

Migration: It's Behavioral Effect, Achievement and Performance Among Social Studies Teacher

Judy Ann Mira Evasco

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Email address: julierosemendoza002@gmail.com

Abstract— The study aimed to examine migration and its behavioral effects, achievements and performance to Social Studies Teachers. It explore three areas of investigation specifically to determine the level of teachers migration, behavioral effect, achievement and performance. In addition to find this relationship between teachers migration and behavioral effect, their achievement of migrant Social Studies teachers and lastly their performance. This study utilized Correlational Research design to determine the relationship between migration and its behavioral effects, achievements, and performance to Social Studies Teachers. The respondents of the study were the Migrated Teaching Personnel of Calamba. Using the purposive sampling, selected teachers. The group was composed of (52) Social Studies teachers. The researcher used purposive sampling which is one of the types of non-probability sampling. The Level of Migration of teachers, behavioral effect, achievement and performance are all very high. Statistically, there is a significant relationship between various support mechanism and their behavioral effects of Social Studies teacher migration. It was also found that there is significant relationship between migration of Social Studies teachers and their achievement, lastly teachers migration and performance found no significant relationship. The conclusions were drawn from the results of the study on the migration of Social Studies Teachers it shows significant correlation with behavioral effect and achievement, thus the hypothesis is rejected this means that migration can influence their job effectiveness, motivation and overall career growth. The result emphasize the need of support system for teachers that help mitigate the challenges associated with teachers migration. However, the study found no significant relationship between teachers migration and performance, that lead to acceptance of hypothesis. This means in spite of migrating for better opportunities or support teachers continue to perform their duties effectively. Their commitment and sense of responsibility remain strong, showing the true teacher effectiveness is driven by intrinsic motivation and professionalism. Based on the study's analysis and findings, key recommendations have been developed to address the implications and potential applications of the results. To effectively support teachers' mental health and professional development, school heads and local government units (LGUs) can collaborate on sustainable programs that extend beyond financial assistance. These initiatives may include healthcare support, counseling services, and leadership training opportunities. Furthermore, future research employing qualitative approaches could provide deeper insights into stressors affecting teachers, including workload, cultural adaptation, and administrative challenges. These suggestions aim to offer practical insights and support further progress in the areas examined.

Keywords— Migration, Behavioral Effect, Achievement, Performance, Social Studies Teacher.

I. INTRODUCTION

Based on the UNESCO 2019 report, migration is a dynamic phenomenon with growing influence on people, institutions, and communities all around. Teachers migrate on a major worldwide occurrence influencing people, organizations, and societies. Driven by low salary, unemployment, political unrest, and terrible working circumstances, educators regularly move in quest of better possibilities. For the nations engaged in this movement, there might be both advantages and drawbacks.

This trend is become increasingly noticeable in the Philippines, influencing not just the educational field but also the whole social scene. The Philippines has encountered challenges with teacher migration despite a long history of excellent education and commitment to the cause. Teacher migration can be influenced by many elements, including personal motives, the working environment, the status of the economy, and chances for professional development.

Migration has a substantial impact on the behavior, professional success, and classroom performance of Social Studies teachers, as well as on their identity and adaptability. Comprehending these impacts is essential, considering the significant role Social Studies educators have in influencing students' views on history, cultural diversity, and societal values.

Research by Üstübcici (2019) shows that teachers who personally migrated often have more inclusive teaching methods and empathy. Using their personal experiences to promote empathy and support, teachers who had migrated themselves were more skilled in developing inclusive classroom environments for refugee pupils, according a study done in Turkey. For Social Studies teachers, migration offers possibilities as well as difficulties; it also provides the means to improve instructional strategies by raising cultural knowledge and inclusivity.

This study aims to find how migration influences the behavioral changes, successes, and classroom performance of Social Studies instructors. Teachers in social studies have a great impact on how students view society values, cultural diversity, and historical points of view. It is therefore essential to understand these effects. Among the challenges migrant instructors could face include language barriers, cultural adaptation, and ignorance of new educational standards and practices; but, they could also offer unique perspectives and a range of experiences improving the learning environment.

Three key issues are investigated in this paper: (1) the behavioral changes Social Studies teachers encounter as a result of migrating; (2) the successes and professional growth of migrant Social Studies teachers and (3) the effect of migration to the performance of Social Studies teachers. Through investigating these aspects, the study intends to provide information that can support educational policies and professional development projects, so fostering inclusive and effective learning environments for migrant teachers.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The researcher specifically, sought answers to the following questions.

1. What is the level of migration of teachers in terms of:
 - 1.1 Incentives;
 - 1.2 Benefits;
 - 1.3 LGU Support; and
 - 1.4. NGO Support?
2. What is the level of behavioral effect in terms of:
 - 2.1 Adaptability;
 - 2.2 Social Dynamics;
 - 2.3 Stress and Anxiety;
 - 2.4 Motivational Changes;
 - 2.5 Cognitive Shift; and
 - 2.6 Work-life balance?
3. What is the level of achievement in terms of:
 - 3.1 School- Based Awardees; and
 - 3.2 Professional Growth?
4. What is the level of performance in terms of Individual Performance Commitment and Review Forms (IPCRF)?
5. Studies Teachers to its Behavioral Effect?
6. Is there a significant relationship between the migration of Social Studies Teachers to its Achievements?
7. Is there a significant effect in the migration of Social Studies Teachers to its Performance?

