*R*esearch Article

What Motivates Teachers to Stay Faithful to the Teaching Profession?

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ABSTRACT

This descriptive research inquired on the motivational factors that made teachers stay faithful to the teaching profession. There were 18 teacher–participants from the public and private basic education and secondary school of the City Schools of Dasmarinas . The qualitative part was done through triangulation, and was participated by 18 teachers or significant others whose responses shed light to the prime question: *"what made teachers stay faithful to the teaching profession"* asked through- narrative inquiry. However, in the journey of searching for the best motivational factors, some weak areas were discovered that paved the way to the formulation of an effective framework of analysis that would help address the not so strong points that hamper teaching effectiveness. Findings revealed that as to personal attributes, the teacher-participants served their schools for more than 6 years; working at their best always; recognition and prestige matters a lot for them; remuneration/ and other benefits were essential for them and equally important was, whatever they will be getting after retirement; with very satisfactory teaching performance; undoubtedly satisfied of the teaching profession; and did find teaching as a stable job. Conversely, there were some factors that teacher-participants were not so happy about and so the framework of analysis was formulated striking the balance between the strong and weak points. The framework has a universal C that stands for competence. C serves as the over-all environment of the school with the strong motivational factors under its umbrella that must be sustained / fostered for the teachers to stay faithful to the teaching profession such as: prestige and recognition; accountability and remuneration and other benefits. For the teacher-participants these factors were all significant. The same factors motivated them to stay dedicated to the teaching profession. However, there were found motivational factors considered weak points that hamper teaching effectiveness and forwarded the following recommendations: (a) strengthen the policy on workload reduction and preparation time for learning materials hence, reduce stress; (b) provision for recreational activities that can foster greater camaraderie among employees; (c) provision for a more objective criteria on selection of teachers to participate in seminars funded by the school which must be related to the discipline they teach; (d) review seminar re- echo policy; offer strategic career development plans deemed needed for teachers' continual improvement; and (e) provision for scholarships programs that can further enhance the potentials of teachers. Toward the end this study hopes to open doors of improvement and encouragement that could add more flavor to the noblest profession.

KEYWORDS: Motivational factors, teaching profession, secondary school

INTRODUCTION

Every teacher must be in a position to keep the flames of learning throughout the learner's life. Lifelong learning is a passion and a commitment that only teachers who are highly spirited can do. Teaching indeed is a holistic enterprise. It is a noble profession. The teacher has that enormous task that he/she is held responsible to. Undoubtedly, there are overflowing preparations that teachers has to do, striking the balance between mastery of the subject matter which is mandatory and effective delivery or pedagogy which pertains to artistic craft of execution of the lesson. Teaching is by all means a caring vocation, where learners are always at the centre and will remain the primary focus of the nowadays diversified classroom environment. The learners' differentiated needs should be attended with emotional prudence. Hence, the challenges that goes with the teaching profession is so immense, such that to foster greater commitment and engagement of teachers with the heart for altruistic teaching would require high level of motivation.

Teachers are important facet of society for the fundamental reason that they educate the youth or put more simply the learners. Teachers are regarded as one of the most important factors in the teaching and learning process. Nobody can replace the significant roles of teachers in classrooms despite the advent of technology. Teachers as educators impart learning to children/learners who eventually could be the next generation of leaders. The knowledge learners gained from their respective teachers will most likely remain, particularly those on the integration of values

and attitudes to the concepts and skills that mold the learners to what they will become and what they dream to be in the future. Truly, the roles of teachers are integral in the development of young learners and adult learners likewise. Teachers are honing and assisting learners develop their knowledge, discover their potentials, enhance their interests and explore possibilities that can show learners the way where they could be at their best to be successful in life, responsible and productive members of society.

The need for teachers to be highly motivated is very important as it directly affects students learning. A highly motivated and committed teacher can significantly influence students, thus builds opportunities for them to explore their rightful place in the world.

Needless to say that the more teachers are motivated, whether or not this motivation is described as joy or exhilaration, it can be assumed that such a teacher would be more successful in integrating knowledge and lifelong learning as he or she accepts the demands and responsibilities that comes with the profession. As Bess (2007) remarks,"…better teaching will follow from motivated faculty--faculty whose most important needs are being met continually" (p.256).

Motivation is a combination of many different aspects that comprise a part of teachers' pedagogical knowledge. Teachers should be aware that success in teaching would not mean being successful in their strategies/ techniques at all times, there is that parcel that may not be that successful that may cause pains and disappointments too. Said combinations make the teaching craft gratifying. Teachers learned from the mistakes they experienced and likewise learned from their misgivings. Rich teaching experiences are not at all the good ones. Effective teaching techniques resulting to effective learning may not be possible every classroom encounter with learners. There are various factors that may intervene in the process that will urge any teacher to think of better ways to improve the quality of his or her teaching.

It is in within this context that this researcher, a teacher by profession felt the need to conduct a narrative inquiry that will showcase the motivational factors that made teachers stay in the profession. As teacher education remains a not so inviting career, keeping those already in the loop and inviting those who are potent teachers who could be promising mentors is certainly a noble attempt. This study ventures to formulate policies that can develop greater awareness on the significance of the teaching profession and given due attention *vis-a-vis* motivation will shed light to the significance of the profession, hence encourage qualified young blooded teachers to continue the journey and the mission to educate learners who are taught of the true meaning of success. As Medina (2006) shared, "Teachers nurture the seeds of today… so they might blossom into the flowers of tomorrow".

RELATED LITERATURE

The Philosophical Underpinnings of Teaching

Plato in The Republic expressed a belief that people must be well educated to be able to rule the republic. It is therefore necessary to "compel the best minds to attain knowledge"(Plato, 2001, p.262 - 263). Once educated it is necessary to oblige these enlightened citizens to go back into the lower levels of society and enlighten those who do not yet have sight. Plato espoused that the republic must educate those people who were to become the rulers. They must be "compelled" to become educated and then "compelled" to serve the greater good of the republic. This means compelling to become educated and compelling to serve is one form of motivation.

As illustrated by Plato's statements, the discussion of motivation dates back to early scholars. Freud based his theory of human motivational conflict on the "Oedipus complex". He espoused that the motives behind capitalism are based on the urge to "accumulate filthy lucre" (McClelland, 2012). More recent writings illustrate a number of motivational theories. According to Mook (2011) said that the scientific study of why people are motivated or unmotivated is a recent development in human history (p. 5). There are several different theories on human motivation. According to Wlodkowski (1981), motivational theories differ because the authors based the various theories on assumptions regarding the nature of the universe, human beings and their behaviour which are incompatible with and contradictory to one another (p. 102).

