

Original Research Article

Level of Motivation and Teaching Effectiveness

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ARTICLE INFO

Article History

Received: May 21, 2020

Accepted: June 29, 2020

Volume: 2

Issue: 2

KEYWORDS

Motivation; Teaching;
Effectiveness

ABSTRACT

This study entitled "Level of Motivation and Teaching Effectiveness of Public Elementary School Teachers was conducted in the Second District of Capiz, with 12 schools district, namely; Cuartero, Ivisan, Dumarao, Dao, Sigma, Jamindan, Dumalag, Mambusao East, Mambusao West, Tapaz East, Tapaz West, Sopian from August to November 2010 to answer the following questions: 1. What is the level of motivation of teachers in the second district of Capiz? 2. What is the level of teaching effectiveness of teachers in the second district of Capiz as perceived by themselves and the school heads-respondents? 3. What are the level of motivation and teaching effectiveness of the respondents when grouped according to: Age, Gender, Civil Status, Highest Educational Qualification, Length of Service as Teacher, Household Size, School District 4. Is there a significant relationship between level of motivation and teaching effectiveness of the teacher-respondents? 5. What are the variables which can best predict teaching effectiveness? 6. Is there a significant difference on the level of teaching effectiveness as perceived by the school heads as respondents? The study used the descriptive correlational research design, researcher constructed questionnaires were used to gather data from 96 public elementary school teachers and their school heads by the researcher and trained enumerators. Both descriptive and inferential statistics were used and the level of significance was set at 5%. Results of the study reveal the following: The public elementary school teachers were perceived to be "highly motivated and "very highly effective" teachers. The level of motivation of public elementary school teachers is not significantly influenced by variables such as age, civil status and educational attainment but significantly affected by variables such as length of service, household size and school district where these teachers belong. The teaching effectiveness of the teachers is not significantly influenced by variables studied and was perceived differently by the teachers themselves and then immediate supervisors.

Introduction

The 1987 Constitution mandates that the state shall establish, maintain, and support complete, adequate and integrated system of education relevant to the needs of the people and society (Sec. 2 (1) of Article XIV). In response to this the Ten-year Master Plan for Basic Education (1996-2005) which is anchored on the policy thrust of decentralization and modernization was formulated. Relevant programs and intervention were included in the plan to increase relevance and improve quality of basic education in the country. The key program included in the plan is the modernization program which will serve as a blueprint to achieve the goal of universalization of quality basic education by the beginning of the next century.

Unfortunately, the reforms initiated failed to improve the quality of basic education in the country. The problems reported by the Congressional Commission on Education such as low performance of pupils/students in the national and international achievement tests, unmotivated teachers and administrators' low accountability among those who are supposed to be responsible in attaining the desired outcomes, and lack of monitoring and evaluation are still the same problems the system has today, indicating no significant improvement in Philippine Education for more than 80 years - a situation of continuous reforms without change. One of the critical areas needing improvement is the motivation of teachers who must play varied roles in facilitating teaching-learning process and for these teachers to be effective, they must be provided with the right work motivation. According to Verrom (1975) the level of performance of the worker is a constantly increasing function of the motivational level. Although, it is conceded that difficulties in precise measurements make an accurate determination of the function impossible, currently available data support the formula that performance is a function of ability and motivation.

There is a need therefore to determine the needs that each teacher seeks to satisfy. This knowledge is valuable in aligning the organizational rewards to the employee's needs. The expectancies of employee differ; hence, it is necessary to individualize the incentives system. Furthermore, the path between effort and satisfaction must be clarified for the educator.