II. METHODOLOGY

This study utilized Correlational Research design to determine the relationship between migration and its behavioral effects, achievements, and performance to Social Studies Teachers. The respondents of the study were the Migrated Teaching Personnel of Calamba. Using the purposive sampling, selected teachers. The group was composed of (52) Social Studies teachers. The researcher used purposive sampling which is one of the types of non-probability sampling.

III. RESULTS AND DISCUSSION

This part presents, analyzes and interprets the data gathered that showed significant relationship between migration of Social Studies teachers and its behavioral effect, achievement and performance.

Level of Migration of Teachers

Migration of teachers likely refers to the extent to which incentives influence teachers to either stay in their current positions or move to a different school, district, or even country.

In this study migration of teachers include variables such as incentive, benefits, LGU and NGO support, and was determine by mean and standard deviation.

The results indicate that incentives play a very high role in influencing teachers' migration and retention decisions, as evidenced by the overall weighted mean of 4.58 and a standard deviation of 0.61. This shows a strong consensus among respondents regarding the positive effect of incentives on teacher retention and motivation.

The result implies that incentives are a crucial factor in teachers' decisions regarding migration and retention.

Schools and educational institutions aiming to attract and retain quality teachers prioritize competitive incentive structures. Given the relatively low variability in responses there is strong concurrence among teachers on this issue, further emphasizing the importance of well-structured incentive programs in educational setting.

TABLE 1. Level of Migration of Teachers in terms of Incentives

STATEMENT	MEAN	SD	REMARKS
The incentives contribute to higher teacher retention rates in my school	4.50	0.67	Strongly Agree
The incentives for achieving specific teaching goals motivate me to improve my performance	4.58	0.57	Strongly Agree
Incentives contribute to feelings of satisfaction among teachers	4.63	0.56	Strongly Agree
Incentives may be tailored to meet the individual needs of teachers to be effective	4.63	0.60	Strongly Agree
Financial bonuses (e.g., allowances, annual bonuses) would make me more likely to relocate to my current teaching position	4.55	0.67	Strongly Agree
Weighted Mean	4.58		
SD	0.61		
Verbal Interpretation	Very High		

In the study of Muppuri (2014) states that incentives, job characteristics, training and development opportunities, supervisor support, and promotion are the top five work retention factors. The researcher analyze the effect of teacher evaluation system implemented in there district and introduced rigorous performance assessment linked to significant incentives and potential dismissal of teachers. The findings suggest that performance-based incentives can effectively enhance teacher performance and influence composition of the teaching workforce.

Table 2 Level of Migration of Teachers in terms of benefits. From the statement “Strong benefits package can help reduce teacher turnover in schools” yielded the highest mean score of 4.38 and standard deviation of 0.66 and remarked as Strongly Agree. On other hand “Teacher migration has allowed me to enjoy a higher standard of living (e.g. more recreational options)” received the lowest mean score of 4.06 and a standard deviation of 0.70. The Level of Migration of Social Studies teachers in terms of Benefits attained a weighted mean of 4.23 and a standard deviation of 0.70 and was Very High among the respondents.

Based on the findings teachers generally agreed that benefits significantly impact their decision to migrate. And school with stronger benefits packages are more likely to retain teachers.

TABLE 2. Level of Migration of Teachers in terms of Benefits

STATEMENT	MEAN	SD	REMARKS
I feel financially more secure due to the benefits available in my new location.	4.10	0.82	Agree
Competitive benefits are essential for retaining teachers in my school	4.37	0.63	Strongly Agree
Teacher migration has allowed me to enjoy a higher standard of living (e.g. more recreational options)	4.06	0.70	Agree
Adequate benefits contribute to my consideration of migrating to another school or district	4.27	0.66	Strongly Agree
Strong benefits package can help reduce teacher turnover in schools	4.38	0.66	Strongly Agree
Weighted Mean	4.23		
SD	0.70		
Verbal Interpretation	Very High		

According to the study of Odesola 2014 a comparative study analyzed the benefits provided by a public school and a private school to their female teachers, focusing on salary, working conditions, health benefits, and retirement benefits. The study found that public school teachers often receive more comprehensive benefits packages, including paid leave, health benefits, and pensions, she highlighted competitive salaries and comprehensive benefits are essential for attracting and retaining quality educators, they should be part of a holistic approach that includes supportive working conditions, opportunities for professional development, and effective school leadership to enhance both teacher satisfaction and student performance.

TABLE 3. Level of Migration of Teachers in terms of Local Government Support

STATEMENT	MEAN	SD	REMARKS
LGU provide adequate professional support (e.g., training, mentoring) to ease my transition.	4.17	0.92	Agree
LGU subsidies or allowances provided by LGUs help improve the quality of life for teachers	4.48	0.70	Strongly Agree
LGUs provide sufficient financial assistance for teachers when needed	4.27	0.77	Strongly Agree
LGUs ensure that schools have the necessary teaching materials and resources	4.31	0.78	Strongly Agree
LGU financial support has reduced the challenges I face in my teaching role.	4.35	0.76	Strongly Agree
Weighted Mean	4.32		
SD	0.79		
Verbal Interpretation	Very High		

Table 3 Level of Migration of Local Government Support. From the statement “LGU subsidies or allowances provided by LGUs help improve the quality of life for teachers” yielded the highest mean score of 4.48 and standard deviation of 0.70 and remarked as Strongly Agree. On other hand. LGU provide adequate professional support (e.g., training, mentoring) to ease my transition.” received the lowest mean score of 4.17 and a standard deviation of 0.90. The overall perception of LGU support is highly positive. Teachers strongly agree that the financial support (such as subsidies, allowances, and financial assistance) and necessary teaching resources provided by LGUs significantly improve their quality of life and reduce teaching challenges. Professional support, while

still viewed positively, could be an area for improvement based on the lower mean score for that particular aspect.