The Teacher and the Act of Teaching

Stated below are the many responsibilities of teachers. These responsibilities made teaching somehow a difficult mission yet for many an engaging commitment:

As the millennium ushers in, we find ourselves in the midst of a major paradigm shift in the way education is delivered and shared. The information revolution is creating new forms, new skills, new directions and new perspectives.

The act of teaching according to Greene (1981; Medina 2011) cited in Aquino (1988) is composed of three distinct categories. These are:
1. Logical Act: the act covers explaining, concluding, justifying, inferring, comparing, defining and amassing evidence, demonstrating and giving reasons.
2. Strategic Act: the act covers motivating, counselling, evaluating planning, encouraging, disciplining and questioning.
3. Institutional Act: the act covers attending meeting and seminars, taking minutes of meeting or attendance, consulting parents, keeping record, doing rounds or patrolling, spot checking, chaperoning, responsible for collections specifically instructed and legally assigned by the school.

Teaching is a complex and difficult task that demands extraordinary abilities. Despite decades of experience and research, to define "teaching" concretely is indeed a difficult thing to do. Perhaps the greatest achievement of a teacher is when s/he is able to touch the hearts, transform lives and to teach minds of students. Teaching is a natural and familiar activity presumed to be most real and gratifying.

1. Social Competencies: Teachers observe the professional code of ethics. The manner in which the teacher talks, dresses, deals with others accepts and performs responsibilities are evidences of both a learned and an educated teacher. A learned teacher applies the things s/he acquired from his/her pre-service training or formal training culled from her/his four years teacher education program.

2. Professional Values: These values refer to the teacher's human nature e.g. distinct characteristics which include attitude towards oneself (intrapersonal) and attitude towards others (interpersonal). In addition, the following may be cited: honesty, respect, mental health, wise use of time, ethical behavior and other related attitudes and behaviors.

Teachers should maintain a high standard of personal and professional conduct. Taken as a whole these rules of conduct refers the Code of Professional Ethics of Teachers.

Professional Ethics of Teachers

Ethics generally refers to the standards of conduct or code of behavior that put justification on the moral codes of teachers. It also defines distinctively the difference between right and wrong. Basically what is right is what is morally accepted by society.

The ethical conduct expected of a teacher his/ her relationship with:
1. The state (to teach the duties of citizenship, cultural and national heritage and the sense of nationalism and civic responsibility)
2. The students (the responsibility to guide the students to discover their potentials and capabilities; to provide students with "*educatement*" which means making learning an enjoyable experience without losing respect of students and maintaining their dignity as human beings.)
3. His/her colleagues (establishes cordial relationship with co-teachers, willing to share his/her professional knowledge and at the same time maintaining a sense of professionalism at all times)
4. Parents and community (maintaining harmonious and cooperative relationships)
5. School officials (sharing imbued with frankness, honesty, loyalty and adherence to the policies and rules in the performance of the teaching functions)
6. Non teaching personnel (respect and acceptance of non teaching personnel as partners and co-workers in the task of attaining the purpose or goal of education)

Qualities of Teachers

The task of teaching requires two distinct qualities: professional and personal qualities.

1. Professional Qualities refers to the extent of teachers preparation as to:
   a. Mastery of the subject matter. This pertains to the full grasp of the teacher of the subject or disciplines/he is teaching. The teacher must possess solid knowledge of the discipline/s s/he handles.
   b. Understanding the learner. Teachers must know how to adjust to the difference in growth and development of learners. Adjustments to the learners' various stages of development is a teacher's responsibility.
   c. Love and appreciation of the profession. This refers to the teacher's positive attitude towards his job. As a role model, s/he "walk the talk" and shows and observes high ethical professional relationships with his administrators, colleagues, students and other members of the community.
   d. Understanding methods, teaching principles and skills in using appropriate techniques in teaching. To promote learning effectively the teacher must know the what (subject matter), how to teach (method) and the skills that go with teaching methods. (Lardizabal et al., 1996)
   e. General understanding of other branches of knowledge. The teacher must show to the learners how the subject s/he is teaching relates with other fields of knowledge. s/he must establish interrelation and interdependence of the various areas of knowledge.
2. Personal Qualities The teacher is someone who causes others to learn. He or she is a person who exerts a considerable influence in the life of the learners. He or she is a caring person specifically, the children under his care. A good teacher constantly discovers the impact of the lesson to learners or students by throwing purposive, thought provoking questions. The intention is to energize the mind and imagination resulting to a more serious retention and internalization of concepts couples with the intention to develop the learners' higher order thinking skills.

Teacher Motivation

In the study of Alam (2011) he cited that the importance of motivation in imparting education has raised many questions as, "what is actually motivation? "What are the factors which promote motivation in students?" "Why teachers' motivation is important?"The motivation of teachers is affected by many factors. Amongst those factors revealed are the following: a) Personal/social factors; b) Classroom environment; c) Socio economic status; d) Student's behaviour; e) Examination stress; f) Rewards/incentives; and g) Self confidence/personality of teacher etc.

The study stated that teachers were not satisfied with their socio economic status, choice of profession, student's behaviour and examination stress. A number of teachers felt that they were not paid according to their abilities. It was recommended that teachers should get teacher training, should be given due respect and should be paid according to their qualifications and abilities.

Synthesis

Teaching pursuit is a craft which refers to teaching as a skillful and caring profession and a process that involves a lot of things to do in the execution of his or her instructional and

facilitating roles. Good teachers should be constantly motivated to remain excited about teaching. The performance of the teachers' immense tasks /responsibilities must be sustained by a considerable extent of motivation to continuously inspire teachers that can make learners to always come alive in learning while teachers are teaching. Motivation in this paper does not pertain only to motivation to teach and deliver well, but motivation from within. This narrative inquiry was supported by the different voices of teachers interviewed with consent to share their views about what motivates them to stay faithful to the profession. Toward the end, the study hopes to propose policies that would further encourage to join the loop of the noble profession of teaching.

Statement of the Problem

This study attempted to determine the factors affecting the motivational level of selected teachers to stay faithful to the profession. The main objective was to determine the motivational factors and to come up with the policies that can help invite more teachers with high motivational level to the teaching profession.

Objective of the Study

Given the importance of motivation on the part of teachers to help improve students and their learning outcomes, the study hoped to attain the following objectives and toward the formulation of policy-based recommendations:
1) to determine the profile of the teacher-participant that may have significant bearing to the teacher-motivational factors;
2) to determine the high and low teacher motivational factors that intervene in the execution of teachers of their responsibilities as teachers;
3) to present a framework of analysis based on the weak motivational factors that may hamper effective teaching;
4) to offer actionable recommendations through policies that can support teachers' motivation for them to stay faithful to the teaching profession.

