

# Work Motivation, Work Commitment and Performance of Public School Teachers: Basis for An Intervention Program

Giefred Ian P. Paniza

Iloilo State University of Fisheries Science and Technology – San Enrique Campus

## Abstract:

This descriptive correlational study determined the level of work motivation, work commitment, and performance of Public School Teachers in the Division of Passi City as basis for an Intervention Program. The participants of the study were the 226 public school teachers in the Division of Passi City, Iloilo. Data were gathered using the Work Motivation Questionnaire and the Organizational Commitment Questionnaire and were statistically analysed using the mean, t-test, ANOVA and Pearson's  $r$  set at 0.05 alpha level. Data with significant findings were further subjected to Scheffe test. Findings of the study showed that majority of the teachers were female who earned Masters units in teaching and have been teaching for more than a decade. Teachers have high level of work motivation in terms of need for achievement, need for power, and need for affiliation and high level of work commitment in terms of loyalty towards work, personal commitment, and security of tenure. The teachers have very satisfactory level of performance as reflected in their IPCR. No significant difference existed in the level of work motivation and work commitment of teachers in terms of age, sex, highest educational attainment and length of service. Also, no significant difference existed in the performance of teachers when classified as to districts. Significant differences occurred in the teacher's level of work motivation and work commitment when classified according to different dimensions. No significant relationship existed between the work motivation and performance of teachers as well as their work commitment and performance while a significant relationship occurred in the level of work motivation and work commitment. The behavior of the students is the most common problem encountered by the teachers. The organizational development program is recommended to further motivate and enhance the commitment and performance of teachers.

**Keywords:** Work Motivation, Work Commitment, Performance, intervention, public school teacher

## Introduction:

Philippine Education should aim at producing students who respect human rights, whose personal discipline is guided by spiritual and moral values, who can think critically and creatively, who can responsibly exercise their rights and duties as citizens and whose minds are informed by science and reason (EDCOM Report, 2001). This can easily be realized if teachers exert extra effort in truly understanding and sincere by implementing the provision in the Philippine Constitution of 1987 in its mission of a "just and humane society".

The educational thrusts of the DepEd today are designed to update our schools, curricula, teaching force and incorporate the values that would adopt, in the light of the on-going changes, the present needs and demands involving personal and professional advancement of the teachers so as to have quality education.

The teachers are very important resources in effecting changes in the lives of students. But rarely do people take time to recognize or much less appreciate the contributions that teachers make. This is may be due to the typical characteristics of teachers to devote all their energies to performing their primary function of educating students. But it is exactly these teachers that education needs to become leaders.

Khanser (2014) believes that aside from being leaders, teachers act as surrogate parents, models, facilitators, advisers, guidance counsellors, civic workers, disciplinarians and classroom managers. In addition, high expectations were expected among teachers. They were expected to become role models for students and people in the community as well as manage far-reaching changes in and out of schools (McLendon, 2014).

In order to improve the teaching performance of teachers, it is important that teachers are motivated, as well as committed and satisfied with their job. Vance (2016) emphasized that employees who are motivated and committed to their organizations give their companies crucial competitive advantages – including higher productivity and lower employee turnover.

Henceforth, it is the objective of this investigation to determine the work motivation, work commitment and job performance of teachers.

### **Statement of the Problem**

This descriptive-correlational study aimed to ascertain the work motivation, work commitment, and job performance of teachers in Passi City, Iloilo as a basis for an intervention.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
  - a. Sex
  - b. Age
  - c. Highest Educational Attainment
  - d. Length of Service
2. What is the level of work motivation of teachers in terms of:
  - a. need for achievement
  - b. need for power; and
  - c. need for affiliation
3. What is the level of work commitment of teachers in terms of:
  - a. loyalty towards work
  - b. personal commitment; and
  - c. security of tenure?
4. What is the performance of teachers as reflected in their IPCR?
5. Is there a significant difference on the level of work motivation of teachers when grouped according to the different dimensions and according to profile?
6. Is there a significant difference on the level of work commitment of teachers when grouped according to the different dimensions and according to profile?