The consistency of responses, based on the findings, suggests that these perceptions are shared by a majority of teachers, indicating widespread satisfaction with the support provided by the LGUs.

According to Richard 2014 investigates the contribution of local government authorities in addressing teacher motivation in secondary schools in Dodoma Municipality, Tanzania. The research focuses on the role that local government entities play in improving teachers' motivation, which is critical to ensuring high-quality education and improving student outcomes. Study explores how local government authorities in Dodoma Municipality support secondary schools and teachers through various means such as policy implementation, resource allocation, training programs, and providing necessary infrastructure. These factors may include financial incentives, professional development opportunities, working conditions, recognition and appreciation, and career growth prospects.

TABLE 4. Level of Migration of Teachers in terms of Non-Government Organization Support

STATEMENT	MEAN	SD	REMARKS
NGOs provide valuable professional development opportunities for teachers	3.77	0.92	Agree
NGOs offer resources, such as teaching materials, that have been helpful in my work.	3.73	1.03	Agree
NGOs offer sufficient support to help teacher access necessary classroom equipment.	3.73	0.97	Agree
NGOs help teachers connect with their local communities and foster a sense of belonging	3.81	0.95	Agree
NGOs provided financial or material that helped reduce the challenges I face in my teaching role.	3.75	1.01	Agree
Weighted Mean	3.76		
SD	0.97		
Verbal Interpretation	High		

Table 4 of Migration of Teachers in terms of Non-Government Organization Support. From the statement “NGOs help teachers connect with their local communities and foster a sense of belonging” yielded the highest (M= 3.81, SD= 0.95) and was remarked as Agree.

On the other hand, “NGOs offer sufficient support to help teacher access necessary classroom equipment.” received the lowest responses with (M= 3.73, SD= 0.97) yet was also remarked as Agree. The Level of Migration of Teachers in terms of Non-Government Organization Support attained a weighted mean of 3.76 a standard deviation of 0.97 and have a verbal interpretation of High. Table 4 reflects teachers' perception of the support that they received from the Non-Government Organization (NGO's) across various aspects of their professional roles.

Based on the findings teachers generally perceived NGOs as valuable partners in their professional development, resource provision and community engagement. However, the relatively high of standard deviations across the statement suggest that experience with NGO support vary among teachers. Some teachers may feel more supported than others

indicating areas where NGOs could enhance their impact to ensure more consistent and widespread assistance

Jagannathan (2016) highlights how NGOs fill gaps in the primary education system by providing alternative educational programs, infrastructure development, and teacher training, and learning resources in areas where access to quality education is limited. The researcher show NGOs fill gaps in the primary education system by providing alternative educational programs, infrastructure development, teacher training, and learning resources in areas where access to quality education is limited.

Teacher’s Behavioral Effect refers to the influence of various factors (such as incentives, work environment, policies, and personal motivations) on teachers’ attitudes, actions, and overall professional behavior. In this study teachers behavioral effect includes variables such as adaptability, social dynamic, stress and anxiety, motivational changes, cognitive shift and work life balance and was determined by mean and standard deviation.

TABLE 5. Level on Teachers Behavioral Effect in terms of Adaptability

STATEMENT	MEAN	SD	REMARKS
I quickly adapted to the curriculum and teaching methods used in my new workplace	4.25	0.79	Strongly Agree
I find it easy to collaborate with my colleagues in the new environment.	4.19	0.82	Agree
I am confident in managing classroom dynamics in the new location	4.85	3.62	Strongly Agree
I adjusted well to the expectations of my new employer.	4.38	0.66	Strongly Agree
I adjusted to the cultural differences in my new location.	4.33	0.73	Strongly Agree
Weighted Mean	4.40		
SD	1.75		
Verbal Interpretation			Very High

Table 5 present the level of teachers’ behavioral effect in terms of adaptability highlighting mean standard deviation and corresponding remarks

The results indicate a very high level of adaptability among teachers in their new work environments, as reflected by the overall weighted mean of 4.40. However, the standard deviation of 1.75 show some variability in responses, indicating that while most teachers adapted well, a few may have faced challenges in certain areas.

The high adaptability of teachers imply that they can successfully transition into new work environments, benefiting both their professional development and student learning outcomes. However, targeted interventions, such as mentorship, collaboration training, and cultural adaptation programs, can further enhance teacher resilience, retention, and overall effectiveness in diverse educational settings.

Collie and Martin (2016) explore adaptability as a key capacity for teachers, emphasizing its importance in managing the dynamic and ever-changing nature of the classroom. They define adaptability as the ability to adjust one’s thoughts, emotions, and behaviors in response to new, uncertain, or changing circumstances.

From the statements “Maintaining relationships with people from my home country has helped me adapt better”

yielded the highest mean score of 4.27 and SD of 0.84 and was remarked as Strongly Agree. On the other hand “I actively participate in social or cultural activities in my host community” received the lowest mean score of 4.06 and SD score of 0.85 that remarked as Agree. The Level on Teachers Behavioral Effect in terms of Social Dynamics attained a weighted mean of 4.17 and a standard deviation pf 0.80 and was high among the respondent.

