

Motivational Factors in Relation to Teachers' Performance

Mavic Gayomale-Sala, EdD

Public School Teacher, DepEd-Negros Oriental Division, Negros Oriental, Philippines

Abstract

This study aimed to determine the motivational factors that influence teachers' job performance. The data pertain to the motivational factors that influence teachers' motivation which in turn affects their performance. These factors are categorized as existence needs, relatedness needs, and growth needs. The respondents of the study are the teachers of Bacong District, Division of Negros Oriental during the school year 2016 – 2017. The study utilized the descriptive-correlational method of research in the sense that it attempted to determine the motivational factors and their relationship to teachers' job performance. The study made use of a researcher-made questionnaire that determined the extent to which the motivational factors influence teachers' performance. The statistical tools used for the treatment of data are Frequency Distribution and Percentage, weighted mean and Pearson Product-Moment Correlation Coefficient. The following are the salient finding of the study. Majority of the teachers in Bacong District are female, on their prime of life, have advanced professionally, occupy Teacher 2 plantilla position, and with considerable years of teaching experience. Teachers' performance based on the RPMS is "Very Satisfactory". Teachers are "Very Highly Motivated" by the motivational factors relative to existence needs, relatedness needs and growth needs. The extent to which teachers are motivated by the motivational factors is significantly related to their job performance. Teachers' profile in terms of sex, educational qualification and teaching experience is significantly related to their job performance based on the RPMS, however, in relation to the extent to which teachers are motivated by the motivational factors, teachers' profile was found to be insignificant. In general, it was concluded that the higher is teachers' motivation, the better is their job performance.

Keywords: *motivational factors, job performance*

I. INTRODUCTION

Man is doubtless motivated by a multiplicity of interests (Miranda, 2011). People in allwalks of life tend to develop certain motivational drives as a product of the cultural environment in which they live. These motivational drives affect the way people view their job; and consequently, affect their performance (Zulueta, 2011).

Individuals differ in their basic motivational drive. The level of motivation varies both between individuals and within individuals at different times (Robbins & De Cenzo, 2012). The task of the school manager then is to identify teachers' drives and needs to channel their behavior to motivate them toward peak performance as the saying goes, "Only contented cows produce the best milk."

The presence of goals and the awareness of incentives to satisfy one's needs are potent motivational factors leading to the release of effort. Motivation is the key to job performance (Robbins & De Cenzo, 2012). This, then, is the challenge which faces each school manager – to motivate subordinates toward maximum levels of performance. The motivational approach which school leaders employ will determine the attitude which the subordinates bring to the job.

The problem that often confronts the educational system today is how to motivate teachers to achieve the desired performance level of the organization. The problem of motivation is not a recent development. Several researches on the importance of motivation that can bring about substantial increases in performance have been conducted in the past but of no avail (Futalan, 2013 & Castor, 2007). Despite of its importance, the government has not given the full attention to make teachers feel motivated and satisfied in their job evident in the many public rallies initiated by teachers' organization.

According to Curtis W. Cook (cited in Zulueta, 2011), motivating employees is one of the most consistent challenges any manager faces. The continuous decline of Philippine education poses a big question in the system today. Despite of the professionalization of the teaching profession and standardization of teachers' salaries, poor performance still prevails. There seem to be some stumbling blocks which had prevented teachers to do their best effort. According to Courus (2010), society today laments over the fast disappearing breed of teachers with missionary spirit; teachers whose professionalism has come to be seen as an integral part of their character; and teachers who are deeply committed to making a difference to the lives of their people. These kind of teachers, associated with glistening qualities have definitely changed.

The poor quality of basic education as reflected in the low achievement scores of Filipino students in both national and international tests is something to reckon. According to Gonzales and Sibayan (cited in Ogena, n. d.) conclusive evidences from EDCOM have pointed to the teachers as a single, strong causal factor in defining the quality of education in schools. Thus, when the quality of education becomes the target of inquiry, the need to trace and re-examine the context surrounding teachers' performance is inevitable.

According to Talat Islam (2011), educational institutions consider human resources as their most vital asset and they consider them as route toward success. The motivation of teachers therefore is very important as it affects job performance.

The vital role which teachers play in the educative process cannot be overemphasized. The teacher is the single most important factor in education. Her or his far-reaching influence as an agent of constructive change in society is beyond question. Through the years, however, teachers still complain about their status, pay and welfare with serious consequences on the

quality of education. Pupils' learning depends upon effective teaching; hence, determining the factors that help in the enhancement of teachers' motivation is of prime importance to propel them to peak performance.