7. Is there a significant difference on the performance of teachers when grouped according to districts?
8. Is there a significant relationship on the level of work motivation and work commitment of teachers; Work motivation and performance of teachers; and work commitment and performance of teachers?
9. What intervention program may be proposed?

## METHODOLOGY

### Research Design

The survey-correlational method of research was employed in this study. A survey study, also referred to as a descriptive study, determines and describes the way things are (Gay & Airasian, 2003). According to Best & Khan (1994), descriptive research describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing.

Three (3) data-gathering instruments: the Work Motivation Questionnaire (WMQ (Robbins, 1993), Insilada's Organizational Commitment Questionnaire (2010), and the Individual Performance Commitment and Review Form (IPCRF) were utilized to evaluate the performance of teachers in public schools.

### Locale of the Study

The study was conducted in the Schools Division of Passi City, Iloilo comprised of the thirty-eight (38) elementary schools and seven (7) secondary schools divided into four districts.

### Respondents of the Study

The participants were the 226 randomly selected public school teachers in the Division of Passi City, Iloilo.

### Data Gathering Procedure

Three (3) data gathering instruments was used in this study: the Work Motivation Questionnaire (WMQ) (Robbins, 1993), Insilada's Organizational Commitment Questionnaire (2010), and the Individual Performance Commitment and Review Form (IPCRF).

The data gathered were subjected for statistical analysis using the following statistical tools; frequency count, mean, percentage, analysis of variance and the Pearson r moment correlation coefficient.

## FINDINGS

### 1. Profile of the Respondents

Khanser (1994, in Valerio, 2008) believes that aside from being leaders, teachers act as surrogate parents, models, facilitators, advisers, guidance counsellors, civic workers, disciplinarians and classroom managers. In addition, high expectations were expected among teachers. They were expected to become role models for students and people in the community as well as manage far-reaching changes in and out of schools (McLendon, 2004).

This study presents the profile of the public school teachers in Division of Passi City for the school year 2018-2019.

The data shows that 87% (f=196) of the public school teachers are female while only 13% (f=30) are male. In terms of age, 53% (f=120) of the public school teachers are 42 years old and below while 47% (f=106) are above 42 years old. For educational attainment, 22% (f=50) of the public school teachers

have bachelor’s degree, 55% (f=125) have earned units in a master’s degree, and 23% (f=51) are already full-fledged master’s degree holder. As to their length of service, 31% (f=70) of the public school teachers have been teaching for 1-10 years, 36% (f=81) have been teaching for 11-20 years, and 33% have been teaching for 21 years and above.

**Table 1 shows the data.**  
**Profile of the Public School Teachers**

Profile	Frequency (f)	Percentage (%)
<b>Sex</b>		
Male	30	13%
Female	196	87%
<b>Age</b>		
42 years old and below	120	53%
Above 42 years old	106	47%
<b>Highest Educational Attainment</b>		
Bachelor’s Degree	50	22%
With Master’s Units	125	55%
Master’s Degree Holder	51	23%
<b>Length of Service</b>		
1 – 10 years	70	31%
11 – 20 years	81	36%
21 years and above	75	33%
<b>Total</b>	<b>226</b>	<b>100%</b>

**2. Level of Work Motivation of Teachers According to different Dimensions**

**Need for Achievement.** The data in Table 2.1 shows that public school teachers have high level of work motivation in terms of need for achievement, M=4.24. Specifically, teachers have very high level of work motivation in terms of need for achievement in the following items: I enjoy being in charge (M=4.80, Rank=1), and I try very hard to improve my past performance work (M=4.50, Rank=2).

The result of the study simply states that teachers with high work motivation in terms of need for achievement tries and does their best to attain their goals and objectives. Also, they take responsibility in every activity that they go through.

