

Motivation In Relation To Teachers' Performance

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ABSTRACT

This research used the descriptive-correlational method to determine the level of motivation in relation to teachers' performance. The quantitative data were gathered from 89 teachers of District 6, Bayawan City Division, Negros Oriental for SY 2018-2019. Also, the researcher conducted a survey questionnaire. Descriptive-correlational method was used in this study. The statistical tools used in the analysis of the data were percentage, mean, weighted mean, and spearman rank correlation coefficient. The study found out that the level of motivation as perceived by the teachers was "very high" in terms of the following aspects: (a) existence needs; (b) relatedness; and (c) growth needs. In addition, it was also found out that the level of teachers' job performance is at a "very satisfactory" level. Moreover, there is no significant difference in the level of teachers' motivation when they are grouped and compared according to variables of age, sex and length of service, however, variables on highest educational attainment and average monthly income are found to be significant. Lastly, the relationship between the level of teachers' motivation and the level of teachers' job performance is found to be insignificant.

Keywords: Level of Motivation, Teachers' Performance, Existence, Relatedness, Growth Needs

I. RATIONALE/ INTRODUCTION

Teachers serve as one of the most important elements of our educational system. In the Philippines, the attainment and failure of educational activities depends highly on their performance in executing the teaching and learning process, facilitating classroom management in the learning environment, participating in curriculum improvement and development, and promoting professional growth and engagement. Balogun (2016) indicated that teachers' decisions and behaviors are likely to influence their well-being and job prospects especially pertaining to their work ethics in classroom settings. In the Division of Bayawan City, for instance, teachers are said to be motivated by a number of factors such as existence needs, relatedness, and growth needs.

Teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment (Mark, 2015). Hence, a teacher has to update professionally, personally and be rightfully motivated so he/she could discharge his/her diverse tasks and responsibilities with efficiency and effectiveness (Lopez & Irene, 2015).

At present, it can be said that many factors exist which promote teachers' motivation. These factors may be viewed as material, psychological, etc. It is also found that a teacher's daily experience on the job determines the activities which are psychologically most rewarding.

Moreover, without motivation, teachers' performance would be highly hindered. The level of motivation of workers will determine the teachers' response to the organizational rules, responsibilities and opportunities. Also, motivation is the force that initiates, guides and maintains goal-oriented behaviors (Callo, 2014).

It is important to note that teacher motivational level can rise when the teaching job enables teacher to satisfy the life supporting elements of his or her physical body like food, water, shelter etc. It can also rise, when the teacher feels useful in his or her job and when he or she feels satisfied with what she or he is doing. Also, in the literature, there are many determinants of teacher motivation. These include teacher status, class size, workload, professional development and salary.

Furthermore, motivation and performance are very important factors in terms of school success and students' achievements. For this, the main thing they required is skilled and competent teachers (Kevin, 2016). Hence, the relationship between teachers' level of motivation and level of performance should be examined.

In this connection, the researcher as one of the teachers of Bayawan City Division would like to shed light on the matter as she observed that quality teaching has become the focus of many education systems, and yet little attention has been given to teacher motivation that could ensure quality teaching and improved learning results. Hence, this research sought to ascertain the

true picture of the state of motivation of teachers, investigate the relationship between motivational factors and teachers' performance in District 6 of Bayawan City Division, Negros Oriental for SY 2018-2019.

REVIEW OF RELATED LITERATURE

Teachers are the pillar of an educational system. The attainment and failure of educational activities depends highly on their performance. Teachers' decision and behaviors are likely to influence the well-being and prospect of a nation including the lives of the country's next generation (Balogun, 2016).

Teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. Teachers' management is most crucial at the school level, where the importance of teachers' work and their competence in performing it are crucially influenced by the quality of both internal and external supervision (Mark, 2015).