Theoretical Framework

Theoretical literature on teacher motivation in developing countries such as Philippines is sparse, but certain psychological theories offer significant applications in the local context. The study is anchored on Maslow's (1943) hierarchy of needs proposes that individuals must fulfill their lower-order needs (basic needs such as water and housing, safety, belonging, and esteem) before being motivated to fulfil the higher-order need for self-actualization. In the context of teaching, self-actualization can be understood as personal achievement, a key component of teacher motivation. As basic needs often go neglected in the developing world, Maslow's theory finds it essential to focus on an investigation of teacher motivation in developing countries.

In Herzberg (1966) finds that achievement, recognition, the work itself, responsibility and advancement are more effective long-run motivators than interpersonal relations, working conditions, and pay. For teachers, Chapman et. al. (1993) note that incentives are related to teacher job satisfaction, but not to teacher classroom practices. Thus, it appears that while teachers need housing, food, safety, belonging, etc. in order to be professionally motivated, the provision of these needs past a baseline requirement is not a sustainable driver of teacher motivation. Instead, teachers need supports that encourage their *intrinsic*, or internal, motivation; such as achievement, recognition, and career development. The relationship between, and relative effectiveness of, extrinsic versus intrinsic incentives is an important issue for teacher motivation in the developing world, where material resources to motivate teachers through extrinsic means are often very scarce to begin with.

It is in this premise that the researchers will be utilizing the Maslow's hierarchy of needs as well as Herzberg (1966) two way factor model of motivating people in the interplay between extrinsic versus intrinsic sources of motivation as discussed above.

Previous studies cited motivation of teachers in developing countries to incorporate new teaching methods into their strategies to help students learn. In the study Johnson et. al. (2000) documents the demoralization of Egyptian teachers struggling to apply new active learning techniques in the context of an unsupportive school administration, lack of resources, and mechanical curriculum. Indeed, Johnson et. al. draw from Beeby's (1966) hierarchy of teacher development to suggest that unless the teacher's environment is supportive of more advanced teaching styles, teachers will be frustrated and disheartened in applying new techniques in the classroom. Furthermore, teachers at different levels of professional development may also need different levels of support. Therefore, it appears that teachers" self-efficacy and personal achievement can languish without training appropriate to their ability and the constraints of their school environment.

The best combination of both motivational factors extrinsic and intrinsic along with the personal and professional factors would be given focus in this paper.

Assumptions

The study had the following assumptions:
1. Motivational factors of selected teachers affect the performance of their responsibilities as teachers;
2. Motivational factors of selected teachers affect their commitment to the teaching profession; and
3. Motivational factors made the selected teachers stay faithful to the teaching profession.

Scope and Delimitations

The research observed the following delimitations:
1. There were 18 teacher- participants of the study composed of regular teachers and special education teachers of public and private school teacher in the tertiary level.
2. There were additional 14 teachers who were interviewed and their responses served as the significant voices that support

the teacher motivational factors that kept (them) and the teacher-participants faithful to the teaching profession.

3. The variables are the eight (8) potential teacher motivational factors namely:
   - Work load challenge
   - Remuneration/Pay
   - Other Incentives
   - Recognition and prestige
   - Accountability
   - Career Development
   - Institutional environment
   - Voice/ empowerment
   - Learning materials and facilities

4. As mentioned, other teachers coded as Teacher A-N were interviewed in the triangulation process and their responses were treated as significant voices that assisted the researcher in the in-depth analysis of the teacher motivational factors that in the same manner assisted the researcher in the proposed policies that can further encourage teachers to stay faithful in the teaching profession.

METHODOLOGY

This section of the study presents the methodical procedure utilized in the study from research design to the analysis of data.

Research Design

The study utilized descriptive research approach merged with narrative inquiry inquiring from the teacher –participants the reasons why they stay faithful in the teaching profession. In this research textual narration of data utilizing the quantitative data and combined with triangulation that made use of the responses of the 18 teachers regarded as significant others whose voices supported the answer to the major question , "What made you stay faithful to the teaching profession". Both the quantitative and qualitative approaches were employed. In descriptive research the goal is to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a given population (Best and Khan, 2006). After which the full description through a narrative textual presentation would be utilized. The in depth analysis was anchored on the narratives shared by the participants as well as the significant others whose voices were heard and considered in the qualitative analysis of the paper related to the teacher motivational factors that made them stay faithful to the teaching profession.

Face to face interviews were conducted with the teacher-participants and were asked of the following questions: How long have you been teaching? Was the teaching profession your choice? If yes, why? If not, why did you join teaching? What motivates you to engage in the teaching profession?

The teacher-participants were given enough time to answer the questions. In depth interview/analysis would require 8-10 hours, however in the case of the teacher participants in this study, the researcher made use of a variety of ways to gather data such as: visiting them during break times since some of them are my peers and classmates in the graduate school; friends of my peers; other than direct or face-to face interviews, electronic mailing and texting or calling via mobile phone were also done. Informed consent was sought prior to the gathering of the data needed by the study.

Data Gathering Procedure

The researcher sought the permission of the school principals of the public and special schools and the private schools to allow the 18 teachers to participate in the study. Informed consent was sought from each of the 18 teacher participants.

Convenience sampling was utilized in the choice of significant others whose voices proved significant that helped identify the motivational factors that made the teacher-respondents to stay faithful in the teaching profession.

The textual analysis of the teachers narratives were analyzed and given an objective interpretation toward the objective of the study which is to forward policy/ies recommendations to encourage teachers to remain committed and dedicated vis-a-vis faithful to the teaching profession.

Statistical Treatment of Data

The quantitative data required simple percentage and percentage particularly on the profile of the teacher-participants. While weighted mean ratings helped identify the levels of the motivational factors that enjoined teacher-participants to stay faithful to the teaching profession.

The qualitative part of the study were culled from the responses of the significant others or from the voices of the teachers who were further interviewed to shed light on the motivational factors that made them committed and dedicated to the teaching profession. The in-depth analyses were interpreted using the review of related literature that shed light to the motivational factors that encouraged the teacher-participants to stay in the teaching profession.

RESULTS AND DISCUSSION

This section of the study presents the answers to the questions asked previously.

1. On the Teacher-participants' Profile

1.1. Teacher designation

Section I of the questionnaire was related to the profile of teachers as *may be factors* related to their motivation and view of the profession. The data collected through these items have been presented in the following tables.