It cannot be denied that one-third of a teacher's life each day is spent in his/her work in school. Thus, he needs to be motivated and satisfied with his job. According to Robbins (2012), when someone is motivated, he or she tries hard which will likely lead to favorable job performance. Motivation is vital as it makes teachers positive in their job. Creating a drive in them and helping them acquire the target will give them a feeling of success. According to Guay et al. (2010), motivation is one of the most important factors affecting human behavior. It is the attribute that moves a person to do or not to do.

In this ever changing world, there is a need of motivated teachers so that they can survive in the educational system and they can also give help in the development of the system. The researcher therefore being a teacher herself is challenged to delve further the factors aside from salaries that will enhance teachers' motivation in the performance of their job.

The researcher took interest to undertake this study to find the answer why after all these years, with so many reform programs embarked in the field, Philippine education is still in crises. People who are motivated and satisfied with their jobs tend to become dedicated and productive workers. The responsibility of carrying out the plans and achieving the desired goals of quality education lies on the teachers who teach effectively. A teacher who has so much interest, enthusiasm, and satisfaction with his work becomes contributive to the attainment of the goals of the school system.

II. METHODOLOGY

Research Design

This study utilized the descriptive-correlational methodology of research in the sense that it attempted to determine the motivational factors and their relationship to teachers' job performance. The correlational method of research was also utilized in as much as data obtained from descriptive research were correlated to determine relationship. The findings of this research determined the factors that motivate teachers for peak performance.

Research Environment

This study was conducted in the Municipality of Bacong. Bacong is 10 kilometers from Dumaguete City, southbound. It is a fourth-class municipality. According to the 2010 census, it has a population of 32,286 people. Bacong is politically subdivided into 22 barangay. It has 10 complete elementary schools namely: Bacong Central School, Buntod Elementary School,

Calangag Elementary School, Fausto M. Saron-Tubod Elementary School, Isugan Elementary School, Nazario Tale Memorial Elementary School, Sacsac Elementary School, San Miguel Elementary School, Timbanga Elementary School, and Timbao Elementary School. All these schools are managed by a school head. Bacong has 4 public high schools and 3 private schools.

Research Respondents

The respondents of the study are the teachers of the ten complete elementary schools who were subjected to sampling. The researcher opted to choose the teachers of Bacong considering that she, herself is a part of the school district. The following data shows the distribution of the respondents by school.

Research Instruments

The study made use of a researcher-made questionnaire that determined the extent to which the motivational factors influence teachers' performance. Prior to the formulation of the questionnaire, the researcher read books, magazines, and articles related to the study to ensure that the content of the questionnaire covers the objectives of the study. The questionnaire was subjected for validation through a panel of experts who are knowledgeable along this line. Their assistance was sought for the refinement of the questionnaire. As to the reliability of the questionnaire, a dry-run was conducted in an adjacent district and results of which were not included in the final study. A test-retest approach was utilized in the dry-run with a gap of two or three weeks between the initial and second administration to ensure its coefficient stability. A correlation coefficient was run to the data obtained in the dry-run. The research instrument has two parts. Part I deals with the profile of the respondents in terms of sex, age, educational qualification, teaching experience and plantilla position. The performance of the teachers was based on the Results-Based Performance Management System (RPMS). Part II deals with the different motivational factors that can influence teachers' performance.

Research Procedure

Prior to the conduct of the study, the researcher sought the permission and seek approval of the Schools Division Superintendent of Negros Oriental. She likewise sought the permission of the Public Schools District Supervisor as well as the school heads of the school district which is her research environment. The refined copy of the questionnaire was attached to the letter-request for permit and approval. To avoid biases on the teachers' perception, confidentiality was assured so that teachers would not keep back their real perception as to the different motivational factors that can influence their job performance. The instrument was administered personally by the researcher herself. The purpose of the study was made clear to the teachers to gain support and assistance.

III. RESULTS AND DISCUSSION

Findings

Table 1. *Profile of the Respondents*

n = 87

Variables	Frequency	Percentage
Sex:		
Male	8	9.20
Female	79	90.80
Total	87	100.00
Age:		
60 years old and Above	1	1.15
55 – 59 years old	5	5.75
50 – 54 years old	12	13.79
45 – 49 years old	20	22.99
40 – 44 years old	8	9.19
35 – 39 years old	18	20.69
30 – 34 years old	16	18.39
25 – 29 years old	4	4.60
Below 25 years old	3	3.45
Total	87	100.00
Average Age = 41 years old		
Educational Qualification:		
Baccalaureate Degree	24	27.58
Variables		
With M. A. Units	56	64.37
Full-Fledged M. A.	4	4.60
With Doctoral Units	3	3.45
Total:	87	100.00
Plantilla Position:		
Teacher 1	18	20.69
Teacher 2	43	49.42
Teacher 3	20	22.99
Master Teacher	6	6.90
Total:	87	100.00
Teaching Experience:		
Below 5 years	18	20.69
5 – 9 years	31	35.63
10 – 14 years	11	12.64
15 – 19 years	12	13.79
20 – 24 years	5	5.75
25 – 29 years	7	8.05
30 – 34 years	2	2.30
35 years and Above	1	1.15
Total:	87	100.00
Average = 11 years		

Shown in Table 1 is the respondents' profile in terms of sex, age, educational qualification, plantilla position, and teaching experience. As to sex, of the 87 teacher-respondents, a great majority comprising of 79 or 90.80 percent are female and 8 or 9.20 percent are male. Data clearly show the dominance of female teachers in the teaching profession.