TABLE 6. Level on Teachers Behavioral Effect in terms of Social Dynamics

STATEMENT	MEAN	SD	REMARKS
I find it easy to build new social connections in the new community.	4.19	0.74	Agree
I actively participate in social or cultural activities in my host community	4.06	0.85	Agree
Migration has positively influenced my interpersonal skills	4.13	0.79	Agree
Maintaining relationships with people from my home country has helped me adapt better	4.27	0.84	Strongly Agree
I am comfortable navigating everyday life in my new location (e.g., transportation, shopping, healthcare).	4.19	0.77	Agree
Weighted Mean	4.17		
SD	0.80		
Verbal Interpretation			High

In the findings gather responses positive experiences and comforting in adjusting to life in a new community. Based on the responses most individuals feel positively about their adaptation in the new community, with an emphasis on the importance of social connections, cultural participation and maintaining relationship with people from their home country, the responses indicate that migration has generally improved their interpersonal skills and their ability to navigate daily life in the new environment.

Braun (2019) investigates the factors influencing teachers strategies to manage social interaction within elementary classrooms, based on his study teachers who perceived a positive social climate in their classroom were more proactive in managing social dynamics. The study suggest that both personal attributes of teachers and their perception of classroom social interactions play significant roles in the efforts to manage social dynamics, highlighting a combination of proactive and reactive approaches.

The data presented in Table 7 provides a valuable insights into the level on teachers behavioral effect in terms of stress and anxiety the consistently of fairly agree shows most the respondents has a moderate impact while the statement “Travelling from school impacted my stress and anxiety affecting that my teaching performance” with an mean of 3.62 and standard deviation of 0.91 implies that participant agree that traveling from school impacts their stress and anxiety levels which turn affects their teaching performances.

Overall, the responses suggest that while participant are dealing with various stressors, anxiety and challenges in their new environment. There is a significant amount of variability in responses regarding mental health and feeling isolation. This indicates that personal experiences and circumstances greatly influence how migration and adaption impact an individual’s mental well-being and teaching performance.

TABLE 7. Level on Teachers Behavioral Effect in terms of Stress and Anxiety

STATEMENT	MEAN	SD	REMARKS
Travelling from school impacted my stress and anxiety affecting that my teaching performance.	3.62	0.91	Agree
My mental health has been affected by the process of migration	3.12	1.15	Fairly Agree
I am anxious about differences in teaching methods and curriculum in the new environment.	3.13	1.25	Fairly Agree
I feel isolated or lonely in my new environment	2.67	1.32	Fairly Agree
Adjusting to cultural differences has been a source of anxiety for me.	2.81	1.22	Fairly Agree
Weighted Mean	3.07		
SD	1.22		
Verbal Interpretation	Moderately High		

In the study of Agpayong according burnout among professionals such as teachers can result from excessive demands on their energy, strength and resources.

There is increasing evidence that burnout as a negative stress response represents a risk factor not only for depression but also for cardiovascular and other somatic diseases. Researchers conceptualize burnout as having three interrelated components: emotional exhaustion, depersonalization, and reduced personal accomplishment.

The data presented in Table 8 offers a valuable insight into the level on teacher’s behavioral effect in terms of motivational changes. The responses reflect a very positive view of the migration experience in terms of personal achievement, professional development, and adaptability. The weighted mean of 4.25 and a standard deviation of 0.73 indicates that, on average, respondents are in agreement with the statements. This means the majority of respondents have a positive view of how migration has impacted them personally and professionally.

TABLE 8. Level on Teachers Behavioral effect in Terms of Motivational Changes

STATEMENT	MEAN	SD	REMARKS
The new opportunities I have experienced through migration have brought me a sense of personal achievement.	4.17	0.79	Agree
New work environment inspires me to set higher professional goals	4.31	0.64	Strongly Agree
The experience of migration has strengthened my resilience and determination.	4.23	0.78	Strongly Agree
The experience of migration has positively impacted my long-term professional goals.	4.19	0.79	Agree
Migration has encouraged me to adapt and embrace new challenges in life.	4.37	0.66	Strongly Agree
Weighted Mean	4.25		
SD	0.73		
Verbal Interpretation	Very High		

Overall, the participants strongly agree that migration has had a positive influence on their personal and professional development. There is a common belief that migration has not only led to personal achievement but also inspired higher professional aspirations, increased resilience, and encouraged adaptability.

Ostinelli 2018 explores the significance of both intrinsic motivation and the level of understanding in driving change within educational practice. Motivation as a Catalyst for Change, Ostinelli discusses how teachers' motivation plays a crucial role in adopting and implementing new teaching practices. Motivation, whether intrinsic (driven by personal satisfaction and commitment) or extrinsic (influenced by external rewards), is central to the willingness to innovate in teaching methods. The Interplay Between Motivation and Understanding: The paper concludes by asserting that the most effective changes in teaching practices occur when motivation and understanding are in harmony. In the end, Ostinelli stresses that for teachers to change their practices effectively, they must be motivated and equipped with a strong understanding of the methods they are adopting.