Studies on motivational strategies on teachers have shown that teachers by some kind of incentives are recognized as being effective. Incentives are often given in the form of money, that is money can be seen as part of the reward system designed to reinforce behaviour and therefore to motivate people to work towards the achievement of goals and those of the organization. The recognition of the goals and objectives of any establishment largely depends on how the workers perceive and react to their jobs. This attitude controls teachers output. Without motivation, teacher performance would be highly hindered. The level of motivation of workers will determine the teachers' response to the organizational rules, responsibilities and opportunities. Sala (2017) conceptualized the economic basis of human motivation. He believes that people work primarily for money and they are motivated to do only that which provide them with the greatest rewards.

Motivation is the willingness of an employee to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment. A motivated employee willingly tries hard to contribute his or her best performance towards accomplishing his or her work. Motivation plays a role in achieving goals and objectives and is equally important for organizations that work in team based environments or for workers who work independently. For an organization to ensure that the employees' workplace goals and values are aligned with the organization's mission and vision, they should create and maintain high levels of motivation leading to high performance. Teachers' motivation has become an important issue given their responsibility to impart knowledge and skills to learners (Zalwango, 2014). Moreover, motivation encourages teachers to facilitate knowledge and skills of academic to learners (Kelvin, 2016).

According to Reiss (2014) motivation means a feeling of enthusiasm, interest or commitment that makes somebody want to work, a reason for doing something or behaving in a certain way. Psychologically, it means the forces determining behavior, the biological, emotional, cognitive or social forces that activate and direct behavior.

As of now, it can be said that many factors exist which promote teachers' motivation. These factors may be viewed as material, psychological, etc. In particular, it is found that a teacher's daily experience on the job determines the activities which are psychologically most rewarding.

Motivation is the inner drive that pushes individual to act or perform and it is one of the most important factors that move every human being to achieve his or her goals. This includes personal as well as professional goals and targets (Mbwana, 2015).

Motivation and performance are very important factors in terms of school success and students' achievements. If changes occur in school external environment then it is necessary for a school to adopt that change because it may motivate to gain a competitive advantage. For this, the main thing they required is the skilled and competent teachers (Kevin, 2016).

Teachers' job performance is a concern of everybody in the society (Mbwana, 2015). In this respect, teacher performance connotes the teacher's role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counseling. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom. Teacher performance was measured by regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

Performance of a given school depends more on the teacher's effort and if that a given teacher is unhappy with his/her job, he/she will not put emphasis into his/her teaching (Mark, 2015).

However, (Chudi, 2013) found out that teachers refused to teach effectively in class causing a decline in performance because of irregular payment of salaries. Disparities in teacher effectiveness in public and private schools areas are a preoccupation of policymakers throughout the developing world. In Tanzania, for example, the leading students' performance comes from private schools. In response, the government has tried to provide incentives to teachers in terms of hardship allowance in order to motivate and retain them, especially in rural areas. Yet despite the popularity of such policy, little is known about what real motivate teachers and keep them in their job despite "hardships" in remote location.

Performance may be defined as the ability to join skilfully the right behavior towards the attainment of organizational goals (Ali et al., 2014). Susa (2018), the Ministry of Education demands a very high measure of loyalty, dedication, patriotism, hard work, and commitment from its teachers. Similarly, the role and contexts of motivational methods cannot be overemphasized because high motivation heightens performance which is in the interest of all educational system.

In view of the fact that a sizeable increase in teachers earning will significantly enhance teachers' commitment and performance. It is pertinent to note that good social status of teachers considerably impact on their morale and thereby, motivate them. As of now, it can be said that no school system can have high achievement more than the level of teachers' motivation within the system. Therefore, all those factors which contribute to appreciable improvement in teachers' morale and commitment should be upheld with utmost priority. Hopefully, when this is done, it will unfold a multifaceted payoff, namely, increased pupils' learning outcomes and high teachers' output. In fact, it is a good exercise to investigate the extent to which the twenty first century teacher's job content versus reward system (in terms of pay package and promotion) affects high teacher's output (Nyam, 2014).

II. RESEARCH ELABORATIONS

This contains the researcher design, research environment, respondents, instruments and data gathering.

