Work Motivation: Essential Factor in Understanding Teachers' Performance

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Abstract: **The purpose of this study was to establish that work motivation factors, singly or in combination significantly predict the performance of teachers.**

Further it aimed to answer the questions: How do teachers perceive work motivation factors as to achievement, recognition, work itself, responsibility, and advancement? How can the level of performance in terms of the CB PAST components: occupational competency, curriculum content and pedagogy; planning, assessing and reporting; community linkages; social regard for learning; and personal, social growth and professional development be described?

Research was conducted at LSPU San Pablo City encompassing the 105 graduate students employed in public and private educational institutions. The researcher utilized the descriptive-correlational design with a researcher-made survey questionnaire and CB-PAST for data-gathering instruments.

For data analysis, statistical tools applied are frequency distribution, percent, mean, standard deviation, factor analysis and multiple regression analysis. Hypothesis was tested at .05 significant levels.

The findings reveal that all item indicators of work motivation factors are found to be significant shown by factor loadings greater than 50.

Teachers found themselves to be generally work motivated (overall mean=3.40).

The Teachers have excellent competency rating and interpreted proficient (overall mean=3.40).

The hypothesis posited is partially supported in the study.

1. INTRODUCTION

The rate of change facing the school organizations has never been greater and these organizations must absorb and manage change at a faster rate than in the past. In order to implement a successful education strategy to face this challenge, school administrators must ensure that they have the right people capable of delivering the strategy.

The ultimate aim is to "ensure that at all times the school system is correctly staffed by the right number of people with the skills relevant to the stakeholders' needs.

Motivation is the force that initiates, guides and maintains goal-oriented behaviors. It is what causes us to take action without anyone prompting us or wait for a sign to do the task. The forces that lie beneath motivation can be biological, social, emotional or cognitive in nature.

Teachers' performance can be considered one of the most important components in academic functions. As an output, the effectiveness or efficiency of performance may be attributed to how much an individual teacher in the school is motivated to perform his tasks well.

To establish the basic framework of this study, several theories were considered.

The Frederick Herzberg's Two-factor Theory (1959) that states satisfaction and dissatisfaction are driven by different factors –motivation and hygiene factors, respectively. This study further embraced the humanistic theory of motivation as it explained that motivation is based on the idea that people also have strong cognitive reasons to perform various actions. This was illustrated in Abraham Maslow's (1968) hierarchy of needs theory which states that first, people are motivated to

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fulfill basic biological needs for food and shelter, as well as those of safety, love and esteem. Once the lower level needs have been met, the primary motivator becomes the need for self-actualization, or the desire to fulfill one's individual potential.

Robert A Cooke's (1987) model of organization culture described the *constructive culture* as there are certain organizations which encourage healthy interaction amongst the employees. The individuals have the liberty to share their ideas, exchange information and discuss things to come to an innovative solution beneficial to all. Constructive culture motivates the employees and eventually extracts the best out of them.
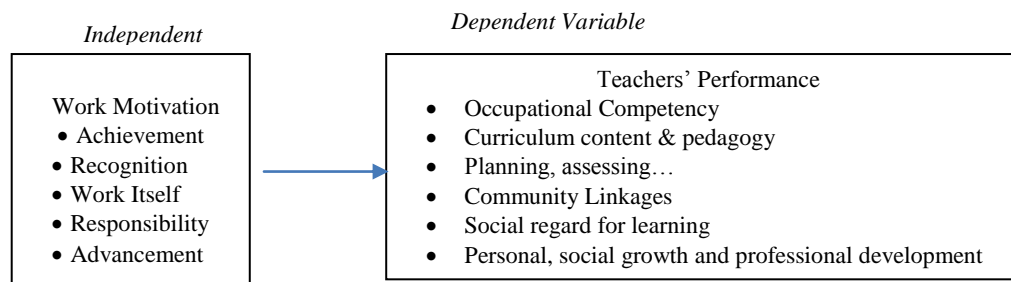
2. RESEARCH PARADIGM

Figure: 1. the figure showing the relationship between work motivation related factors and teachers' performance

Statement of the Problem:

The purpose of this study was to identify which work motivation factors greatly predict performance of the teacher respondents.

Further, it aimed to answer the following questions:

1. What are some of the person-related information of the respondents?

2. How do teachers perceive the following factors as work motivation in terms of: Achievement; Recognition; Work Itself; Responsibility; and Advancement?

3. How can the level of teachers' performance be described in terms of the CB PAST components as follows: Occupational competency; Curriculum content and pedagogy; Planning, assessing and reporting; Community linkages; Social regard for learning; and Personal, social growth and professional development?

4. Singly, or in combination which work motivation factors greatly predict teachers' performance in terms of the CB PAST components?