TABLE 9. Level on Teachers Behavioral Effect in terms of Cognitive Shift

STATEMENT	MEAN	SD	REMARKS
Migration has broadened my perspective on education systems and teaching practices.	4.21	0.64	Strongly Agree
I'm open to understanding and appreciating diverse viewpoints since migrating	4.19	0.66	Agree
I develop greater flexibility in my teaching approach due to migration	4.25	0.74	Strongly Agree
Migration has enhanced my cognitive flexibility and ability to think creatively.	4.21	0.72	Strongly Agree
Migration has encouraged me to reflect more deeply on my teaching practices	4.17	0.71	Agree
Weighted Mean	4.21		
SD	0.69		
Verbal Interpretation	Very High		

From the statement “I develop greater flexibility in my teaching approach due to migration” yielded the highest mean score of 4.25 and a standard deviation of 0.74 and was remarked as Strongly Agree. And on the other hand, “Migration has encouraged me to reflect more deeply on my teaching practices” received the lowest mean score of responses with the mean score of 4.17 and standard deviation of 0.71 and marked as Agree.

The Level of Teachers Behavioral Effect in terms of Cognitive Shift attained a weighted mean of 4.21 and a standard deviation of 0.69 and was very high, the very high indicates that migration has had notable positive and broad impact on respondents teaching and education practices, this shows that the overall sentiment is strongly positive, with most respondents expressing strong agreement with the idea that migration has positively influenced their teaching approaches and perspectives.

Based on the finding migration has had a very positive influence on respondent’s educational perspective and teaching practices. Migration has made the respondents more open-minded, creative and adaptable in their approaches.

The consistency in response reinforces the idea that the impact of migration is broadly recognized and strongly appreciated in terms of professional development and cognitive shift.

Ozturk 2021 explores the concept of teacher cognition, emphasizing its impact on teaching practices and the

development of teachers' habits in the classroom. The author delves into how teachers' thoughts, beliefs, and knowledge shape their instructional behaviors and decision-making processes. Öztürk emphasizes the importance of understanding teacher cognition when designing professional development programs. By recognizing the cognitive factors that influence teaching practices, such programs can more effectively address teachers' needs and help them reflect on and modify their beliefs and habits. This approach can lead to more meaningful and lasting changes in teaching practices.

The data presented in Table 10 valuable insights into the level of teacher's behavioral effect in terms of work-life balance. The data provided assesses the impact of migration on work-life balance, stress levels, and personal fulfillment. From the statement "I separate work-related tasks from my personal life after migrating" yielded the highest mean score of 4.44 and a standard deviation of 0.64 and was remarked as Strongly Agree suggest that the respondents are effectively able to separate their work task to their personal lives after migrating. And on the other hand, "I feel less stressed and more balanced in my personal life after migrating" received the lowest mean score of responses with the mean score of 4.02 and standard deviation of 0.75 and marked as Agree.

TABLE 10. Level on Teachers behavioral effect in terms of work-life balance

STATEMENT	MEAN	SD	REMARKS
I separate work-related tasks from my personal life after migrating.	4.44	0.64	Strongly Agree
I feel happier and more fulfilled living in my current location as a result of migrating.	4.10	0.87	Agree
I feel less stressed and more balanced in my personal life after migrating.	4.02	0.75	Agree
The demands of my teaching role in the new environment are manageable.	4.08	0.71	Agree
Migration has provided me with better opportunities to achieve a healthier work-life balance.	4.17	0.76	Agree
Weighted Mean	4.16		
SD	0.76		
Verbal Interpretation			High

Migration has had a generally positive effect on respondents work-life balance, stress levels and overall happiness. The majority feels that migration has allowed them establish clearer boundaries between work and personal life, leading to a more manageable and fulfilling lifestyle.

Joshi (2024) examines how work-related and family-related stress and support influence the work-life balance of female teachers in private schools in Bhairahawa City, Nepal. Teachers identified flexible working hours, job sharing, transportation facilities, and the ability to take emergency leave as critical components for maintaining a healthy work-life balance. This study underscores the importance of both workplace and familial support in enhancing the work-life balance of women teachers in private school. The Level of Teachers' Achievement refers to the extent to which teachers accomplish their professional goals, perform effectively in their roles, and contribute to student learning outcomes. In this study level of teachers' achievements include variables such

as school-based awardee and personal growth and was determined by mean and standard deviation.

Table 11 presents the level of teachers' achievement based on school recognition, providing a detailed analysis of the mean, standard deviation, and corresponding remarks. The results indicate that teachers perceive a high level of achievement in relation to school recognition, as shown by the weighted mean of 4.18 and a standard deviation of 0.73.

TABLE 11. Level of Teachers Achievement in terms of School Recognition

STATEMENT	MEAN	SD	REMARKS
School based award will increase my motivation to perform well in my teaching role.	4.33	0.71	Strongly Agree
Migrating to a new school has helped me gain more professional recognition in my field.	4.08	0.68	Agree
The award has encouraged me to go above and beyond in my teaching practices.	4.13	0.71	Agree
School-based recognition has positively impacted my job satisfaction.	4.17	0.79	Agree
Recognition has change on my well-being and sense of achievement.	4.21	0.75	Strongly Agree
Weighted Mean	4.18		
SD	0.73		
Verbal Interpretation			High

This means that recognition and awards from the school significantly contribute to teachers' motivation, job satisfaction, and overall sense of accomplishment. The results imply that school recognition is a crucial factor in teacher motivation, job satisfaction, and professional growth. Schools that prioritize acknowledging their educators create a positive work environment, improve teacher retention, and ultimately enhance student learning outcomes

Akafo 2014 discussed Brun and Dugas, recognition represents a reward experienced primarily at the symbolic level, but may also take on emotional, practical or financial value. Deeptose (1994) argued that the motivation of employees and their productivity can be enhanced through providing them effective recognition.