**Table 2.1.**  
**Teachers Level of Work Motivation in terms of Need for Achievement**

Work Motivation	Mean	Description	Rank
<b>Need for Achievement</b>	<b>4.24</b>	<b>High</b>	
1. I try very hard to improve my past performance work.	4.50	Very High	2
2. I enjoy being in charge.	4.80	Very High	1
3. I want to know I am progressing as I complete my task.	4.45	High	4

4. I enjoy setting and achieving realistic goals.	4.31	High	6
5. I enjoy the satisfaction of completing a difficult task.	4.33	High	5
6. I often do some extra work which isn't required of me.	3.80	High	7
7. I feel my role as a teacher compels me to do my best every day.	4.48	High	3

Legend:

- 4.50 – 5.00 – Very High
- 3.50 – 4.49 – High
- 2.50 – 3.49 – Average
- 1.50 – 2.49 – Low
- 1.00 – 1.49 – Very Low

**Need for Power.** The data in table 2.2 reveals that public school teachers have high level of work motivation in terms of need for power,  $M=3.99$ . Specifically, teachers have very high level of work motivation in terms of need for power in the following items: I try to do my best in whatever I do ( $M=4.54$ , Rank=1.5), and I enjoy finding and learning new things in the organization ( $M=4.54$ , Rank=1.5).

The result of the study simply states that teachers with high work motivation in terms of need for power is in a managerial level where he or she wants to give orders and direct employees.

**Table 2.2.**  
**Teachers Level of Work Motivation in terms of Need for Power**

Work Motivation	Mean	Description	Rank
<b>Need for Power</b>	<b>3.99</b>	<b>High</b>	
1. I enjoy competition and winning.	3.85	High	4
2. I enjoy difficult challenge.	3.65	High	6
3. I confront people who do things I disagree to.	3.59	High	7
4. I enjoy influencing people to get my way.	3.83	High	5
5. I enjoy work to gain more control over the events around me.	3.91	High	3
6. I try to do my best in whatever I do.	4.54	Very High	1.5
7. I enjoy finding and learning new things in the organization.	4.54	Very High	1.5

Legend:

- 4.50 – 5.00 – Very High
- 3.50 – 4.49 – High
- 2.50 – 3.49 – Average
- 1.50 – 2.49 – Low
- 1.00 – 1.49 – Very Low

**Need for Affiliation.** The data in table 2.3 reveals that public school teachers have high level of work motivation in terms of need for affiliation,  $M=4.28$ . Specifically, teachers have very high level of work motivation in terms of need for affiliation in the following items: I feel proud every time I achieve my goals ( $M=4.69$ , Rank=1), and I tend to build a close relationship with my co-workers ( $M=4.61$ , Rank=2).

The result of the study simply states that teachers with high work motivation in terms of need for affiliation tries to be people oriented more than task oriented. Also, the desire and needs for making relationships with people is evident.

**Table 2.3.**  
**Teachers Level of Work Motivation in terms of Need for Affiliation**

	Mean	Description	Rank
<b>Need for Affiliation</b>	<b>4.28</b>	<b>High</b>	
1. I often find myself talking to those around me about matters.	3.76	High	7
2. I want to be liked by others.	3.92	High	6
3. I tend to build a close relationship with my co-workers.	4.61	Very High	2
4. I enjoy belonging to groups and organizations.	4.35	High	4
5. I enjoy working with others more than working alone.	4.36	High	3
6. I want to stimulate the interest of my co-workers in performing our duties.	4.29	High	5
7. I feel proud every time I achieve my goals.	4.69	Very High	1

Legend:

- 4.50 – 5.00 – Very High
- 3.50 – 4.49 – High
- 2.50 – 3.49 – Average
- 1.50 – 2.49 – Low
- 1.00 – 1.49 – Very Low

### 3. Level of Work Commitment of Teachers

**Loyalty towards Work.** The data in table 3.1 shows that public school teachers have very high level of work commitment in terms of loyalty towards work,  $M=4.50$ . Specifically, teachers have very high level of work motivation in terms of loyalty towards work in the following items: I treat this school as my second home ( $M=4.73$ , Rank=1), I would do my best to help improve and promote the objectives of the school ( $M=4.62$ , Rank=2), I am willing to put in a great deal to make this school successful ( $M=4.58$ , Rank=3), and I feel very loyal to this school ( $M=4.57$ , Rank=4).