Design

The study used the descriptive-correlational research design and a self-made questionnaire. Three analytical scheme were used, the descriptive, comparative and relational.

Environment

The study was conducted in District 6, Bayawan City Division which is composed of six Public Elementary Schools namely Nangka ES, Guisocon ES, Holy Family ES, Kasla ES, Tavera ES, Magsulay ES and Matunoy ES.

Respondents

The respondents of the study, the level of motivation in relation to the level of teachers' performance are the 89 Public Elementary School Teachers of District 6 Bayawan City Division during the SY 2018-2019.

Instruments

This research study used the descriptive correlation design of the variables covering social belongingness, curiosity, cultural parenting orientation and education. This design used survey guide as a tool to gathered data.

Data Gathering

For the data gathering procedure, the self-made questionnaire is the main instrument to be used which undergone validation of experts and reliability testing analysis.

Treatment of Data

Different statistical tools were used to quantify all problems such as Frequency and Percentage, Mean, Mann Whitney U-Test, and Spearman Rank Correlation.

III. RESULTS OR FINDINGS

Table 1. Level of Motivation of the Respondents in the Area of Existence Needs

Existence Needs	Mean	Interpretation
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1	Adequate salary with respect to the nature of my work or the teaching profession.	4.17	High
2	Sufficient benefits and compensations which are at par with other organizations.	4.27	Very High
3	Financial incentives through fringe benefits and bonuses.	4.30	Very High
4	Wide range of health benefits like that of health care (maxicare, blue cross, caritas, etc.)	4.10	High
5	Primary needs such as durable house with amenities.	4.27	Very High
6	Living a happy and contented life with my family whom I foster strong relationship.	4.44	Very High
7	Engaging myself in convenient lifestyle and satisfying leisure activities.	4.30	Very High
8	Feeling contented, fulfilled and satisfied with my job.	4.29	Very High
9	Enjoying high prestige and social standing in my work.	4.27	Very High
10	Working for a stable and secured future through my profession.	4.31	Very High
Overall Mean		4.27	Very High

The level of motivation of the respondents in the area of existence needs resorted to the overall mean score 4.27 interpreted as “very high” level. It could be inferred that salaries and financial incentives as well as a number of benefits are determining factors in promoting the level of teachers’ motivation in performing his/her assigned duties.

It was found out that the teacher-respondents perceived that there is a “very high” level of motivation in item number 6, “Living a happy and contented life with my family whom I foster strong relationship”. Having the highest weighted mean compared to the rest of the items, 4.44 as perceived by the teachers, it could be inferred that teachers are living with contentment while fostering happy and strong relationship with their respective family members. As then revealed in the study of Hechanova (2014) who investigated the needs of the Filipino working population and the relationship between these needs and employee engagement, it has been found out in an interview where workers were made to determine the needs that motivate them as to the different types such as job-related, career-related, organization-related, and family-related, among these, family is a novel addition to the extant theories of work motivation of the employees.

On the other hand, the item which obtained the lowest mean score of 4.10 is item number 4, “Wide range of health benefits like that of health care (maxicare, blue cross, caritas, etc.)”. It could be inferred that public school teachers do not have enough and sufficient access to wide range of health benefits promoting their physical well-being and wellness. This is supported by the study of Puntero (2019) who made mention on health care and benefits as the factors to be given attention by the government in promoting teachers’ health and wellness for the latter to perform well his/her assigned duties and responsibilities.

Financial incentives are often given in the form of money, that is money can be seen as part of the reward system designed to reinforce behavior and therefore to motivate people to work towards the achievement of goals and those of the organization. In affirmation, studies on motivational strategies on teachers have shown that teachers by some kind of incentives are recognized as being effective (Sala, 2017). She further asserted that people work primarily for money and they are motivated to do only that which provide them with the greatest rewards. In the same manner, Nyam (2014) put forward the fact that a sizeable increase in teachers earning will significantly enhance teachers’ commitment and motivation to perform better for the welfare of their classroom learners and environment as well as office workplaces.