TABLE 12. Level of Teachers Achievement in terms of Professional Growth

STATEMENT	MEAN	SD	REMARKS
Educational attainment has contributed to my ability to pursue career advancement opportunities after migrating.	4.27	0.87	Strongly Agree
Higher educational attainment has provided me with the skills needed to handle challenges in new work environments	4.35	0.90	Strongly Agree
The knowledge gained from my higher education helps me to address diverse student needs in the classroom	4.19	0.86	Agree
Migration has allowed me to access professional development and training that have further enhanced my career.	4.17	0.83	Agree
The migration process has opened up more career advancement opportunities for me.	4.19	0.72	Strongly Agree
Weighted Mean	4.23		
SD	0.84		
Verbal Interpretation			Very High

From the statement "Higher educational attainment has provided me with the skills needed to handle challenges in new work environments" yielded the highest mean score of

4.35 and a standard deviation of 0.90 and was remarked as Strongly Agree that their educational background has equipped them with necessary skills to handle challenges in new work environments after migrating. And on the other hand, "Migration has allowed me to access professional development and training that have further enhanced my career" received the lowest mean score of responses with the mean score of 4.17 and standard deviation of 0.71 and marked as Agree.

The results show a somewhat high degree of agreement that both the migration process and higher education have been crucial in enabling respondents to access professional development, overcome obstacles in their workplaces, and seek possibilities for career advancement. The total effect is definitely positive.

Benson (2021) looks at the experiences of migrant instructors entering mathematics teaching positions in their new countries. As they negotiate the difficulties of being successful mathematics teachers in foreign educational environments, the study focuses on how migrants use their resources and create professional capital. Benson emphasizes for migrant teachers the need of professional growth chances and support mechanisms. Access to mentoring, continuous education, and professional learning communities will enable them to establish their professional capital and fit into the new classroom. These materials enable migrant teachers to overcome obstacles and improve their instructional performance. The study emphasizes that although migrant instructors have great difficulties adjusting into mathematics teaching in a foreign nation, they also have useful personal resources that would help them succeed. By means of the evolution of professional capital—including social, human, and cultural capital—immigration teachers can become successful mathematical teachers. Helping them negotiate these obstacles and flourish in their new teaching positions depends critically on supportive networks, professional development opportunities, and appreciation of their earlier experiences.

TABLE 13. Individual Performance Commitment and Review Forms (IPCRF)

Range	Frequency	Percentage	Adjectival Rating
4.500-5.00	21	40.38%	Outstanding
3.500-4.499	31	59.62%	Very Satisfactory
2.500-3.499	0	0.00%	Satisfactory
1.500-2.499	0	0.00%	Unsatisfactory
Below 1.499	0	0.00%	Poor

Weighted Mean	4.32
SD	0.41
Verbal Interpretation	High

Table 13 refers to the performance rating of teachers based on Individual Performance Commitment and Review Forms (IPCRF). With the weighted mean of 4.32 and standard deviation of 0.41 shows that 21 individuals (40.38%) fall into this category, meaning 40.38% of the respondents achieved a "Outstanding" rating, which indicates exceptional performance and 31 individuals (59.62%) are rated as "Very Satisfactory," representing 59.62% of the respondents. Most of the people

fell into this category—that of highly competent but not outstanding performance

The performance of the teachers is overwhelming positive falling in the "Outstanding" and "Very Outstanding" level is a strong indicators of effective performance.

Cadag (2024) analyzes the application of the Individual Performance Commitment Review (IPCR) form as a mechanism for assessing and enhancing teachers' performance. The study investigates the potential of the IPCR form as a foundation for delivering technical help to educators and promoting their professional development. A principal outcome of the study is that the IPCR form can serve as a basis for delivering targeted technical help to educators. Upon assessing teachers' performance, school administrators can utilize the data from the IPCR to pinpoint particular areas in which educators require assistance, such classroom management, lesson planning, or student engagement.

This facilitates more tailored and efficacious professional development initiatives. Cadag determines that the IPCR form serves as an effective instrument for assessing instructors' performance and delivering focused technical support. Utilizing the form to evaluate teachers' strengths and areas for enhancement enables school leaders to build more tailored professional development plans that result in improved teaching practices. The research highlights the significance of consistent, systematic assessment and feedback in promoting ongoing teacher development.

The study illustrates that the Individual Performance Commitment Review (IPCR) form is an effective evaluative instrument that assesses teachers' performance and serves as a foundation for delivering targeted support and technical assistance to foster their professional development.

The table presents Pearson correlation coefficients that measure the relationship between the migration of Social Studies teachers and its behavioral effects. The independent variables include incentives, benefits, LGU support, and NGO support, while the dependent variables cover adaptability, school dynamics, stress and anxiety, motivational changes, cognitive shift, and work-life balance. The significance values (p-values) indicate whether these correlations are statistically significant.

The results indicate a significant relationship between various support mechanisms and the behavioral effects of Social Studies teacher migration. A strong positive correlation is observed between incentives and motivational changes ($p < .001$), suggesting that incentives significantly enhance teacher motivation. However, no significant relationship is found between incentives stress and anxiety ($p > 0.05$), indicating that while incentives improve motivation, adaptability, and school dynamics, they do not directly reduce stress levels. Similarly, benefits show a strong positive correlation with motivational changes ($p < .001$), reinforcing that financial and professional benefits play a key role in increasing motivation. However, no significant correlation is found between benefits and stress and anxiety ($p > 0.05$), suggesting that while benefits contribute positively to various behavioral aspects, they do not necessarily lower stress levels.