The data in Table 1 indicates that there are equal number of teachers taken as participants of the study such that all had six (6) or 33.33% teachers from the public schools, special education schools and tertiary private schools.

Table 1: Teacher-participants designation

Teacher designation	Frequency	Percentage
Regular Public School Teacher	6	33.33%
Special Public School Teacher	6	33.33%
Tertiary Level Private School Teacher	6	33.33%
Total	18	100%

Table 2: Years of teaching experience

Years of teaching experience	Frequency	Percentage
Less than 1 year	0	0
2-5 years	7	38.89%
6 and above	11	61.11%
Total	18	100%

Table 3: The performance appraisal of the teacher-participants

Latest performance appraisal	Frequency	Percentage
8.60-10.00 – Outstanding	5	27,78%
6.60 – 8.59 – Very Satisfactory	13	77.22%
4.60 – 6.59 – Satisfactory	0	0
1.00 – 2.59 – Poor	0	0
Total	18	100%

The other additional 18 teachers regarded as significant others were taken through convenience sampling technique and were made to answer the three grand questions on what made them stay faithful in the teaching profession. They were part of the triangulation process of the study. Hey were from different schools of the same category as the teacher participants who answered the survey questionnaires.

1.2. Years of teaching experience

Table 2 below shows the number of years of teaching experience of the teacher participants.

Majority of the teacher respondents or 61.11% has 6 years and above teaching experience, while 7 or 39.89% has 2- 5 years teaching experience. It is said in the study of Haimson, (2012), a teacher who has been teaching at a particular grade level for more than 5 years was positively and significantly associated with increase of achievement of students, it is also in this premise that we view the dedication of the person to the profession as determined by the length of service that he/ she had rendered.

Organizations and organizations like the academe recognizes the employees years of experience as a relevant factor in human resource policies, including compensation, fringe benefit packages, incentives and promotion decisions, it is presumed that the gained experience enhances knowledge, skills and the productivity of workers.

1.3. On performance appraisal

Table 3 displays the data on the performance appraisal of the teacher participants of the study.

Performance appraisal of teachers serves as the foundation of determining the functioning level of proficiency of employees as basis for continual quality improvement. Table 3 shows that 15 or 72.22% of teachers fall under Very Satisfactory while the remaining 5 or 27.77% have Outstanding performance appraisal. In many ways the tertiary, public and private schools may have similarities on the way of assessing performance appraisal of their teacher employees. It is assumed that the professional growth and improvement that is viewed from the performance appraisal of the employees are reflections of how they performed at the classroom level *vis-a-vis* quality of instruction and learning opportunities for students.

The performance appraisal of the teacher-respondents when equated to dedication to the teaching profession would mean high level of commitment and passion to teach the best to their students to maximize learning.

2. Teacher- motivational factors that intervene in the execution of teachers of their responsibilities as teachers

2.1. On professional perspective

Table 4 shows that 16 or 88.89% of the teacher respondents were satisfied in their position in the school where they were currently working in, while 2 or 11.11% of the teacher-participants were found to have minimal satisfaction. With this finding, it was evident that the teacher-participants were happy in their work affiliations, therefore, it was evident that they were satisfied in what was happening in their professional career.

2.2. On Recognition of work performance

Job performance recognition is essentially a positive feedback that made employees know they are valued and appreciated by their co-workers and the organization. To have the greatest impact in the workplace, recognition activities should also reinforce and encourage work that advances employee, departmental, and/or institutional goals and values. On Table 5 in job performance recognition, 10 or 55.56% of teachers always feel that they received the due recognition on their job performance, while 7 or 38.88 % of teachers felt that they felt the recognition due them sometimes and for 1 or 5.56% his/her job performance was never recognized.

The results of Tables 4 and 5 shows conformity with the study of Parker (2003) which states that teachers often preferred recognition of their work performance over money which for them is an extrinsic factor. The motivation of teachers to do their best is far more important. Teacher's motivation is critical to the success of public education (Gretzinger, 1992). In the study of Evans (1998) "findings revealed that teachers to be motivated more, recognition of their efforts or their talents must be an objective policy and practice in schools".

2.3. On Analysis of everyday work-performance

Presented below is the teacher-participants analysis on their work-performance.

Table 6 revealed the analysis of the teacher-participants on how they feel about orking everyday as teaches. The 18 or 100% of the

teachers were one in saying that they enjoy teaching everyday. The teachers said they enjoy going to work every day and performing at their best. Analysis of everyday work performance is formed by a combination of one's observations and the observation other people surrounding them. They often include the opinions of a varied people, who may have different level of information about work activities. However, productivity in their work place may vary from one teacher to the other, thus, it is integral that teachers manage their workplace's image to ensure that teachers are well driven in doing or performing their daily teaching activities.

This result is found similar to the research conducted by Torralba (1998) that teachers are aware that the small and big actions that they manifest will enhance the integral formation of a child in every learning workplace. Likewise, Dorilla (1998) emphasizes that development of the teacher as well as students handled are directly correlated to self concept and the teachers passion and dedication to the work-performance or delivery of teaching every day.

This finding was supported by the responses of Teachers A,C,D, E, K and M when asked "what motivates you to engage in teaching?". The six(6) teachers/significant voices said, *teaching is something that made me wake-up hopeful every day, Just thinking that I will meet my students who I will share my preparation everyday is a thing that for me no other profession has. Working everyday as a teacher may be a routine to many teachers like me but if you are a dedicated teacher you know you have an obligation everyday and with that "dapat handa ka, dapat may ituturo ka" Teacher M's response to the question was very meaningful and quote" teaching is a routine for those who come to school and teach daily... but for those who come to teach because for them it is a responsibility more than just meeting the six(6) hours daily- would mean transformation on the part of students daily. This, is more than anything else. So alam mo may nagagawa ka every day para sa mga bata".*

While Teacher D shared her response differently *"Pumasok ka o hindi kung wala kang preparation o ituturo, preho lang yon, and importante, you come to work as a teacher because you regarded most the responsibilities that go with teaching daily".*

2.4. On the Reasons for staying in the teaching profession

This section of the questionnaire has 8 items where the teacher-participants were asked if the factors/items were the reasons why they stayed in the teaching profession. The responses were tallied in percentages and were ranked accordingly.

Table 7 tells the reasons for the teacher-participants to stay in the teaching profession. Topping the list was salary and benefits as claimed by 14 or 77.78%; retirement benefits 13 or 72.22%; teaching as mission,12 or 66.67%; teaching as a challenging assignment,11 or 61.11%.