On the other hand, Mark (2015) showed that motivation of teachers was affected by factors such as poor working conditions and low salary or pay. Based on the findings, the study recommends that the government should improve teachers’ compensation and pay as well as improve working conditions.

Pescuela (2015) supported this notion dwelling on the very fact that a higher performance has a monetary equivalent which also increases employee’s desire to perform better. Castor (2016) further noted that among the factors which give level of satisfaction are overtime pay policies, benefit scheme, tidiness and cleanliness in the workplace and opportunities for advancement.

Table 2. Level of Motivation of the Respondents in the Area of Relatedness

	Relatedness	Mean	Interpretation
1	Organization foster supportive climate to its members.	4.24	Very High
2	Friendly and congenial are my peers or colleagues in the office or in the workplace.	4.31	Very High
3	The organization promotes good working conditions through the presence of camaraderie.	4.35	Very High
4	The organization demonstrates social acceptance and belongingness.	4.31	Very High
5	The organization promotes trust and confidence in the workplace.	4.34	Very High
6	The organization values the contributions of each member for better performance management.	4.35	Very High
7	The organization pay due attention to the needs of its members for better work engagement.	4.37	Very High

8	The organization promotes public acknowledgement for better work accomplishments.	4.35	Very High
9	The organization practices immediate feedback to manage expectations of its members.	4.25	Very High
10	The organization promotes teamwork and cooperation among its members in work activities	4.28	Very High
Overall Mean		4.31	Very High

Table 2 showed that the teachers' perception on the level of motivation in the area of relatedness obtained an overall composite mean of 4.31 denoting a verbal equivalent of "very high" level. Based on the given finding, it is evident that good social status and working conditions of teachers considerably impact on their morale and thereby, motivate them. In this connection, Nyam (2014) and De Castro and Portugal (2014) put emphasis on the role of school heads in maintaining a remarkable atmosphere among employees which is necessary to demonstrate larger commitment and intense devotion to quality service.

The item which obtained the highest weighted mean of 4.37 as perceived by the teachers is item number 7, "The organization pay due attention to the needs of its members for better work engagement". This implies that that aside from wages and salaries, recognition for good work done, participation in decision making and conducive working environment were the major factors that really affect teachers' level of motivation and work engagement. In the same manner, Hechanova (2014) who investigated the needs of the Filipino working population and the relationship between these needs and employee engagement put emphasis on the presence of needs such as job-related, career-related, organization-related as predictors of engagement. Garcia (2016) in fact shared the findings that a significant relationship was noted between the working conditions of the teachers and their job performance.

On the other hand, the item which obtained the lowest mean score of 4.24 is item number 1, "Organization foster supportive climate to its members". It means that teachers as employees seek support from the Department of Education itself especially in a number of employee engagements pertaining to their classroom duties and professional development. In support to this, Aguado (2015) noted that the teachers given support is a way of appreciating their efforts from the school management. Furthermore, this constitute higher priority in gaining prestige in the teaching profession as part of personal gratification and self-motivation and as valuable substance of the academic institutions.

Table 3. Level of Motivation of the Respondents in the Area of Growth Needs

Growth Needs		Mean	Interpretation
1	Opportunities to learn new things through attending seminars, workshops and training activities.	4.28	Very High
2	Prospects for career advancements through study leave benefits, scholarship grants and graduate degree obtained.	4.25	Very High
3	Promotion of my abilities contributing to research undertakings and other developments.	4.09	High
4	Chances to exercise leadership in the organization and make necessary contributions as part of it.	4.13	High
5	Breaks to use my special abilities in working as part of a team and in a variety of work commitments.	4.11	High
6	Recognition for promoting professional growth and development.	4.17	High
7	Opportunities for promotion to higher positions through career progressions and prospects.	4.16	High
8	Participation in work related activities to enhance my skills and abilities.	4.17	High
9	Opportunities to engage in feedback system mechanism to the top level management in order to enhance organizational practices.	4.22	High
10	Remarks or constant feedbacks regarding my work progress and development for better work engagement.	4.26	Very High
Overall Mean		4.18	High

Table 3 displayed that the overall composite mean of the teachers in the level of motivation in the area of growth needs is 4.18 with a transmuted rating of "high" level. Based on the finding, it could be inferred that attending to teachers' growth needs through career advancements, research undertakings, and training activities serve as motivating factors in improving teachers' performance at work.