Support from local government units (LGUs) demonstrates a strong positive correlation with school dynamics ($p < .001$), indicating that LGU assistance significantly enhances the school environment. Additionally, moderate positive correlations are observed with motivational changes and work-life balance ($p < .05$), implying that LGU support contributes to a better work-life balance and adaptability, school dynamics, motivation, cognitive shifts, and work-life balance, reinforcing the vital role of external assistance in enhancing teacher well-being.

However, no significant correlation is found between NGO support and stress and anxiety ($p \geq 0.05$), indicating that while NGO interventions contribute positively to various behavioral factors, they do not directly mitigate stress. motivation among teachers. However, no significant relationships are found between LGU support and adaptability, stress and anxiety, or cognitive shifts ($p \geq 0.05$), suggesting that while LGU support improves school environments and work-life balance, its influence on adaptability and stress reduction is limited

TABLE 14. Test of Relationship between the Migration of Social Studies Teachers and its Behavioral Effect

Migration of Social Studies Teacher		Behavioral Effect					
		A	S D	S A	M C	C S	WIB
Incentives	Pearson Correlation	.393**	.494**	0.01	.522***	.453**	.353*
	Sig. (2-tailed)	<.01	<.001	0.944	<.001	<.01	<.05
	N	52	52	52	52	52	52
Benefits	Pearson Correlation	.396**	.502***	-0.112	.600***	.497***	.483***
	Sig. (2-tailed)	<.01	<.001	0.428	<.001	<.001	<.001
	N	52	52	52	52	52	52
LGU Support	Pearson Correlation	0.26	.511***	-0.118	.307*	0.261	.300*
	Sig. (2-tailed)	0.062	<.001	0.405	<.05	0.061	<.05
	N	52	52	52	52	52	52
NGO Support	Pearson Correlation	.301*	.487***	0.064	.491***	.380**	.444**
	Sig. (2-tailed)	<.05	<.001	0.653	<.001	<.01	<.01
	N	52	52	52	52	52	52

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Similarly, NGO support exhibits significant positive correlations with adaptability, school dynamics, motivation, cognitive shifts, and work-life balance, reinforcing the vital role of external assistance in enhancing teacher well-being. However, no significant correlation is found between NGO support and stress and anxiety ($p \geq 0.05$), indicating that while NGO interventions contribute positively to various behavioral factors, they do not directly mitigate stress. These findings imply that a combination of financial incentives, benefits, and institutional support from both governmental and non-governmental entities is crucial for improving teacher motivation, school dynamics, and work-life balance. While incentives and benefits play a major role in enhancing motivation, teacher well-being, even though stress reduction remains largely unaffected by these factors.

The results indicate a significant relationship between the migration of Social Studies teachers and their achievements, particularly in relation to incentives, benefits, and external support. Incentives show a strong positive correlation with school-based awards ($p < .001$), indicating that teachers who receive more incentives tend to achieve greater recognition at their schools. A moderate positive correlation exists between incentives and professional growth ($p < .01$), showing that incentives also contribute to career development, though their impact is more pronounced in institutional recognition. Similarly, benefits demonstrate a strong positive correlation with school-based awards ($p < .001$), implying the better benefits significantly enhance teachers' chances of receiving institutional recognition.

The moderate positive correlation between benefits and professional growth ($p < .01$) this means that benefits also play a crucial role in supporting career advancement.

TABLE 15. Test of Relationship between the Migration of Social Studies Teachers and their Achievement

Migration of Social Studies Teacher		Achievement	
		School-based award	Professional Growth
Incentives	Pearson Correlation	.668***	.420**
	Sig. (2-tailed)	<.001	<.01
	N	52	52
Benefits	Pearson Correlation	.612***	.417**
	Sig. (2-tailed)	<.001	<.01
	N	52	52
LGU Support	Pearson Correlation	.308*	.364**
	Sig. (2-tailed)	<.05	<.01
	N	52	52
NGO Support	Pearson Correlation	.453**	.451**
	Sig. (2-tailed)	<.01	<.01
	N	52	52

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Support from local government institutional support from LGUs and NGOs contributes significantly to improving school environments and overall units (LGUs) exhibits a moderate positive correlation with both school-based awards and professional growth ($p < .05$), indicating a significant relationship between LGU assistance

Teachers' professional recognition and career progression. Likewise, non-governmental organization (NGO) support

shows a moderate positive correlation with school-based awards and professional growth ($p < .01$), connote that NGO assistance plays a vital role in helping teachers receive institutional recognition and advance in their careers.

Overall, these findings highlight the significant impact of incentives, benefits, and external support on teacher achievement. While incentives and benefits have the strongest influence on school-based recognition,

LGU and NGO support also contribute meaningfully to career growth, emphasizing the importance of financial, institutional, and external support in fostering teacher success.