The result simply states that majority of the teachers value their work and they are willing to do everything to promote and improve their school.

**Table 3.1**  
**Teachers Level of Work Commitment in terms of Loyalty towards Work**

Work Commitment	Mean	Description	Rank
<b>Loyalty Towards Work</b>	<b>4.50</b>	<b>Very High</b>	
1. I am willing to put in a great deal to make this school successful.	4.58	Very High	3
2. I tell my friends that this school is great organization to work for.	4.42	High	5
3. I feel very loyal to this school.	4.57	Very High	4
4. I would accept almost any type of job assignment related to my functions with this school.	4.38	High	6
5. I find that my values and this school's value are similar.	4.19	High	7
6. I would do my best to help improve and promote the objectives of the school.	3.62	High	2
7. I treat this school as my second home.	4.73	Very High	1

Legend:

- 4.50 – 5.00 – Very High
- 3.50 – 4.49 – High
- 2.50 – 3.49 – Average
- 1.50 – 2.49 – Low
- 1.00 – 1.49 – Very Low

**Personal Commitment.** The data in table 3.2 reveals that public school teachers have high level of work commitment in terms of personal commitment, M=4.25. But, teachers have very high level of work motivation in terms of personal commitment in the following items: I am proud to tell others that I am part of this school (M=4.71, Rank=1), and I am willing to perform and do my duties without any reservations and doubts (M=4.62, Rank=2).

The result supports the idea that teachers are committed to performing their duties without any doubts and that they are proud and happy in their situation in their work.

**Table 3.2**  
**Teachers Level of Work Commitment in terms of Personal Commitment**

Work Commitment	Mean	Description	Rank
<b>Personal Commitment</b>	<b>4.25</b>	<b>High</b>	
1. I am proud to tell others that I am part of this school.	4.71	Very High	1
2. I could never just well work for different school even though the type of work is similar.	3.66	High	6

3. This school really inspires the very best in me in the way of job performance.	4.35	High	5
4. I would take very little change in my present circumstances to cause me to leave this school.	3.61	High	7
5. I am extremely glad that I chose (or accepted) this school to work for others I was considering at the time I applied/was assigned as a classroom teacher.	4.42	High	3
6. I am willing to perform and do my duties without any reservations and doubts.	4.62	Very High	2
7. I would consider spending my career in this school until I reach my retirement.	4.37	High	4

Legend:

- 4.50 – 5.00 – Very High
- 3.50 – 4.49 – High
- 2.50 – 3.49 – Average
- 1.50 – 2.49 – Low
- 1.00 – 1.49 – Very Low

**Security of Tenure.** The data in table 3.3 reveals that public school teachers have high level of work commitment in terms of security of tenure,  $M=4.36$ . But, teachers have very high level of work commitment in terms of security of tenure in the following items: I really care about the future of this school ( $M=4.62$ , Rank=1), I learned and gained a lot of things since I became part of this school ( $M=4.52$ , Rank=2), and This school made me a better person and a better member of the community ( $M=4.50$ , Rank=3).

The result simply states that majority of the teachers care for the future of the school and most of them learned a lot of things since they became a part of the school.