While for the least rated ones: good bosse/es , the least rated with 4 or 22.22%; tied ranks for work hours, location/ place of work and teaching as a vocation with 8 or 44.44%, and tied work for interesting work and vacation leave with 6 or 33.33%.

Table 4: The professional perspective of teacher-participants

Professional perspective& level of satisfaction in their position in school?	Frequency	Percentage
Satisfied	16	88.89%
Dissatisfied	0	0
Minimal satisfaction	2	11.11%
Total	15	100%

Table 5: The teacher-participants on job performance recognition

Job performance in terms of recognition	Frequency	Percentage
Always	10	55.56
Never	1	5.56
Sometimes	7	38.88
Total	15	100%

Table 6: The analysis of teacher-participants on their everyday work -performance

Work-performance		Frequency	Percentage
Working at your best everyday	Yes	18	100
Bored of teaching everyday	No	0	0
Total		18	100

Table 7: The reasons for staying in the teaching profession

Item	Frequency	Percentage	Rank
Challenging job assignment	11	61.11%	4
Salary/Benefits	14	77.78%	1
Interesting work	8	44.44%	8.5
Stability/Security	10	55.56%	5.5
Colleagues	9	50.00%	7
Mission	12	66.67%	3
Work Hours	6	33.33%	11
Good Boss/es	4	22.22	13
Vacation leave	8	44.44%	8.5
Location is convenient	6	33.33%	11
Passion	10	55.56%	5.5
Vocation	6	33.33%	11
Retirement Benefits	13	72.22%	2

Since the teacher-participants were coming from public and private institutions, their reasons for staying in the profession may vary because of type of schools and as well as the policies prevailing in said schools.

It is a common reason that people engage in work because of the salary or money they get out of the work that can sustain their family needs and existence. For the majority salary is a foremost concern that made them stay in the teaching profession. Nowadays the salary in the basic education schools, particularly in the public schools is pegged at PhP 7,000.00-11,000.00 as starting salary much bigger that those received by those teaching at the private secondary schools. Retiring benefits ranked 2nd believing that their accumulated services in terms of number of years commensurate to a retirement benefit that they would benefit from after serving nth number of years; not surprising was the 3rd in rank the Teaching is a mission to educate and transform lives of people for a better citizenry.

The researcher would like to share the responses of the significant others/voices as regards the least rank: location of workplace really matters in the present time considering the bulk of traffic and the tome that teachers should be in school. For the public school it should be 6:00AM meaning you have to prepare early for school so wake up time in the morning would consider how far the school is from the teachers' residences. Sad to note, that as early as 4:00AM the teachers should be on his/her way to school. *The stress in traffic thing daily is more tiring than my teaching assignments"* as claimed by Teacher A,B,C.E, F,K,L,M and N who lived at the outskirts of Manila and teaching in Manila. Teacher C said that *"before I always sleep at most 12:30AM, OMG talaga! Kasi traffic- nakakatulog ako- pero one time when I woke-up na held –up nap ala ako...ewan" .....Please do not question us on Passion or mission nasa puso yan kaya lang sa pagod minsan mahirap maipadama sa mga estudyante"* as claimed by Teacher B and G,

2.5. On work load and challenges

Work load and challenges greatly affect the productivity of an employee, teachers who experience work overload often find that they are over-planning their lessons or trying to generate too many resources themselves and later found getting tired of the routine preparation. It is really important to build up a embank like test banking or instructional materials-banking for readily available shared resources and to develop an agile approach to teaching that enables you to get students working and engaged without relying too heavily on the teacher and teacher made materials and with no more time to think strategically and logistically on how better can the teacher execute the lessons of the day.

Table 8 enumerated the different types of difficulties encountered by teachers other that the regular workload assignments: Rank 1 was poorly performing students; 12 or 66.67%; Rank 2 was Consultation Time, 9 or 50%; and Relationship with Colleagues had 8 tied with students' poor behavior both with6 or 44,44%.

While for the 2ⁿᵈ least rated were: multiple shifts, 6 or 33.33% tied with lack of quality /reference materials and least 20% states that unsupportive communities,13.33% are lack of quality materials and the very least rated was unsupportive communities with 3 or 20%. However there were equally important difficulties cited like financial benefits and overlapping auxiliary services and other special designated assignments that intervened with the daily assignments and preparations.

Teacher B,D.G.H.K.L and M mentioned that though there may be difficulties along the way while teaching what is most rewarding for them is at the end of the day is what they have shared to their students. They said...*"there is no such thing as easy job, lahat naman mahirap at yon ang dapat .. so that at the end of the day .... maramdaman mo na may ginawa kang mabuti at naramdaman mo yon..."*

Teachers being the front liners in the educational arena have tons of overwhelming activities that both directly and indirectly affect the teaching and learning process. In the study of Egypt and Johnson

Table 8: Types of teachers' difficulties faced by teachers in teaching

Types of teacher- difficulties other that teaching preparation	Frequency	Percentage	Rank
Multiple shifts	6	33.33%	8.5
Large class sizes	7	38.87%	6.5
Poor behavior students	8	44.44%	4
Poorly performing students	12	66.67%	1
Consultation Time	9	50.00%	2
Relationship with Colleagues	8	44.44%	4
Unsupportive communities	3	20.00	10
School Managers/Favoritism	8	44.44%	4
Lack of quality references/ materials	6	33.33%	8.5
Other assigned responsibilities/special designated assignments	7	38.87%	6.5

et al. (2000) documents the demoralization of Egyptian teachers struggling to apply new active learning techniques in the context of an unsupportive school administration, lack of resources, and mechanical curriculum. Indeed, Johnson et al draw from Beeby"s (1966) hierarchy of teacher development to suggest that unless the teacher's environment is supportive of more advanced teaching styles, teachers will be frustrated and disheartened in applying new techniques in the classroom. Furthermore, teachers at different levels of professional development may also need different levels of support. Therefore, it appears that teachers" self-efficacy and personal achievement can languish without training appropriate to their ability and the constraints of their school environment.

As Medina (2011) mentions, there are a lot of functions and responsibilities that teachers have that at times they should not be held responsible to. To mention a few, counselling students even after class hours; helping students in many ways which may include financial assistance; consultation even with parents when deemed necessary; visiting students when sick among many others. However, this for the author makes the teaching profession, undoubtedly a noble profession.

2.6. On the most challenging hardships teachers-participants encountered

Surrounding the teaching profession is quite a number of challenges or may be interpreted in another way, difficulties or hardships. A quote from the VSO's valuing Teachers states that:

"Teachers feel there is nothing there for them; they have to work in the classroom under difficult conditions, then of course teachers will be attracted to leave."