The results on table 16 indicate no significant relationship between the migration of Social Studies teachers and their Individual Performance Commitment and Review Form (IPCRF) rating across all tested factors. The correlation between incentives and performance ($p > 0.05$), showing that financial incentives do not significantly effect teachers' IPCRF ratings. Similarly, the correlation between benefits and performance indicating that benefits also have no notable effect on teacher performance ratings

TABLE 16. Test of Relationship between the Migration of Social Studies Teachers and Performance

Migration of Social Studies Teacher		Performance IPCRF Rating
Incentives	Pearson Correlation	0.055
	Sig. (2-tailed)	0.697
	N	52
Benefits	Pearson Correlation	0.018
	Sig. (2-tailed)	0.898
	N	52
LGU Support	Pearson Correlation	0.094
	Sig. (2-tailed)	0.508
	N	52
NGO Support	Pearson Correlation	0.106
	Sig. (2-tailed)	0.455
	N	52

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Additionally, LGU support and NGO support show weak, non-significant correlations with performance ($p > .05$), indicating that institutional and external assistance do not directly influence teachers' formal performance evaluations.

These findings implies that while incentives, benefits, and institutional support may contribute to other aspects of teacher well-being, motivation, and work-life balance, they do not directly translate into measurable improvements in IPCRF ratings.

IV. CONCLUSION AND RECOMMENDATIONS

The conclusions were drawn from the results of the study on the relationship in the migration of Social Studies Teachers to its Behavioral Effect, achievements, and performance.

Findings revealed significant correlations with adaptability, school dynamics, motivation, cognitive shifts, and work-life balance, but not with stress and anxiety. Migration also influenced teacher, particularly through incentives, benefits, and external support, which contributed to school recognition and career growth, therefore, the hypothesis is rejected.

Similarly, the findings also showed a significant relationship between the migration of Social Studies Teachers to its achievements, thus the hypothesis was rejected. These insights highlight the need for comprehensive financial, institutional, and external support to enhance teacher success and well-being.

However, based on the results it revealed that there is no significant relationship he migration of Social Studies teachers to its performance. Based on findings, it implies that while incentives, benefits, and institutional support may contribute to other aspects of teacher well-being, motivation, and work-life balance, they do not directly translate into measurable improvements in IPCRF ratings

Based on the study's analysis and findings, key recommendations have been developed to address the implications and potential applications of the results. These suggestions aim to offer practical insights and support further progress in the areas examined.

LGU and School Heads may collaborate a sustainable programs that address teachers' needs beyond financial assistance such as healthcare support professionals' growth opportunities such as leadership training.

School Heads may seek support from the other government agencies to intensify mental health support such as counseling services, and work-life balance strategies.

Future research may consider a qualitative approaches to examine other stressors such as workload, cultural adaptation, or administrative challenges.

REFERENCE

- [1]. Agyapong B. (2022). Stress, Burnout, Anxiety and Depression among Teachers: A Scoping Review. Retrieved from: <https://pmc.ncbi.nlm.nih.gov/articles/PMC9518388/>
- [2]. Akafo V. (2015) Impact of Reward and Recognition on Job Satisfaction Retrieved from: https://www.researchgate.net/publication/342010850_of_Reward_and_Recognition_on_Job_Satisfaction_and_Motivation
- [3]. Benson A. (2017) "Migrants Becoming Mathematics Teachers: Personal Resources and Professional Capital. Retrieved from: https://repository.londonmet.ac.uk/2603/?utm_source
- [4]. Cadag C. 2024 "The Effectiveness of Individual Performance Commitment Review Form as an Evaluation Tool to Improve Teachers' Performance: Basis for Technical Assistance," Retrieved from: https://ijmaberjournal.org/index.php/ijmaber/article/view/1528?utm_source=
- [5]. Collie, RJ and Martin AJ (2016) Adaptability: An Important Capacity for Effective Teachers. Retrieved from: https://www.researchgate.net/publication/299592012_Adaptability_An_Important_Capacity_for_Effective_Teachers
- [6]. Jagannathan S. (2016) The Role Of Non-governmental Organization in Primary Education. Retrieved from: https://www.researchgate.net/publication/23549284_The_Role_of_Nongovernmental_Organizations
- [7]. Joshi R. (2024) Stress and Support: Determinants of Work-Life Balance for Women Teachers in Private Schools. Retrieved from: https://www.nepjol.info/index.php/jmc/article/view/70845?utm_source=
- [8]. Muppuri (2014) Motivational Factors of Employee Retention And Engagement In Organizations. Retrieved from: <https://www.journalijdr.com/sites/default/files/issuepdf/1332.pdf?utm=>
- [9]. Odelsola (2015) The benefits provided by a public school and a private school for its female teachers. Retrieved from: <https://books.apple.com/ca/book/the-benefits-provided-by-a-public-school-and/id1608709945>

- [10]. Ostinelli G. (2018). The Role of Motivation and Understanding in the Change of Teaching Practices. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1133404.pdf>
- [11]. Öztürk M. (2021). Teacher cognition: A powerful phenomenon developing and governing habits of teaching. Retrieved from: https://www.researchgate.net/publication/351237549_Teacher_cognition_A_powerful_phenomenon_developing_and_governing_habits_of_teaching
- [12]. Richard S. (2014) The Contribution Of Local Government Authorities In Teacher Motivation In Secondary Schools In Tanzania: A Case Of Dodoma Municipality. Retrieved from <https://core.ac.uk/download/pdf/33424528.pdf>
- [13]. Üstübcü (2019) The impact of externalized migration governance on Turkey: technocratic migration governance and the production of differentiated legal status. Retrieved from: https://www.researchgate.net/publication/345386467_The_impact_of_externalized_migration_governance_on_Turkey_technocratic_migration_governance_and_the_production_of_differentiated_legal_status