With regards to age, out of 87 teachers, the biggest percentage comprising of 20 or 22.99 percent is clustered on the age group ranging from 45 – 49; this is followed by a group of 18 or 20.69 percent who are grouped on the 35 – 39 years old bracket; 16 or 18.39 percent belong to the age bracket ranging from 30 – 34 years old; 12 or 13.79 percent are grouped on age bracket of 50 – 54; 8 or 9.19 percent belong to the age bracket which ranges from 40 – 44 years old; 4 or 4.60 percent are on the age bracket of 25 – 29 years; 3 or 3.45 percent are below 25 years of age; and 1 declared to be on the retiring age which is 60 or above. Summing up, the teachers have an average age of 41 years old.

As regards to educational qualification, the biggest percentage or majority, comprising of 56 or 64.37 percent claimed to have units in the Master's Program; 4 or 4.60 percent disclosed to be full-fledged Master of Arts; 3 or 3.45 percent declared to have units in the Doctoral Program; and sad to note that the remaining 24 or 27.58 percent have not manifested professional advancement.

In terms of plantilla position, of the 87 teachers, the biggest percentage comprising of 43 or 49.42 percent occupies Teacher 2 plantilla position; 20 or 22.99 percent are Teacher 3; 6 or 6.90 percent are Master Teachers; and 18 or 20.69 percent occupies the plantilla position of Teacher 1.

Relative to teaching experience, out of 87 teachers, the biggest percentage comprising of 31 or 35.03 percent claimed to have a teaching experience within the range of 5 – 9 years; 11 or 12.64 percent declared an experience which ranges from 10 – 14 years; 12 or 13.79 percent disclosed an experience ranging from 15 – 19 years; 5 or 5.75 percent responded to have an experience within the range of 20 – 24 years; 7 or 8.05 percent declared an experience which ranges from 25 – 29 years; 2 or 2.30 percent claimed to have an experience ranging from 30 – 34 years; 1 or 1.15 percent has an experience of more than 35 years; and 18 or 20.69 percent declared an experience of less than 5 years. On the average, the teachers have a teaching experience of 11 years.

Table 2. *Performance Profile of Teachers Based on the Results-Based Performance Management System (RPMS)*

n = 87

Performance (RPMS)	Frequency	Percentage
O (4.50 – 5.00)	3	3.45
VS (3.50 – 4.49)	83	95.40
S (2.50 – 3.49)	1	1.15
U (1.50 – 2.49)	0	-
P (1.00 – 1.49)	0	-
Total:	87	100.00

Table 2 shows the performance profile of teachers based on the Results-Based Performance Management System (RPMS). The new rating for teachers is a 5-point scale with their corresponding verbal equivalent.

From the data presented, it is worthy to note that almost all, comprising of 83 or 95.40 percent were assessed to be “Very Satisfactory” in their job performance based on the revised criteria. Three (3) or 3.45 percent obtained an “Outstanding” rating; and 1 was rated to be “Satisfactory.”

Table 3.1. *Extent of Influence of the Motivational Factors in terms of Existence Needs on Teachers’ Motivation*

n = 87

Indicators	WX	V. D.
A. Existence Needs		
1. Salary/Pay	4.11	HM
2. Fringe Benefits	3.03	MM
3. Health Care Benefits	3.94	HM
4. Durable House with Amenities	3.75	HM
5. Strong Family Relationship	4.47	VHM
6. Safe Working Environment	4.45	VHM
7. Happy and Contented Life	4.46	VHM
8. High Social Standing/Status	3.43	MM
9. Convenient Lifestyle	3.82	HM
10. Job Security	4.46	VHM
Average WX	3.99	HM

Legend:

Scale	-	Verbal Description	(V. D.)
4.21 – 5.00	-	(Very Highly Motivated)	VHM
3.61 – 4.20	-	(Highly Motivated)	HM
2.41 – 3.60	-	(Moderately Motivated)	MM
1.81 – 2.40	-	(Slightly Motivated)	SM
1.00 – 1.80	-	(Not Motivated at all)	NM

Shown in Table 3.1 is the extent of influence of the motivational factors in terms of existence needs on teachers’ motivation. Data revealed that of the 87 teachers, they claimed to be “Very Highly Motivated” by the following factors, sequenced according to the degree of their magnitude: strong family relationship leads, receiving the highest \overline{WX} of 4.47; followed by happy and contented life and job security having the same \overline{WX} of 4.46; and the last is a safe

working environment with a \overline{WX} of 4.45.