Item number 1, “Opportunities to learn new things through attending seminars, workshops and training activities” obtained the highest weighted mean of 4.28 as perceived by the teacher labelled as “very high” level. It means that most of the time, this professional development is conducted in various purposes: to get certified, to become upgraded, to prepare them for new roles, to get refreshed in teaching pedagogies, and to get information regarding curriculum related updates. Along similar stance, Bush and Kaparou (2015) noted the relationship between delivery of instructional leadership and encouragement of teachers' professional development in centralized context. Hence, teachers must be supported and nurtured in their professional development through seminars, workshops, and training activities (Pescuela, 2015). Babalola and Hafsatu (2016) then added that school heads should motivate their teaching force towards creativity, initiatives and productivity.

However, item number 5, “Breaks to use my special abilities in working as part of a team and in a variety of work commitments” obtained the least weighted mean. It could be inferred that teachers were given less opportunities to use their talents and skills in individual engagements and group work commitments. This has been supported by the findings shared by Cadalso (2019) who indicated on the teachers’ misunderstanding of some office duties and refusal to work and chairmanship. Along with it, it has been revealed that teachers lack requirement for professional growth which lead to the occurrence of the negative interpretation of feedback.

In addition, remarks or constant feedbacks regarding work progress and development for better work engagement is also one of the factors that must be taken into consideration. In affirmation, this has been supported by literature on feedback environment which claimed that supportive environment fostered by the school heads lead to the improvements of teachers' well-being and performance. Frantz et al. (2016) also put emphasis on these factors which can in turn increase teachers’ engagement and empowerment. As indicated, the relationship between teaching personnel and their environment affect motivation to work and perform (Taylor, 2015). In addition, Chau et al. (2015) showed that supervisory feedback environment that is supportive as perceived by teachers are associated with the higher instrumental as well as image enhancement motives.

Table 4. Level of Teachers’ Performance when Grouped According to Variables

Variables	Groupings	N	Mean	Interpretation
Age	Younger	44	4.07	Very Satisfactory
	Older	45	4.14	Very Satisfactory
Highest Educational Attainment	Lower	30	4.04	Very Satisfactory
	Higher	59	4.14	Very Satisfactory
Length of Service	Shorter	44	4.07	Very Satisfactory
	Longer	45	4.14	Very Satisfactory
Average Monthly Income	Low Income	42	4.07	Very Satisfactory
	High Income	47	4.14	Very Satisfactory

Table 4 disclosed the level of teachers’ job performance when the respondents are grouped according to the different variables such as age, highest educational attainment, length of service, and average monthly income. As reflected in the table, all of the variables lead to a “very satisfactory” evaluation result.

Foremost, teachers’ job performance is a central construct in the field of work both in the industries and organizations. It refers to the ways individuals perform their jobs (Soodmand & Doosti, 2016). Having a high job performance means that teachers have the ability to combine relevant inputs for the enhancement of the teaching and learning process (Werang, 2014) and improvement of student learning (Werang, Betaubun & Radja Leba, 2014).

Moreover, the above reflected findings were coherent with the results of the local studies of Secong (2014), Pescuela (2015), Torres (2015), and Agir (2019) among others which all revealed that majority of the teachers have “very satisfactory” ratings as then shown in their performance evaluation system.