**Table 3.3**  
**Teachers Level of Work Commitment in terms of Security of Tenure**

Work Commitment	Mean	Description	Rank
<b>Security of Tenure</b>	<b>4.36</b>	<b>High</b>	
1. There’s too much to be gained by sticking with this school definitely.	4.08	High	7
2. Often, I find it easy to agree with this school system’s policies on important matters relating to teachers.	4.16	High	6
3. I really care about the future of this school.	4.62	Very High	1
4. For me, this is the best of all possible schools for which to work.	4.27	High	5
5. Deciding to work with this school was the best decision I have made in my career.	4.39	High	4



6. This school made me a better person and a better member of the community.	4.50	Very High	3
7. I learned and gained a lot of things since I became part of this school.	4.52	Very High	2

Legend:

- 4.50 – 5.00 – Very High
- 3.50 – 4.49 – High
- 2.50 – 3.49 – Average
- 1.50 – 2.49 – Low
- 1.00 – 1.49 – Very Low

#### 4. Performance of teachers as reflected in their IPCR

The data in table 10 below reflects a very satisfactory level of teachers’ performance in IPCR, M=4.17, SD=0.37.

When classified as to districts, District I-A (M=4.16, SD=0.35), District I-B (M=4.29, SD=0.32), District II-A (M=4.11, SD=0.39) and District II-B (M=4.15, SD=0.41) teachers have very satisfactory level of performance in IPCR.

Sison (1991, in Valerio, 2008) cited that performance refers to actual or realized achievement. To improve one’s performance, Rummler and Brache (1995) suggest that management creates a job environment in which capable, adequately trained people have clear statements of, regular feedback on, positive consequences for, and barriers to school achievement.

**Table 4**  
Level of Teachers’ Performance as Reflected in the IPCR

Teachers’ Performance	SD	Mean	Description
<b>District</b>	<b>0.37</b>	<b>4.17</b>	<b>Very Satisfactory</b>
District I-A	0.35	4.16	Very Satisfactory
District I-B	0.32	4.29	Very Satisfactory
District I-A	0.39	4.11	Very Satisfactory
District I-B	0.41	4.15	Very Satisfactory

Legend:

- 4.50 – 5.00 – Outstanding
- 3.50 – 4.49 – Very Satisfactory
- 2.50 – 3.49 – Satisfactory
- 1.50 – 2.49 – Poor
- 1.00 – 1.49 – Very Poor

**5. Difference on the Level of Work Motivation of Teachers in the Different Dimensions and according to Profile**

The data below shows that there is a significant difference in the level of work motivation of teachers in the different dimensions,  $F(2,675) = 28.859, p=0.000$ . This means that the level of work motivation of teachers varies across dimensions.

In fact, using Scheffe as a post hoc test, the differences existed between the need for achievement and the need for power, and between the need for affiliation and the need for power.

Thus, according to Kohn (1993) understanding motivation begins with a careful analysis of the incentives and rewards present in the school and classroom. He further argued that applied behaviorism which amounts to saying, do this and you'll get that, is essentially a technique of controlling people.

**Table 5.1**  
**Difference on the Level of Work Motivation of Teachers in the Different Dimensions**

Sources of Variation	SS	Df	MS	F	p-value	Interpretation
Between Groups	11.641	2	5.820	28.529	0.000	Significant
Within Groups	137.709	675	0.204			
Total	149.349	677				

Meanwhile, in terms of profile, the data in table 5.2 shows that there is no significant difference in the level of work motivation of teachers in terms of sex [ $t(224)=1.433, p=0.153$ ], and age [ $t(224)=-1.936, p=0.054$ ]. This means that the level of work motivation of teachers does not vary across age and sex.

**Table 5.2**  
**Difference on the Level of Work Motivation of Teachers According to Sex and Age**

Category	t-value	Df	p-value	Interpretation
Sex	1.433	224	0.054	Not Significant
Age	-1.936	224	0.153	Not Significant

Also, table 5.3 reveals a not significant difference in the level of work motivation of teachers in terms of highest educational attainment,  $F(2,223)=3.987, p=0.220$ . This means that public school teachers in the Division of Passi City have comparable level of work motivation regardless of the highest educational attainment.