Motivational factors in terms of salary pay, health care benefits, durable house with amenities, and convenient lifestyle were disclosed by teachers that they are “Highly Motivated” as indicated in the \overline{WX} of 4.11, 3.94, 3.75, and 3.82, respectively. Teachers declared that they are “Moderately Motivated” on fringe benefits having a \overline{WX} of 3.03, and high social standing or status, receiving a \overline{WX} of 3.43. Synthesizing the results, teachers revealed to be “Highly Motivated” on factors relative to existence needs as indicated in the high average \overline{WX} of 3.99.

Result of the current investigation affirmed that the statement of Robbins (2012) that external motivational factors like provision of salaries, and fringe benefits have powerful effects on employees’ motivation but do not last long. According to Robbins, salary increment is no longer a motivator to some employees because every time of the moment, employees adjust to a new lifestyle. The current finding concurs to the study of Situma (2015) that intrinsic motivational factors influence job performance. A thorough perusal of the data would show that in terms of existence needs, intrinsic factors such as family relationship, happy and contented life, safe environment and job security motivate teachers to a “Very High” extent. The current study likewise concurs to the study of Malik (2010) wherein she disclosed that living in a safe area, and good pay are key to higher employees’ motivation. Similarly, the study of Villalon (2013) and Comighud and Arevalo (2020) declared that living in a safe environment, clean work environment and job security are factors that can satisfy employees.

Table 3.2 *Extent of Influence of the Motivational Factors in terms of Relatedness Needs on Teachers’ Motivation*

n = 87

Indicators	WX	V. D.
B. Relatedness Needs		
1. Organizational Climate	3.94	HM
2. Relationship with Peers	4.28	VHM
3. Relationship with Superior	4.20	HM
4. Working Condition (presence of camaraderie)	4.20	HM
5. Policy and Administration of the School	4.13	HM
6. Recognition of One’s Work	4.03	HM
7. Leadership Responsibilities	3.94	HM
8. Public Acknowledgment for Better Accomplishment	3.78	HM
9. Praise from Other People	3.68	HM
10. Respect from Other People	4.34	VHM
11. Organizational Support	3.99	HM
12. Social Acceptance and Belongingness	3.95	HM
13. Trust and Confidence in the Workplace in terms of one’s abilities to do assigned tasks	4.31	VHM
14. Sympathetic Kind of Supervision	4.14	HM
15. Happy Workplace	4.47	VHM
16. Work Itself	4.18	HM
17. High Self-esteem	4.09	HM
Average WX	4.10	HM

Manifested in Table 3.2 is the extent of influence of the motivational factors in terms of relatedness needs or teachers’ motivation.

Of the motivational factors, teachers claimed that they are “Very Highly Motivated” in relationship with peers, respect from other people, trust and confidence on one’s ability to do assigned tasks in the workplace, happy workplace, receiving a very high $\bar{W}\bar{X}$ of 4.29, 4.34, 4.31. and 4.47, respectively.

Motivational factors which teachers declared that they are “Highly Motivated,” sequenced according to the degree of their magnitude are relationship with superior and working condition having the same $\bar{W}\bar{X}$ of 4.20; the work itself follows with a $\bar{W}\bar{X}$ of 4.18; next, is the sympathetic kind of supervision, evident in the $\bar{W}\bar{X}$ of 4.14; policy and administration of the school is next in the order, garnering a $\bar{W}\bar{X}$ of 4.13; high self-esteem follows with a $\bar{W}\bar{X}$ of 4.09; recognition of one’s work follows the order having a $\bar{W}\bar{X}$ of 4.03; next is the organizational support receiving a $\bar{W}\bar{X}$ of 3.99; social acceptance and belongingness is next in the rank with a $\bar{W}\bar{X}$ 3.95; followed by organizational climate and leadership responsibilities receiving a $\bar{W}\bar{X}$ of 3.94; next, is public acknowledgment for better accomplishment with a $\bar{W}\bar{X}$ of 3.78; and the least factor to have a high influence on teachers’ motivation is praise from other people receiving a $\bar{W}\bar{X}$ of 3.68.