At this point it is important to mention that teaching is more than a craft, it is an educational science and pedagogical in art in which practice, knowledge about values as integrated in the lessons. Each classroom is a laboratory, each teacher is a member of a scientific community (Teventhouse, 1975 as cited by Hocson 2007). The statistical results showed that teachers feel stressed by the enormity of their task that somehow impede their teaching and managing the education and behaviour of the students. It is important to note that how a teacher teaches and how a teacher acts is far more important than what she teaches, Baron (2002).

2.7. On teaching tools and administrative support for students' discipline

Table 9 shows the teachers perceived that they have sufficient tools and administrative support in disciplining students as claimed by 11 or 61.11% who answered YES; while 5 or 27.78% answered NO and 2 or 11.11% said that they were not certain if there were sufficient tools and administrative support or not.

Findings revealed that majority of the teacher-participants believed that they have sufficient tools to discipline their students, while for the rest of the 5 , they said there were no enough tools and administrative support to assist them to discipline students and 2 of the teacher –participants were uncertain , meaning they were not sure whether there was enough or not.

The significant voices of Teacher D,F,G,H,I,K and L, said that:" *in this times that students have deviant behaviours and differentiated needs it would be too taxing for the teachers to develop teaching materials that will suit each type of students in the classroom. More so, if it would be with the students of special education classes. You have to have a lot to think about and be disrupted anytime as expected.*

2.8 On Safety in the community and at work

As gleaned in Table 10 majority of the teacher-participants had their general perception that they are safe in the community where they work and when at work.

The results of tables 9 and 10 administrative support and community and work safety plays a vital role in teachers performance as mentioned in McDonough (1992) in her study stated that "Principals, as educational leaders, have a responsibility to initiate, encourage, and facilitate instructional improvement and student achievement. It can generally be assumed that a major concern for school principals as educational leaders is to have highly motivated and enthusiastic staff members, and at the same time, have effective schools which meet the expectations for educational achievement by students."

2.9. On teacher motivation

A body of literature highlights teacher motivation as critical for student learning outcomes. Baeza, Chesterfield, and Moreno find that teacher attitude is the dominant factor explaining teacher and school performance in their evaluation of a USAID basic education project in Guatemala (Mendez 2011).

3. Analysis on the Motivational Factors that made the Teacher-Participants to stay Faithful to the Teaching Profession

Table 11 presents the teachers perception towards self and profession, the results shows that most of the teacher take pride in being a teacher which gained an overall weighted mean of 4.70

Table 9: On Teaching tools administrative support for students' discipline

Are there sufficient tools and administrative support for students' discipline ?	Frequency	Percentage
Yes	11	61.11%
No	5	27.78%
Not sure	2	11.11%
Total	18	100%

Table 10: Safety in the community and at work

Teacher's perception on safety in the community and at work	Frequency	Percentage
Yes	13	72.22%
No	2	11.11%
Not Sure	3	16.67%
Total	18	100%

Table 11: The teachers perception towards self and profession

Motivational factor	Weighted mean	Rank/Action
Work load challenge	4.40 (VS)	4 +
Remuneration/Pay	3.96 (S)	5 +
Other Incentives, Retirement...	4.56 (O)	2 +
Recognition and prestige	4.70 (O)	1 +
accountability	4.67 (O)	3
Career development	3.85 (S)	7 +
Institutional Environment& Voice/ empowerment	3.89 (S)	6.75 -
learning materials and facilities Total	3.15 (S)	68 -

Legend: 4.50-5.00- Strengths of the Teaching profession(+) and below 4.00-Weaknesses (-) needing attention and action

with the verbal interpretation Outstanding. In addition teacher -participants also behave in the manner that upholds the dignity of the profession, as well as they feel that they owe themselves personal and professional improvements in their lives.

"Teaching is a noble profession: as soon as you launch yourself into it, you gain a lot. This is the reason that each year is compared to the last, and I think that everyone wants to improve." – Teacher in Rwanda, from VSO"s Valuing Teachers

According to Roveche, et al in Jacinto (2003) postulated that excellent teachers have a heartfelt and enduring commitment to teaching; enjoy sharing information and felt a strong sense of meaning in teacher-student relationship.

In terms of the Institutional environment of teachers which includes respect for their Bosses and colleagues and peers, further conform to the concept of Lesotho (2012), teachers" professional relationships with supervisors are critical for teacher motivation and outweigh the influence of pay and facilities on motivation (Urwick, Mapuru and Nkhobotin 2005). In Ethiopia, institutional problems undermining teacher motivation include frequent policy changes, lack of merit-based promotion, irrational deployment, weak relationship between teachers and directors, and lack of support from Regional Education Bureaus (How Much is a Good Teacher Worth? A Report on the Motivation and Morale of Teachers in Ethiopia n.d.).

The motivation of teachers is important. Teacher's motivation is critical to the success of public education (Gretzinger, 1992). Evans (1998) "findings revealed …teachers to be motivated by recognition of their efforts or their talents" (p.45). She stated that the most powerful factor of teacher motivation, which attract, maintain, and retain teachers, are intrinsic rewards. She more specifically stated that the dominant motivation and source of reward for teachers lies in promoting students' growth and development.

Lack of prestige from low remuneration and low autonomy in planning and teaching, has been associated with private tutoring in Romania (Popa and Acedo 2006), also in the study of Hartmann 2008, an activity where teachers often enjoy more professional status, self-esteem, and better pay is another way to increase societal respect for teaching is to improve the public image of their profession by making the public more aware of the actual conditions they face (Tudor-Craig 2002). In addition, sometimes teachers may simply not have a good relationship with the community surrounding their school, and this can be especially true in hierarchical societies with large gaps between teachers and the students and community (Ramachandran and Pal 2005).

The present study disclosed the teacher's perception on accountability. Rank 1st is item number l which states that teachers do their best in teaching with a mean of 4.67 and supported by the voices of Teacher D, L, and M said *"I make my classroom safe and conducive for learning" The 4 teachers feel accountable in their work and to all the cognitive, psychomotor and all the psychosocial and emotional factors that goes with teaching and learning"*.

In the study of Bennell and Akyeampong (2007) highlight the need for greater

In terms of voice and empowerment the shared *"I feel that the in service trainings equip me and keep me abreast with demands of curriculum" while ranked last is is item number 4 which states "I feel that Iam included in the making of the DepED/ HEIs Policy Reforms". agree.*

The present study disclosed that the demands for teachers to be well abreast with the ever changing - curriculum was very high and teachers feel they have less control over the situations. Teachers often operate in very hierarchical and authoritarian systems, with limited opportunities for participation and delegation of responsibilities (Bennell and Akyeampong 2007). Teacher perspectives and needs are rarely considered in education policymaking or project design. Teachers are often seen as passive implementers or technical inputs rather than partners in reform.