Thus, according to Kohn (1993) understanding motivation begins with a careful analysis of the incentives and rewards present in the school and classroom. He further argued that applied behaviorism which amounts to saying, do this and you'll get that, is essentially a technique of controlling people.

**Table 5.3**

**Difference on the Level of Work Motivation of Teachers According to Highest Educational Attainment**

Sources of Variation	SS	Df	MS	F	p-value	Interpretation
Between Groups	1.241	2	0.620	3.987	0.220	Not Significant
Within Groups	34.697	223	0.156			
Total	35.937	225				

And also, there is no significant difference in the level of work motivation of teachers in terms of length of service,  $F(2,223)=2.129$ ,  $p=0.121$ . This means that public school teachers in the Division of Passi City have comparable level of work motivation regardless of the length of service in the teaching profession.

**Table 5.4**

**Difference on the Level of Work Motivation of Teachers According to Length of Service**

Sources of Variation	SS	Df	MS	F	p-value	Interpretation
Between Groups	0.673	2	0.337	2.129	0.121	Not Significant
Within Groups	35.264	223	0.158			
Total	35.937	225				

**6. Difference on the Level of Work Commitment of Teachers in the Different Dimensions and according to Profile**

The data below shows that there is a significant difference in the level of work commitment of teachers in the different dimensions,  $F(2,675) = 14.148$ ,  $p=0.000$ . This means that the level of work commitment of teachers varies across dimensions.

In fact, using Scheffe as a post hoc test, the differences existed between loyalty towards work and security of tenure, and between loyalty towards work and personal commitment.

Teachers who are more committed to the profession and its goals are less likely to be highly committed to the organization (Wallace, 1993; Valerio, 2008).

Table 6.1 shows the data.

**Table 6.1**

**Difference on the Level of Work Commitment of Teachers in the Different Dimensions**

Sources of Variation	SS	Df	MS	F	p-value	Interpretation
Between Groups	7.033	2	3.517	14.428	0.000	Significant
Within Groups	164.518	675	0.224			
Total	171.551	677				

Meanwhile, in terms of profile, the data in table 6.2 shows that there is no significant difference in the level of work commitment of teachers in terms of gender [ $t(224)=0.235, p=0.814$ ], and age [ $t(224)=-0.651, p=0.515$ ]. This means that the level of work commitment of teachers does not vary across age and sex.

**Table 6.2**  
**Difference on the Level of Work Commitment of Teachers According to Sex and Age**

Category	t-value	Df	p-value	Interpretation
Sex	-0.651	224	0.515	Not Significant
Age	0.235	224	0.814	Not Significant

Also, table 6.3 reveals a not significant difference in the level of work commitment of teachers in terms of highest educational attainment,  $F(2,223)=1.305, p=0.273$ . This means that public school teachers in the Division of Passi City have comparable level of work commitment regardless of the highest educational attainment.

But Tierman (2000) stressed that organizationally committed teachers value religion, faith and teaching while professionally committed teachers value faith, personal growth and development and love of children.

**Table 6.3**  
**Difference on the Level of Work Commitment of Teachers According to Highest Educational Attainment**

Sources of Variation	SS	Df	MS	F	p-value	Interpretation
Between Groups	0.486	2	0.243	1.305	0.273	Not Significant
Within Groups	41.510	223	0.186			
Total	41.996	225				

And also, there is no significant difference in the level of work commitment of teachers in terms of length of service,  $F(2,223)=0.984, p=0.376$ . This means that public school teachers in the Division of Passi City have comparable level of work commitment regardless of the length of service in the teaching profession.

Moreover, schools as loosely coupled organizations have difficulties in observing teachers, assessing performance, and mandating specific practices; therefore, teacher’s professional commitment is crucial for achieving good instruction (Firestone & Pennell, 1993; Valerio, 2008).