On the whole, teachers declared that they are “Highly Motivated” by the factors in terms of relatedness needs as evidenced in the high average of $\bar{W}\bar{X}$ of 4.10

Table 3.3 *Extent of Influence of the Motivational Factors in terms of Growth Needs on Teachers’ Motivation*

n = 87

Indicators	$\bar{W}\bar{X}$	V. D.
C. Growth Needs		
1. Provision of Opportunities to Attend Seminars, Workshops and other Form of Trainings	3.92	HM
2. Study Leave Benefits	3.60	MM
3. Graduate Degree Obtained	3.79	HM
4. Incentives for Professional Growth	3.84	HM
5. Scholarship Grants	3.36	MM
6. Career-Path Promotion	3.82	HM
7. Increase in Pay with the Promotion in Position	4.01	HM
8. Fair Performance Rating	3.94	HM
9. Challenging and Competitive Nature of Teaching	3.90	HM
10. Teaching as a Goal in Life	4.41	VHM
Average $\bar{W}\bar{X}$	3.86	HM

Legend:

Scale	-	Verbal Description	(V. D.)
4.21 – 5.00	-	(Very Highly Motivated)	VHM
3.61 – 4.20	-	(Highly Motivated)	HM
2.41 – 3.60	-	(Moderately Motivated)	MM
1.81 – 2.40	-	(Slightly Motivated)	SM
1.00 – 1.80	-	(Not Motivated at all)	NM

Shown in Table 3.3 is the extent of influence of the motivational factors in terms of growth needs on teachers' motivation.

As can be gleaned on the table, teachers disclosed that they are "Very Highly Motivated" in teaching as a goal in life receiving the highest \overline{WX} of 4.41.

Other motivational factors relative to growth needs which teachers declared that they are "Highly Motivated", ordered according to the degree of their magnitude are increased in pay with the promotion in position with a \overline{WX} of 4.01; next, is fair performance rating having a \overline{WX} of 3.94; provision of opportunities to attend seminars, workshops and other form of trainings follows the order receiving a \overline{WX} of 3.92; challenging and competitive nature of teaching is next with a \overline{WX} of 3.90; incentives for professional growth follows with a \overline{WX} of 3.84; career-path promotion is next, receiving a \overline{WX} of 3.82; and the last factor assessed to have a high influence is graduate degree obtained having a \overline{WX} of 3.79.

On the lower end, motivational factors which teachers claimed that they are "Moderately Motivated" are study leave benefits and scholarship grants having a \overline{WX} of 3.60 and 3.36, respectively. This result could be due to the fact that teachers nowadays are not granted study leave and scholarship grants by the Division Office. If there is any, it is only for a selected few. As stipulated under R. A. 4670, otherwise known as Magna Carta for Public School Teachers, teachers in the public schools shall be entitled to a study leave with full pay not exceeding one (1) school year after every three (3) (7) years of service to pursue a graduate study in education or allied courses.

According to Senator Manuel B. Villar Jr., most of the provision of the Magna Carta for Public School Teachers (R.A. 4670), years after its approval, have yet to be enforced. Hence, he passed Senate Bill 551, an act providing for additional benefits and privileges to public school teachers amending to the purpose of R.A. 4670, otherwise known as Magna Carta for Public School Teachers. The bill was passed during the Thirteenth Congress of the Republic of the Philippines, First Regular Session which mandates the Department of Education to fully implement R.A. 4670 and provides for the enforcement of sanction on officials of the said department in case of neglect or omission of the same duty. The bill also provides additional benefits and privileges and make certain that public school teachers will receive what is due them.

Result of the current investigation supports the studies of Castor (2007) and Comighud and Arevalo (2020), which disclosed that teachers' level of job satisfaction is low on those aspects of the job that are not intrinsically or extrinsically rewarding like opportunities for advancement, compensation, and benefit scheme.

Synthesizing the results, teachers declared that they are "Highly Motivated" in terms of growth needs as evidenced in the average \overline{WX} of 3.86.

Table 4 *Relationship Between the Extent to which Teachers are Motivated by the Motivational Factors and their Job Performance*

n = 87

Variables	r	Degree of Relationship	Decision Rule	Remarks
Teachers' Job Performance and their Extent of Motivation such as:				
Existence Needs	0.2196	Weak Relationship	Reject Ho	Significant
Relatedness Needs or Need for Affiliation	0.2848	Weak Relationship	Reject Ho	Significant
Growth Needs	0.2530	Weak Relationship	Reject Ho	Significant
r significant level at 0.05, 85 df = 0.2050				
Interpretation of r				
0.01	to	0.19	=	Negligible relationship
0.20	to	0.29	=	Weak relationship
0.30	to	0.39	=	Moderate relationship
0.40	to	0.69	=	Strong relationship
0.70	or	Higher	=	Very strong relationship

Table 4 manifests the relationship between the extent to which teachers are motivated by the motivational factors and their job performance.