In many schools in the country, teachers increasingly have to do more with less. A small number of textbooks and other learning materials are spread thin over many students, while physical infrastructure is poorly constructed or maintained. This statement is backed up by the statements of Teacher A, C, F, K and M *"I hope and pray the physical structure is conducive to all learners" and "I feel that the facilities must truly be accessible and well maintained for teachers and students"*.

Furthermore, basic amenities such as water and electricity are also very important for teacher job satisfaction and motivation. For example, sanitary facilities are especially important to motivate female teachers to work at a given school (Ramachandran and Pal 2005). Other problems include slow textbook development; restricted space; nonexistent or under-resourced libraries, labs, etc. However, like pay, learning materials and facilities are merely a necessary but insufficient factor in teacher motivation; and once these needs are met only then can intrinsic factors such as recognition, career development, and voice have a deeper impact on motivating teachers. Policies related to these notions/ concerns must be forwarded to the concerned offices and might as well be addressed.

4. The Proposed Framework Based on the Weak Motivational Factors that Hamper Effective Teaching

The following figure presents the framework that hopes to address the weak points in the existing culture of the teaching and learning process. The key areas listed at the left side of the framework when truthfully addressed will create greater productivity in the teaching and learning process .While the areas at the right side of the framework need to be fostered and sustained.

Reducing stress on the part of the teachers, considering the work load/preparations of the lessons among others can be a great help. More importantly, stress reduction is a provision for heightened satisfaction for the teachers to love the profession all the more and given ample time to understand the teaching environment or the school as a community of people helping one another to make the vision and mission of the school work and the common will to attain the institutional target goals.

Given quality time will help teachers to know more of one another, more time for them to see for themselves who they are, understand one another and how they metamorphose in the process of learning and knowing each other as part and parcel of the school. Every teacher has an essential mission to do, which includes among others, to love one's self and their families, and time to understand more the students entrusted to their care and time to bond longer with colleagues/peers for a more healthy school environment, and quality time for the due respect to the Bosses of the schools where they are affiliated. All these cascade to the teachers' love for the profession and to stay faithful to the same profession and to the nation on the whole.

In fine the figure symbolizes that effective teaching can be realized if the strong points are sustained and weak motivational factors are addressed.

A. The Strong Points
The universal **C stands** for **COMPETENCE- which in the proposal serves as the over-all environment of the school if given due attention** will be a **REALITY. PAR are the motivational factors that** will be sustained: **P** is PRESTIGE **&RECOGNITION**; **A** is ACCOUNTABILITY; and **R** for **REMUNERATION AND OTHER BENEFITS.**

B. Weak Points

While the challenges which are considered the weak points that should be addressed and attended: **L** for the voluminous preparation of **LEARNING MATERIALS& WORKLOAD**; **I** for the **INSTITUTIONAL ENVIRONMENT**; **C** for **CAREER DEVELOPMENT** deemed needed for teachers' continual improvement.

The triangle symbolizes the SCHOOL and the Philippine Flag is the NATION, the youths, the learners- by and large that teachers are tasked to mould, transform and develop for a more productive and better citizenry having been taught by their teachers of- lifelong learning.

CONCLUSION AND RECOMMENDATION

This section of the study presents the summary of findings, conclusion and recommendation of the study.

SUMMARY OF FINDINGS

This descriptive study delved on the motivational (Figure 1).

Teacher profile
1. Work load and challenges
2. Personal and Professional Motivation.
3. Extrinsic Motivation

MAJOR FINDINGS

1. On teacher's profile of selected teachers the following findings were arrived at:
   a. 80% of the teacher respondents came from public schools, 40% from regular and 40% from special education sector while 20% came from the tertiary level.
   b. 86.67% has 6 years and above teaching experience, while 13.33% has 2.-5 years teaching experience.
   c. 80& of teachers falls under very satisfactory performance rating while 20% are outstanding.
   d. Professional perspective of teachers, 86.67% of teacher respondents are satisfied in the school they are currently working while 13.33% have minimal satisfaction.
   e. In job performance recognition, 53.33% of teachers feels that they sometimes receive sufficient and appropriate on the job performance recognition, 40% of teachers feels that they always receive job performance appraisal recognition and 6.67% feels that they never receive job performance recognition.
   f. Teachers perception on everyday work performance, 100% of teachers enjoy going to work everyday and performing at their best.
   g. 73.33% of teachers tells the reasons for staying at their present job is the salary, benefits and stability and security, while 46.67% choose job assignment, 40% choose work hours and 33.33% states interesting work as
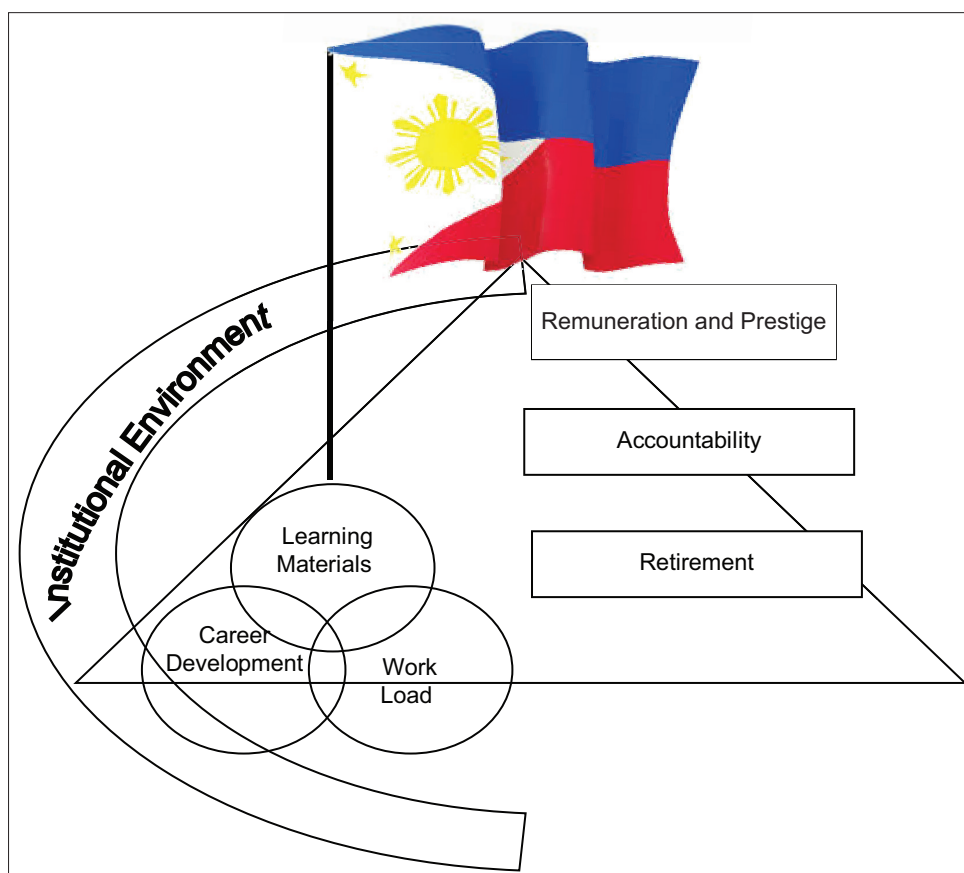