**Table 6.4**  
**Difference on the Level of Work Commitment of Teachers According to Length of Service**

Sources of Variation	SS	df	MS	F	p-value	Interpretation
Between Groups	0.367	2	0.184	0.984	0.376	Not Significant
Within Groups	41.628	223	0.187			
Total	41.996	225				

**7. Significant difference on the performance of teachers when grouped according to Districts**

The data in table 7 shows that there is no significant difference in the level of teachers’ performance when classified as to districts,  $F(3,222) = 2.393, p=0.069$ . This means that teachers’ competence across the different dimensions are comparable.

Carr (1994, in Valerio, 2008), also believes that clear, worthwhile, challenging goals, practical standards and useful feedback, sufficient autonomy and appropriate support, recognition, time and money also support performance.

**Table 7**  
**Difference in the Level of Teachers’ Performance According to Districts**

Sources of Variation	SS	Df	MS	F	p-value	Interpretation
Between Groups	0.972	3	0.324	2.393	0.069	Not Significant
Within Groups	30.070	222	0.135			
Total	31.043	225				

**8. Relationship between Work Motivation and Work Commitment; Work Motivation and Performance; and Work Commitment and Performance of Teachers**

The data in table 8.1 shows the relationship between teachers’ level of work motivation and commitment of teachers. The level of work motivation of public school teachers is significantly related to the teachers’ commitment towards work,  $r=0.459, p=0.000$ .

This means that public school teachers’ motivation is an important factor that would affect their commitment towards work. In fact, 21.07% ( $r^2 = 0.2107$ ) of the variance in the teachers’ commitment towards work is accounted for by the teachers’ level of work motivation.

**Table 8.1**  
**Relationship in the Level of Teachers’ Work Motivation and Commitment of Teachers**

Category	R	p-value	Interpretation	Decision
Work Motivation	0.459	0.000	Significant	Reject Ho
Teachers’ Commitment				

The data in table 8.2 shows the relationship between teachers’ level of work motivation and performance of teachers. The level of work motivation of public school teachers is not significantly related to the teachers’ performance based on IPCR,  $r=0.037, p=0.575$ .

This means that public school teachers’ motivation is not a significant factor that would affect their performance based on IPCR.

**Table 8.2**

**Relationship in the Level of Teachers’ Work Motivation and Performance of Teachers**

Category	R	p-value	Interpretation	Decision
Work Motivation	0.037	0.575	Not Significant	Accept Ho
Teachers’ Performance				

The data in table 8.3 shows the relationship between teachers’ level of work commitment and performance of teachers. The level of work commitment of public school teachers is not significantly related to the teachers’ performance based on IPCR,  $r=0.036$ ,  $p=0.593$ .

This means that public school teachers’ commitment is not a significant factor that would affect their performance based on IPCR.

**Table 8.3**

**Relationship in the Level of Teachers’ Work Commitment and Performance of Teachers**

Category	R	p-value	Interpretation	Decision
Work Commitment	0.036	0.593	Not Significant	Accept Ho
Teachers’ Performance				

**9. Proposed Intervention Program**

PROPOSED INTERVENTION PROGRAM  
 DIVISION OF PASSI CITY  
 A.Y. 2019 - 2020

**ORGANIZATIONAL DEVELOPMENT INTERVENTION**

**Rationale:**

Of all the challenges in an organization, the key issue is to create and maintain a motivated and committed teachers, since the more committed and motivated teachers are, the higher the probability of achieving organizational objectives and enhancing work performance.

The importance of work motivation and work commitment cannot be underestimated as both directly have an impact on the organizational performance and effectiveness. Although debatable, one of the aspect that acts as a differentiator between the school and teachers is their motivation and commitment towards their work.

Organization Development refers to the change effort planned organization-wide and managed from the top to increase the organization effectiveness through designed activities involving organization’s processing behavioural-science knowledge.