Results of the test reveal a significant relationship exists, though weak between the extent to which teachers are motivated by the motivational factors and their job performance as signified by the obtained r values of 0.2196 for existence needs, 0.2848 for relatedness needs, and 0.2530 for growth needs, values of which are greater compared to r significant level of 0.2050, at 0.05 level of confidence, with 85 degrees of freedom. Evidence is sufficient to reject the null hypothesis earlier stated that no relationship exists between the extent to which teachers are motivated by the motivational factors and their job performance. Hence, the null hypothesis is rejected. This indicates that the extent to which teachers are motivated by the motivational factors in terms of existence needs, relatedness needs, and growth needs had influenced their job performance.

Result of the current investigation supports the study of Situma (2015) and Comighud (2019) which disclosed that intrinsic and extrinsic factors influenced employees' job performance.

The current finding affirms the statement of Tella et al. (2007) that in order to make employees satisfied and committed to their job, there is a need for a strong and effective motivation at the work environment.

Table 5.1 Relationship Between the Teachers' Profile and their Job Performance Based on RPMS
n = 87

Variables	r	Degree of Relationship	Decision Rule	Remarks
Teachers' Job Performance Based on RPMS and their Profile in terms of:				
Sex	-0.2063	Weak relationship	Reject Ho	Significant
Age	-0.0610	Negligible relationship	Do not reject Ho	Insignificant
Educational Qualification	0.2520	Weak relationship	Reject Ho	Significant
Plantilla Position	0.0865	Negligible relationship	Do not reject Ho	Insignificant
Teaching Experience	0.2415	Weak relationship	Reject Ho	Significant

Table 5.1 reflects the relationship between the teachers' profile and their job performance based on the Results-Based Performance Management System (RPMS).

Data show that teachers' sex, educational qualification, and teaching experience were found to be significantly related, though weak, to their job performance as indicated in the obtained r values of -0.2063 for sex, 0.2520 for educational qualification, and 0.2415 for teaching experience, of which values are greater compared to r significant level of 0.2050, at 0.05 level of confidence, with 85 degrees of freedom. Evidence is sufficient to reject the null hypothesis earlier stated that no relationship exists between teachers' profile in terms of sex, educational qualification, and teaching experience and their job performance bases on the RPMS. Hence, the null hypothesis stated relative to the relationship of the aforementioned variables is rejected. This means that teachers' sex, educational qualification and teaching experience have influenced their job performance.

Result concurs to the study of Alatan (2014), Pamocino (2015), Comighud (2019) that teachers' educational qualification influences job performance.

From the data presented, it appears that female teachers have higher performance than males in the RPMS as indicated in the negative correlation coefficient value for sex.

On the other hand, teachers' age and plantilla position were found to be insignificant in relation to their job performance. This result indicates that regardless of age and plantilla position, the teachers are doing "Very Satisfactorily" in their job as reflected in Table 2. This result can be interwoven with the data manifested in Table 3.3, wherein teachers claimed that they are "Very Highly Motivated" with teaching as a goal in life.

Table 5.2 *Relationship Between the Teachers’ Profile and the Extent to which They are Motivated by the Motivational Factors*

n = 87

Variables	r	Degree of Relationship	Decision Rule	Remarks
Teachers’ Level of Motivation and their Profile in terms of:				
Sex	-0.033	Negligible relationship	Do not reject Ho	Insignificant
Age	-0.1471	Negligible relationship	Do not reject Ho	Insignificant
Educational Qualification	0.0168	Negligible relationship	Do not reject Ho	Insignificant
Plantilla Position	-0.1351	Negligible relationship	Do not reject Ho	Insignificant
Teaching Experience	-0.1885	Negligible relationship	Do not reject Ho	Insignificant
r – significant level at 0.05, 85			df = 0.2050	

Reflected in Table 5.2 is a test on relationship between the teachers’ profile and the extent to which they are motivated by the motivational factors.

Results reveal that no significant relationship exists between teachers’ profile and the extent to which they are motivated by the motivational factors as indicated in the obtained r values which reveal a very negligible relationship. The computed r values are lesser compared to r significant level of 0.2050, at 0.05 level of confidence, with 85 degrees of freedom. Evidence is not sufficient to reject the null hypothesis which states that no significant relationship exists between teachers’ profile and the extent to which they are motivated by the motivational factors. Data failed to reject the null hypothesis.

This result indicates that teachers’ sex, age, educational qualification, plantilla position and teaching experience have not affected their level of motivation. Data suggest that regardless of the teachers’ profile, they are highly motivated by the different motivational factors, evident in the data reflected in the preceding tables (Tables 3.1, 3.2, and 3.3.)

Result of the current investigation substantiates the study of Singhand and Tiwari (2011) which disclosed that the employees’ age and length of service have not affected their level of motivation. This result could be due to the fact that the factors responsible for motivation and satisfaction of teachers seem to be present in the working environment of the educational system.