Figure 1: The Motivational Factors & the Framework for Effective Teaching

their reason, only 26.67 states good boss as their reason for staying and 6.67% said vacation leave is their reason for staying.

2. On teacher's work load and challenges as perceived by the selected teachers the following findings are arrived:
   a. In terms of types of hardships rank 1 or 60% of the teachers falls under poorly performing students, 53.33% are poorly behaved students, 26.67 or rank 3 is large class size while 20% states that unsupportive communities, 13.33% are lack of quality materials and lastly 6.67% is the multiple shifts. Other hardships stated by teachers are the lack of financial benefits and overlapping auxiliary services.
   b. The most challenging hardship as perceived by teachers is poorly behaved students which is ranked 1 or 53.33%, lack of quality materials 33.33% or ranked 2, while large class size and unsupportive communities ranked 3.5 or 20%.
   c. The teachers perception on sufficient tools and administrative support 60% answered yes while 33.33% answered no
   d. 86.67% of teacher respondents feels that the community is generally safe while 13.33% feels they are unsafe in their community and work place.

3. On teacher motivation as perceived by selected teachers.
   a. Towards self and profession, the results shows that 4.9 or strongly agree teachers take pride in being a teacher, 4.8 or strongly agree that teachers behave and uphold the dignity of the profession and owe it to themselves to improve my personal and professional life, 4.7 or strongly agree feels confidents with their job and other assignment. Lastly, 4.5 or strongly agree in perceiving teaching as their lifetime career.
   b. Towards superior and co-teacher, rank 1 is 4.5 or strongly agree, teacher's gain respect and confidence of my fellow teachers, while the rest share the over-all mean of 4.3 or agree in teachers perception on resolving problems and conflicts with co-teachers easily, superiors and co-teachers trust their expertise and abilities and they are confident to communicate with superiors.
   c. Towards school and community, 4.67 or strongly agree teachers feel a sense of belonging to the school, 4.60 or strongly agree in attending faculty meeting and other needs of the school, 4.53 or strongly agree is eager to participate in any school activities or community programs, 4.40 or agree in starting task/ activities assigned on time and ranked last is the feel of sense of unity and cooperation which provide good organizational culture which has 4.27 or agree.

4. On teacher extrinsic motivation as perceive by selected teachers
   a. Renumeration and Incentives, 4.53 strongly agree on the statement "I am paid on time", 4.20 or agree in "I feel comfortable with the medium (atm or cash) of receiving my salary", 3.87 or agree in "I feel that I am well compensated", 3.80 or agree in "I feel that my basic needs are met", and ranked lowest with 3.40 or

somewhat agree in "my compensation is based on my performance".
   b. Recognition and Prestige, teachers ranked 1 with 4.73 or strongly agree in "I feel that my profession is respected in my community" while ranked last is item 3 where the administrators gives and formal recognition to their accomplishment/ hard work which have 3.80 or agree.
   c. Teachers perception on accountability, rank 1st is item 1 which states that teachers do their best in teaching with a mean of 4.80 while rank last with 4.53 or strongly agree in "I make my classroom safe and conducive for learning". With over all mean rating of 4.67 or strongly agree, teacher respondents generally feels accountable in their work.
   d. On teachers perception on institutional environment, rank 1 is item number 5 which states "I feel that I get along with my fellow teachers, with 4.33 or agree, while ranked last is item number 2 which states that "I feel that politics play a major role in the recruitment, deployment and promotion of teachers"" with mean rating of 3.33 or somewhat agree.
   e. Voice and empowerment of teachers ranked 1 is item 2 with 4.27 or agree which states "I feel that the in service trainings equip me to keep me abreast with demands of curriculum" while ranked last is the tem number 4 which states "I feel that I am included in the making of the DepEd/ HEIs Policy Reforms" with 3.53 or agree.
   f. On learning materials and facilities, ranked 1 with 4.40 or agree which states "I feel that my school promotes positives environment" while ranked last with 3.39 are item 3 and 5 which states "the physical structure is conducive to all learners" and "I feel that the facilities are accessible and well maintained for teachers and students"

CONCLUSION

The following conclusions were drawn from the findings of the study.
1. Majority of the teacher respondents has serve the institution for six years or more and has very satisfactory performance appraisal rating.
2. 86.67 are satisfied with the current position they are in receiving seldom job performance recognition.
3. Teachers enjoy going to work everyday and performing their best. They have high accountability with their work
4. Salary and benefits, work hours, location and interesting work are the top three reasons of teachers for staying at their present job.
5. Teachers perceive poorly performing students as one of the types of teacher hardships while poorly behave students are the top most challenging hardship teachers encounter.
6. 60% of teacher generally have sufficient tools for administrative support to discipline students, and feel generally safe in community and work.
7. Teachers has high regard and respect with their profession.
8. Teachers feel that they have less control over the curriculum and unconfident communicating with superiors.

9. The institutional environment is perceived low by the teachers
10. The teachers perception with regards with institutional environment is low
11. And learning materials and facilities are spread thinly and poor physical infrastructure are poorly constructed.

RECOMMENDATION

From the conclusion drawn the study the following recommendations are hereby advanced in order to uphold teachers and intensify their motivations in the school organization, the researchers, find it urgent and necessary, to recommend the following:

1. Empowerment of Teachers -to train teachers for the advancement of their profession;
2. Positive Environment - to provide a generally safe working place, supportive organization, and permeate respect of teachers;
3. Just Compensation – to give recognition of the worth and performance of both teachers and students;
4. Administrative Support – to provide sufficient support from administration as teachers develop and train the students.

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