Hypothesis:

The study posited the hypothesis that work motivation factors, singly, or in combination do not greatly predict teachers' performance in terms of the following CB PAST components: 1) Occupational competency; 2) Curriculum content and pedagogy; 3) Planning, assessing and reporting; 4) Community linkages; 5) Social regard for learning; and 6) Personal, social growth and professional development.

3. METHODOLOGY

This study made use of a descriptive-correlational research utilizing a survey questionnaire as the data-gathering instrument and purposely conducted among the selected 105 graduate students taking up the course Advanced Methods of Research under the GSAR during the SY 2012-2014.

The survey questionnaire was pre-tested to a group of students and questions were calibrated based on the results of the survey. The questionnaire was divided into three parts: 1. deals on person related factors 2. elicits responses on how the teachers rate the five work motivation variables and, 3. allows the teacher to rate their performance ratings on the basis of the five components using their CBPAST instrument. The request letter and questionnaire were personally handled to the randomly selected students.

To describe the person-related information of the respondents, frequency distribution and percent were employed while the perceptions towards work motivation were described using the mean and standard deviations. Factor analysis was used to determine essential item indicator, not directly discernible; and assumes that the interrelationships are due to latent variables called common factors.

To determine the predictors that singly or in combination significantly affect the performance of teachers, the multiple regression analysis was used. Hypothesis was tested at .05 significant levels.

Findings:

Profile of the Respondents: The graduate students who had taken up the course Methods of Research, who were also the teacher-respondents have an average age of 33.58. The youngest is 21years old while the oldest is 58; female (57 or 54.3%); with BS plus Masters units (40 or 38.1%), although there were 23 or 21.9% having Master's plus Doctoral units; Catholics (63 or 60%); teaching in public elementary schools (65 or 62%); with salary range of Php19, 111 (33 or 31.43%); holder of Teacher III position (51 or 48.57%); and gained five (5) years in teaching (18 or 17.14%).

Work Motivation: Factor Analysis: The principal component analysis method was used to minimize the indicators in each of the work motivation factors in the questionnaire. Having each work motivation with ten indicators, the factor loading values not less than .50 were taken as a set of variables indicating they do fit well with the factor solution. All indicators were included from the analysis and made them more amenable to interpretation. The factor analyses in all of the work motivation factors are found to be significant item indicators as presented by all factor loading values greater than .50. Tables for the work motivation variables with the factor analysis were not included due to limited pages of presentation.

Descriptive of Work Motivation Variables: The means of the significant factor loadings under work motivation were combined and the overall mean and standard deviation of each work motivation are seen in Table 1.

Table: 1. Descriptive Analysis of Work Motivation Variables among Teachers

Variables	Mean	SD	Rank	Interpretations
Achievement	4.09	.79	*3*	*Highly motivated*
Recognition	4.25	.65	*2*	*Very highly motivated*
Work Itself	4.0	.52	*4*	*Motivated*
Responsibility	4.27	.70	*1*	*Very highly motivated*
Advancement	3.84	.63	*5*	*Highly motivated*
Overall	3.40	.46		*Motivated*

Legend: 4.21 – 5.00 very highly motivated; 3.41 – 4.20 highly motivated; 2.61 – 3.40 motivated; 1.81 – 2.60 rarely motivated; 1.00 – 1.80 never motivated

Results reveal that responsibility as a work motivation variable is regarded very highly (mean=4.27); followed by recognition (4.25); achievement (4.09) ranked 3rd is perceived highly motivated; while work itself (4.0) and advancement (3.84) come in 4th and 5th, respectively, and interpreted motivated.

In summary, responsibility is the most predominant among the desired variables that highly motivate the teachers to perform excellently in their profession. However, the teachers are generally motivated to perform when all the work motivation variables are measured all-encompassing (overall mean= 3.40). The overall SD (.46) reveals of the homogeneity and the proximity of the responses among the respondents.

Descriptive of Teachers' CBPAST Performance Variables:

The Philippines' Department of Education (DepEd) evaluates teachers using the Competency Based Performance Appraisal System for Teachers (CB PAST).

Presented in Table 2 is the general observation of the respondents on their performance rating using the CB-PAST components?

When analyzed using the CB PAST Instrument, teachers rated their competencies excellent for almost all of the components.

Table: 2. Descriptive Analysis of Teachers' Performance Variables

Variables	Mean	Competency Rating	Interpretation
Occupational competency	3.52	*Excellent*	*Highly proficient*
Curriculum content and pedagogy	3.36	*Excellent*	*Proficient*
Planning, assessing and reporting	3.36	*Excellent*	*Proficient*
Community linkages	3.42	*Excellent*	*Proficient*
Social regard for learning	3.30	*Above Ave.*	*Proficient*
Personal, social growth and professional development	3.42	*Excellent*	*Proficient*
Overall	3.40	*Excellent*	*Proficient*

Teacher Performance Index (TPI):

3.51- 4.00-Highly Proficient. Teacher performance consistently exceeds expectations.

