adequate resources for continuous learning programs, scholarships, and certification opportunities, fostering a culture of lifelong learning and professional excellence.

### 6. Future Research Directions

Conduct similar studies in other rural districts for comparative analysis and explore qualitative approaches to better understand the experiences driving motivation and organizational development outcomes.

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