Also, Scott as cited in Ali et al. (2014) noted that job performance has been viewed as the total output that employees give to the organization as the sum total of their abilities, opportunities, and motivation. In the context of the Department of Education, having a high job performance yield into satisfactory up to outstanding ratings which means that the teachers perform well with their work and have displayed effectiveness, efficiency and timeliness in doing their duties most especially related to the different Key Result Areas: content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and plus factors. In view thereof, the job performance evaluation results serve as a determining factor on the teachers' level of participation in the day-to-day running of the school organizations.

In the similar way, Selamat et al. (2013) noted that teachers' job performance is a way related to teachers' effectiveness. This is further supported by Balogun (2016) as he noted that teaching is a highly noble profession and teachers are the asset of the society and the nation.

Table 5. Significant Relationship between the Level of Motivation and the Level of Teachers' Performance

Correlates	N	Rho	Level of Significance	p - value	Interpretation
Level of Motivation	89	0.102	0.05	0.342	Not Significant
Level of Teachers' Performance	89				

As reflected in Table 26, there is no significant relationship between the level of motivation and the level of teachers' performance.

Since the r-computed value is 0.106 which is greater than the p-value of 0.000 level of significance, the null hypothesis which states that there is no significant relationship between the level of motivation and the level of teachers' performance is not rejected. The results of the study showed that there is no significant relationship between the level of motivation and the level teachers' job performance. It further implies that the level of motivation have no influence on the level of teachers' performance.

The result is supported by the study of Sala (2017) and Puntero (2019) that the motivational factors have no significant relationship in teachers' job performance as to the variable of age as both younger and older are all working to satisfy their existence needs, relatedness and growth needs. In a similar way, Pescuela (2015) and Alabata (2019) revealed that the length of service is not a predicting factor as both categories of teachers, the novice and the experienced both help each other in their respective work functions towards a better job performance in the educational system as anchored on efficiency, timeliness and effectiveness.

IV. CONCLUSIONS

On the bases of the foregoing findings of the study, the researcher arrived at the following conclusions:

The teachers were motivated by adequate salary, rewards, and incentives with respect to the nature of the teaching profession in itself to finance the needs of their family members towards positive engagement and socialization process.

There is a need for education leaders to pay attention to the needs of the teachers to promote professional and organizational commitment towards employee engagement, school improvement, and performance management.

The teachers value opportunities to learn new things through workshops and trainings as well as professional schooling as career advancements facilitate personal growth and professional development. The teachers performed well their work functions and job descriptions towards organizational efficiency, timeliness and effectiveness.

The teachers are motivated by salaries, step increments, financial incentives, fringe benefits and bonuses. Hence, higher job performance has a monetary equivalent which also increases the employees' desire to perform better.

Attending graduate studies which equates to instructional effectiveness and promotion to higher position in the teaching field leading to higher salary received served as a motivational factor for teachers to perform better in their workplace

environment. Those who attended professional schooling and received higher salary rate are motivated to attend to their growth needs toward positive work engagement. It means that regardless of the variables stated, all teachers perform their mandated key result areas to better deliver basic education services.

The teachers are motivated to perform their work and deliver their assigned functions as they have a positive regard of the teaching profession as they considered it their mission and vocation. In addition, these teacher-educators also desire to have a positive evaluation result in order to contribute to the betterment of school organization and educational administration.

V. RECOMMENDATIONS

In the light of the findings and conclusions of the study, the following recommendations are advanced.

The level of motivation of the respondents in the area of existence and relatedness were very high. It is therefore recommended that the government should provide adequate wages and salaries, incentives and reward systems to the teachers. This can be done through revisiting the current salary range given to our teachers by the national government in congruence to the standard cost of living. Also, the Department of Education in coordination with the local government units could utilize the Special Education Funds (SEF) as well as other monetary incentives through LGU initiatives to grant monetary reward system to our teachers. In the same manner, as to relatedness, teachers should be given recognition for the positive contribution to the organization as they desire to contribute to school improvement and performance management which could be done through Awarding Ceremonies for Recognizing Well Performing Employees in the conduct of DepEd Events.