IV. CONCLUSIONS

In the light of the findings, the following conclusions are hereby drawn:

1. Majority of the teachers in Bacong District are female, on their prime of life, have advanced professionally, occupy Teacher 2 plantilla position, and with considerable years of teaching experience.
2. Teachers' performance based on the RPMS is "Very Satisfactory."
3. Teachers are "Very Highly Motivated" by the motivational factors relative to existence needs, relatedness needs and growth needs.
4. The extent to which teachers are motivated by the motivational factors is significantly related to their job performance.
5. Teachers' profile in terms of sex, educational qualification and teaching experiences is significantly related to their job performance based on the RPMS, however, in relation to the extent to which teachers are motivated by the motivational factors, teachers' profile was found to be insignificant.

In general, it can be concluded that the higher is teachers' motivation, the better is their job performance.

V. RECOMMENDATIONS

In light of the findings and conclusions drawn, the following are hereby recommended:

1. Teachers who have units in the masteral program should be provided with opportunities to finish their graduate studies.
2. The Division Office should require at least a Master's Degree for the Teacher 3 plantilla position to encourage professional advancement.
3. Fringe benefits should be attractive enough to propel teachers to perform more and to be given only for deserving and outstanding teachers.
4. Study leave benefits as stipulated under R. A. 4670 should be given to teachers who are finishing their graduate studies.
5. Opportunities to attend seminars, workshops and other form of trainings should be provided to all teachers not only to a selected few.
6. Scholarship grants should be given to deserving and outstanding teachers as incentive for good performance.
7. Extra-curricular activities such as sports, scouting or other related activities should be conducted in the afternoon in order not to deprive teachers from Saturday classes.
8. Trainings and seminars should be scheduled and planned in such a manner that will not overlap graduate students' schedule of classes especially during Saturdays.
9. School heads should maintain a harmonious relationship in school, trust and confidence with one another as to one's ability to do assigned task and should build a happy workplace as these motivate teachers very highly.
10. Performance evaluation should be objective and fair enough to distinguish the teachers who are performers and non-performers.

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APPENDICES

Motivational Factors in Relation to Teachers' Performance

Questionnaire

Purpose: This questionnaire seeks to determine the extent to which teachers are motivated by the motivational factors in relation to their job performance. Moreover, result of this study will serve as basis on how to build a happy workplace for teachers to propel them to peak performance.

Part I – Personal Profile of Teachers

Direction: Please put a check(✓) mark on the space provided for your answer.

- | | | |
|------------------------------------|------------------------------------|-------------------|
| 1. Your Sex: | Male | _____ |
| | Female | _____ |
| 2. Your Age: | 60 and above | _____ |
| | 55 – 59 | _____ |
| | 50 – 54 | _____ |
| | 45 – 49 | _____ |
| | 40 – 44 | _____ |
| | 35 – 39 | _____ |
| | 30 – 34 | _____ |
| | 25 – 29 | _____ |
| | Below 25 | _____ |
| 3. Your Educational Qualification: | Baccalaureate Degree | _____ |
| | With M. A. units | _____ |
| | Full-fledged M. A. | _____ |
| | With units in the Doctoral Program | _____ |
| | Full-fledged Ed. D./Ph. D. | _____ |
| 4. Your Plantilla Position: | Teacher I | _____ |
| | Teacher II | _____ |
| | Teacher III | _____ |
| | Master Teacher | _____ |
| 5. Your Teaching Experience: | Below 5 years | _____ |
| | 5 – 9 years | _____ |
| | 10 – 14 years | _____ |
| | 15 – 19 years | _____ |
| | 20 – 24 years | _____ |
| | 25 – 29 years | _____ |
| | 30 – 34 years | _____ |
| | 35 years & above | _____ |
| 6. Your latest RPMS rating: | | _____ (numerical) |

Part II: Motivational Factors

Direction: Please put a check (✓) mark on the column that best describe the extent to which you are motivated by the following motivational factors. The following scale will guide you to assess your personal perception.

Weight	Verbal Description	Interpretation
5	Very Highly Motivated (VHM)	This indicates that this factor has a very strong influence on your performance or the influence is within the range of 81-100%.
4	Highly Motivated (HM)	This indicates that this factor has a strong influence on your performance or the influence is within the range of 61-80%.
3	Moderately Motivated (MM)	This indicates that this factor has a mild influence on your performance or the influence is within the range of 41-60%.
2	Slightly Motivated (SM)	This indicates that this factor has a low influence on your performance or the influence is within the range of 21-40%.
1	Not Motivated at all (NM)	This indicates that this factor has no importance to you or the influence is within the range of 1-20%.