2.51- 3.50-Proficient. Teacher performance often exceeds expectations.

1.51- 2.50-Basic. Teacher performance meets basic expectations based on standards.

1.00-1.50- Below Basic. Teacher performance on the job and outputs frequently fall below standard.

They rated themselves excellent in occupational competency obtaining the highest mean of 3.52 while social regard for learning was rated above average (mean=3.30). The overall performance of teachers is rated proficient (overall mean=3.40). Teachers display high level of competency on skills, abilities, initiatives and productivity related to teaching profession but perform only that often exceeds to expectation.

Regression of Work Motivation Variables and Teachers' Performance:

The findings reveal the following inferences:

The achievement work motivation variable (beta=.366, p=.00) significantly provides an explanatory power of 27.3% on teachers' performance. As one great predictor, the more highly motivated the teachers are, the more proficient the teaching performance becomes.

The two recognition work motivation variable namely getting a performance rating, so I know where I stand (beta=.227, p=.00) and opportunity to do creative and challenging work (beta=.188, p=.00) significantly provide an explanatory power of 26.8% on teachers' performance.

The positive and significant coefficient of the work itself variable indicators socializing with other employees during the workday (beta=.188, p=.00), and having a job with minimal amount of pressure in service areas (beta=.300, p=.00) reveal of their significant effect to proficient teaching performance.

That the more responsible teachers become say in solving problem in one job (beta =.168, p=.000) and responsibility variable in terms of having a written job description of the duties for which I am responsible (beta= .281, p=.000) reveal that these two may highly motivate the teachers in performing their tasks proficiently.

Responsibility as a work motivation variable develops the culture of encouragement which is constructive as it encourages teachers to deliver their level best and strive hard for furthering the image of the school organization.

The overall advancement work motivation variable (beta=.619, p=.00) and indicator chance to turn out quality works (beta =-.248, p=.000) reveal that they are great predictors of a proficient teaching performance. The results may reveal that teachers believe that change as a driving force can make teachers feel vulnerable and uncertain; otherwise driven and energized.

The findings may also imply that the standard to perform proficiently could result to demotivation in terms of advancement because of some instance that teachers possibly will not produce the best result. Advancement implies changes and innovations. Teachers who are not equipped of the skills and motivations needed by the changing and demanding world may perform poorly.

4.   CONCLUSIONS

In the light of the findings, the following are hereby concluded:

1. The factor analysis of work motivation factors are found to be significant item indicators of work motivation as presented by the factor loading values greater than .50.

2. Teachers perceived themselves "highly motivated" in terms of achievement and advancement; while "very highly motivated" in terms of responsibility and recognition.

3. Teachers rated themselves "highly proficient" in occupational competency. The rest of the teachers are found to be "proficient" in Curriculum content and pedagogy; Planning, assessing and reporting; Community linkages; Social regard for learning; and Personal, social growth and professional development.

4. The hypothesis stating that work motivation factors, singly, or in combination do not greatly predict teachers' performance in terms of the CB PAST components is partially supported in the study.

In general, work motivation factors that are found to be significantly predicting teachers' performance are as follows:

1) achievement; 2) two recognition work motivation variable namely getting a performance rating, so I know where I stand and opportunity to do creative and challenging work; The positive and significant coefficient of 3) work itself indicators socializing with other employees during the workday and having a job with minimal amount of pressure in service areas; the more 4) responsible teachers become in solving problem in one job and responsibility of having a written job description of the duties for which I am responsible; and the overall 5) advancement work motivation variable and indicator chance to turn out quality works.

Teachers could perform excellently and without doubt, beyond expectations. But what is paradoxical, in a system where there is an established set of standards; everyone is being put into mould. The system who keeps on demanding quality service to provide quality product limits the servant to a quality which is not outstandingly marked.

The school as an organization could gain the maximum potentials of their teachers. It will further be benefited by creating conditions for their teachers to experience the highest possible inner motivation at work.

5.   RECOMMENDATIONS

The following are hereby recommended:

1. School administrators may clearly show their teachers that the latter are important members in the workplace by offering them a steady and secure employment if not an assurance of good pay.

2. Teachers may be offered the opportunity to be trained and developed at work, and work actively for teachers to see the measures as relevant letting them to have the freedom to make decisions.

3. View teachers' role in the school organization as a written job description of the duties for which they are responsible alongside with the school's goals and objectives.

4. When hiring new people, the organization should search for candidates with the ability and willingness to learn and develop, and who also have the potential to develop joy and commitment to the tasks offered.

5. A regular dialogue or   assessment on the felt needs of the educational community under the jurisdiction of the principal may be conducted regularly to ensure that all stakeholders are involved and aware of their responsibilities and accountabilities towards improvement of their profession.

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