Organization Development is a response to identify the need of change, using an education strategy to the normative change such as the beliefs, attitudes, values, and structure of organizations so they can adapt to the new technologies, markets, and challenge, and the dizzying rate of change itself.

It is with this in mind that this document has been created as a tool to mentor teachers in the Division of Passi City in terms of classroom management, discipline and work motivation.

### Objectives:

1. To create an environment of continuous improvement and development of teachers.
2. To allocate funds for the development of the organization and teachers in teaching and learning and in their leadership skills.
3. To provide a system for merits and awards for teachers who are innovative and excel in teaching and service to the organization.
4. To provide financial assistance for activities which aim at promoting and improving teacher's motivation and commitment and enhancing student learning.

Objectives	Strategies	Performance Indicator	Persons Involved	Budget
To upgrade the educational qualification of teachers.	Encourage teachers to enrol in graduate school programs.	Improved number of teachers enrolled and finished their masters and doctorate degree.	School Heads, Master Teachers, Classroom Teachers	Scholarships from different agencies  PhP 6, 000.00 for tuition of the teachers  PhP 30, 000.00 Thesis and Dissertation Assistance
To enhance faculty teaching capability.	Attendance to seminars and trainings relevant to improve the teaching and learning process.	Improved attendance of teachers to trainings and seminars to improve their teaching skills and learn new methods and strategies in teaching. Teacher's attendance to workshops that would improve	Teachers and School Heads	Faculty Development Fund  Registration from the Participants

	Hold workshop which encourage dialogue, collaborative work and collaborative decision-making.	their collaborative and decision-making skills.		
To provide a system for merits and awards for teachers who excel and perform quality service to the organization.	Award and acknowledge teachers who are innovative, excellent in teaching and service to the institution and to the community.	Awarded and acknowledged teachers in their efforts in giving their best in the teaching and learning process and in their contributions in service to the institution and in the community.	Teachers and School Heads	School/ Agency Fund Allocated for this purpose
To provide incentives for teachers in their performance in teaching.	Giving of incentives to teachers to develop and improve their motivation and commitment in the institution.	Gave incentives to teachers for their excellent performance in their work.	Teachers and School Heads	Appropriate budget for this purpose  Solicitation from private institutions and individuals

**Conclusion:**

Based on the findings of the study, the following conclusions were drawn:

1. Most of the public school teachers are seasoned teachers who earned master’s units in teaching.
2. Teachers are motivated enough in their work even when classified in terms of need for achievement, need for power, and need for affiliation.
3. Teachers’ level of work motivation is comparable regardless of gender, age, highest educational attainment, and length of service.
4. Teachers are committed enough in their profession in terms of loyalty towards work, personal commitment, and security of tenure.



5. Teachers have comparable level of work commitment in terms of age, sex, highest educational attainment and length of service.
6. Teachers in the Division of Passi City performs very well in their profession as reflected in their IPCR.
7. The level of work commitment of teachers is a contributing factor of their work motivation.
8. Organizational Development Program for teachers is proposed to motivate and develop the commitment of teachers towards their work. Also, the program would inspire the teachers to perform well in doing their job.

**Recommendations:**

1. Public school teachers must be encouraged to continue and finish graduate studies for their professional growth and development.
2. Department of Education Officials and School Heads should continue to conduct activities to motivate public school teachers.
3. Teachers should involve themselves in activities in order to motivate themselves in doing teaching works.
4. Department of Education Officials and School Heads should treat teachers equally per district, that is, equal opportunity and benefits must be given to them to further strengthen their trust and commitment to service.
5. Department of Education Officials and School Heads must continue to enhance the criteria on evaluating teacher's performance based on the areas suited for all in such a way that no one will be left behind.
6. Teachers should help each other and reflect on the best thing to do in order to maintain and further enhance their performance based on the criteria of IPCR.
7. The organizational development program can be implemented in the institution. Preparing and equipping the teachers with various skills on the delivery of instruction, classroom management and assessment would help the teachers become more motivated and committed.

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