Indicators	VHM	HM	MM	SM	NM
A. Existence Needs					
1. Salary/Pay					
2. Fringe Benefits					
3. Health Care Benefits					
4. Durable House with Amenities					
5. Strong Family Relationship					
6. Safe Working Environment					
7. Happy and Contented Life					
8. High Social Standing/Status					
9. Convenient Lifestyle					
10. Job Security					
Indicators	VHM	HM	MM	SM	NM
B. Relatedness Needs					
1. Organizational Climate					
2. Relationship with Peers					
3. Relationship with Superior					

Indicators	VHM	HM	MM	SM	NM
4. Working Condition (presence of camaraderie)					
5. Policy and Administration of the School					
6. Recognition of One's Work					
7. Leadership Responsibilities					
8. Public acknowledgement for better accomplishment					
9. Praise from other people					
10. Respect from other people					
11. Organizational Support					
12. Social acceptance and belongingness					
13. Trust and confidence in the workplace					
14. Sympathetic kind of supervision					
15. Happy workplace					
16. Work itself					
17. High self-esteem					
Indicators	VHM	HM	MM	SM	NM
C. Growth Needs					
1. Opportunity to Attend Seminars, Workshops and Other Form of Trainings					
2. Study Leave Benefits					
3. Graduate Degree Obtained					
4. Incentives for Professional Growth					
5. Scholarship Grants					
6. Career-Path Promotion					
7. Increase in Pay with the Promotion in Position					
8. Fair Performance Rating					
9. Challenging and the Competitive Nature of Teaching					
10. Teaching as a Goal in Life					

Thank you!

MAVIC G. SALA**Researcher****CURRICULUM VITAE****I. Personal Data****Name: Mavic G. Sala****Date of Birth: October 11, 1978****Place of Birth: Hinoba-an, Negros Occidental****Name of Parents:****Father: Leopoldo M. Gayomale****Mother: Teresita G. Abuela****Civil Status: Married****Spouse: Samner J. Sala****II. Educational Attainment****Elementary: Luis C. Tembrevilla Elementary School****(Hinoba-an Central Elementary School)****Hinoba-an, Negros Occidental****March 1990****Secondary: St. Michael's Academy****Hinoba-an, Negros Occidental****March, 1995 Class Salutatorian****Tertiary: Foundation University****Dumaguete City****March 2000**

Degree: **Bachelor of Science in Commerce**
Major in Management Accounting
Foundation University
Dumaguete City
March 2010

Bachelor in Secondary Education
36 Units
Foundation University
Dumaguete City
March 2011

Bachelor in Elementary Education
18 Units

Graduate School: **Foundation University**
Dumaguete City
Doctor of Education
October 2016

Master of Arts in Education
Major in Administration and Supervision
October 2016

III. Eligibility

Licensure Examination for Teachers (LET)
Cebu City, April 2010

IV. Professional Experiences**Elementary Teacher I**

**Sacsac Elementary School
Bacong District
Division of Negros Oriental**

**January 2013 – present
Substitute High School Teacher
Foundation University**

**Dumaguete City
January 2010 – March 2010
Executive Secretary**

**to the VP for Finance and Administration
Foundation University
Dumaguete City
December 2003 – March 2005**

Trainings and Seminars:

Free Being Me

GSP Building

September 3, 2016

3-Day Training on Action Research Methodology

Bacong Central School

Bacong, Negros Oriental

May 22-24, 2016

Mid-Year INSET for Teachers

Bacong Central School

Bacong, Negros Oriental

October 26-30, 2015

GSP Provincial Encampment

Camp Lily Gamo

Sibulan, Negros Oriental

September 17-20, 2015

YOLO 2: Leadership Training

Mabinay Central School

Mabinay, Negros Oriental

July 4-7, 2015

Disaster Risk Reduction Management

Bacong Central School

Bacong, Negros Oriental

April 22-24, 2015

Mid-Year INSET for Teachers

Bacong Central School

Bacong, Negros Oriental

October 20-21, 2014

Effective Strategies in Teaching Reading

Bacong Central School

October 22-23, 2014

Mid-Year Assessment and INSET for Teachers

Bacong Central School

Bacong, Negros Oriental

October 30-31, 2013

Public School Teachers on Civil Service Matters

Bacong Central School

Bacong, Negros Oriental

April 5, 2013

Teachers' Induction Program

Division Conference Room

Negros Oriental

May 27-29, 2013

Mid-Year Assessment and INSET for Teachers

Bacong Central School

Bacong, Negros Oriental

October 22-25, 2012

V. Other School Functions

School SMEA Coordinator, June 2015 - Present

SPG Adviser, June 2015 - Present

School HeKaSi Coordinator, June 2015 - Present

SchoolEnglish Coordinator, June 2015 – Present

SchoolScience Coordinator, June 2015 – Present

Yes-O Club Adviser, June 2013 – Present

School EPP Coordinator, January 2013 - Present

GSP Troop Leader, January 2013 – Present