The level of motivation of the respondents in the area of growth needs was only high. It is therefore recommended that teachers should be encouraged to attend professional schooling through graduate school programs both in master’s and doctorate degrees as well as attending training activities on professional development as these would not only promote increased knowledge in instructional planning, teaching-learning process and classroom management but also higher positions in the field of teaching which also equate to higher salary rate. Aside from attending graduate studies and training activities, DepEd could as well address teachers’ growth needs through In Service Trainings (INSET) and the conduct of Learning Action Cell (LAC) Session in the school levels.

The level of teachers’ performance when grouped according to aforementioned variables is at very satisfactory level. It is therefore recommended that positive engagement should be sustained in the same manner that teachers’ performance management should be intensified for them to perform better toward the outstanding level demonstrating organizational efficiency, effectiveness and timeliness. The school heads, master teachers, education supervisors and other educational leaders should intensify monitoring and evaluation in the conduct of supervisory visits to teachers as well as provide positive working environment for them to perform better with their respective work engagements.

APPENDIX A

Motivation in Relation to Teachers’ Performance

Part I: Profile of the Respondents

Name (Optional) _____

Age: _____

Highest Educational Attainment: _____

Length of Service: _____

Average Family Monthly Income: _____

Latest IPCRF Numerical and Adjectival Rating: _____

Part II. Questionnaire Proper

Level of Motivation

Instructions: Please check the number that indicates the level as to which you are motivated with the given factors: existence, relatedness, and growth needs. Please refer to the guide below in choosing your option. It is important that you honestly answer each item. Please do not leave any item unchecked. Rest assured that your individual information will be treated with strict confidentiality.

Code

Interpretation

5

always

4
3
2
1

often
sometimes
rarely
almost never

A. Existence Needs	5	4	3	2	1
<i>What is the level of your motivation according to the following items?</i>					
1. Adequate salary with respect to the nature of my work or the teaching profession.					
2. Sufficient benefits and compensations which are at par with other organizations.					
3. Financial incentives through fringe benefits and bonuses.					
4. Wide range of health benefits like that of medical care.					
5. Primary needs such as durable house with amenities.					
6. Living a happy and contented life with my family whom I foster strong relationship.					
7. Engaging myself in convenient lifestyle and satisfying leisure activities.					
8. Feeling contented, fulfilled and satisfied with my job.					
9. Enjoying high prestige and social standing in my work.					
10. Working for a stable and secured future through my profession.					
B. Relatedness	5	4	3	2	1
<i>What is the level of your motivation according to the following items?</i>					
1. Organization foster supportive climate to its members.					
1. Friendly and congenial are my peers or colleagues in the office or in the workplace.					
3. Organization promotes good working conditions through the presence of camaraderie.					
4. Organization demonstrates social acceptance and belongingness.					
5. Organization promotes trust and confidence in the workplace.					
6. Organization values the contributions of each member for better performance management.					
7. Organization pay due attention to the needs of its members for better work engagement.					
8. Organization promotes public acknowledgement for better work accomplishments.					
9. Organization practices immediate feedback to manage expectations of its members.					
10. Organization promotes teamwork and cooperation among its members in work activities.					

C. Growth Needs	5	4	3	2	1
<i>What is the level of your motivation according to the following items?</i>					
1. Opportunities to learn new things through attending seminars, workshops and training activities.					
2. Prospects for career advancements through study leave benefits, scholarship grants and graduate degree obtained.					
3. Promotion of my abilities contributing to research undertakings and other developments.					
4. Leadership in the organization and make necessary contributions as part of it.					
5. Breaks to use my special abilities in working as part of a team and in a variety of work commitments.					
6. Recognition for promoting professional growth and development.					
7. Opportunities for promotion to higher positions through career progressions and prospects.					
8. Work related activities to enhance my skills and abilities.					
9. Opportunities to engage in feedback system mechanism to the top level management in order to enhance organizational practices.					
10. Remarks or constant feedbacks regarding my work progress and development for better work engagement.					

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