The level of motivation of public elementary school teachers have to be established so that the needed intervention in the form of awards and incentive programs with design to increase teaching effectiveness of the same. Thus, improving quality of output, hence this study

Literature Review

The way a person behaves in the organization or towards his work is influenced by motivation. According to Cuizon (2009). The need-based theories of motivation help us to understand why a person pursues a certain objective based on his/her needs. Geen (1995) defines motivation as the "initiation, direction, intensity, and persistence of human behavior"

Frederick Herzberg (1959) constructed a two-dimensional paradigm of factors affecting people's attitudes about work. He concluded that such factors as company policy, supervision, interpersonal relations, working conditions, and salary are hygiene factors rather than motivators. According to this theory the absence of hygiene factors can create job satisfaction, but their presence does not motivate or create satisfaction

In contrast, he determined from the data that the motivators were elements that enriched a person's job. He found five factors in particular that were strong determiners of job satisfaction such as achievement, recognition, the work itself, responsibility, and advancement. These motivators were associated with long-term positive effects in job performance while the hygiene factors (dissatisfies) consistently produced any short term changes in job attitudes and performance which quickly feel back to its previous level.

The manager's main task is to develop a productive workplace, with and through those he or she is in charge of. The manager should motivate his or her team. Both individually and collectively so that a productive work place is maintained and developed and the same time employees derive satisfaction from their jobs. The main tools in the managers kitbag for motivating the team are approval praise and recognition. Trust, respect and high expectations, loyalty given that may be received : removing organizational barriers that stand in the way of individual and group performance smooth business processes, systems, methods and resources); job enrichment: good communications and financial incentives.

Herzberg et al (1959) conducted their now-famous study of industrial employees motivation to work and subsequently developed the two-factor theory, or the motivator-hygiene theory. In their study, they found that positive events are dominated by references to intrinsic aspects of the job (achievement, recognition, the work itself, responsibility advancement), while the negative events are dominated by extrinsic factors interpersonal relations with superiors and peers, technical supervision, company policy and administration, working conditions, and personal life.

Based on the foregoing findings, the researchers posit that the presence of certain factors acts to increase the individuals job satisfaction, but the absence of these factors does not necessarily give rise to job dissatisfaction. Theoretically, an individual operates from a neutral point, that is, he possesses neither positive nor negative attitudes toward his job. The gratification of certain factors, called motivators, increases his jobs satisfaction beyond the neutral point, but when not qualified, the motivator lead only to minimal dissatisfaction. On the other hand, when hygiene factors are not gratified, negative attitudes

are created, producing job satisfaction. The gratification of the hygiene factors leads only to minimal job satisfaction. Consequently, all motivators combined contribute more to job satisfaction than to job dissatisfaction, and all hygiene factors combined contribute more to job dissatisfaction than to job satisfaction.

The survey conducted by Bellot and Tutor (1990) on the influence of hygiene factors on the decisions of teachers to participate in The Tennessee Career Ladder Program (TC LP) revealed that salary of teachers had the greatest influence on the decision of the said teachers. Salary was viewed as the strongest motivating factor.

As shown on the following table, all three levels teachers said that salary was the most important of eleven (11) Herzberg's hygiene factors on the surveys.

The following were the studies conducted in other countries on motivation and job satisfaction. The study conducted by Kokums (1988) on the impact of better motivation in the Swedish shipbuilding Company revealed that the company turned a 15 million dollar loss into a 100 million dollar profit in the course of ten years due entirely to changed perception of the workforce brought about by better motivation. In another study conducted at Western Electric Company, there was a dramatic improvement in output as the supervisors and managers started taking greater interest in their employees. Sanzotta (1977) in his study on the job factors considered important by 1,500 workers, revealed the following findings. For white collar job workers, they have the following factors in descending order: interesting work, opportunities for development, enough information, enough authority, enough help and resources, friendly helpful co-workers, see results of own efforts, competent supervision, clearly defined responsibilities and good pay.

While blue-collar jobs, the following factors were revealed by workers on descending order: interesting work, responsibilities, see results of own work, enough authority and competent supervision. It is interesting to note according to Sanzotta (1977) that out of the 23 factors listed for the survey, yet with the exception of two items (white collar workers choice and blue-collar worker's choice) groups selected the same top ten factors, although with the different rankings. It is significant that good pay was considered as the most important factor by the blue-collar workers, but it ranked as the least important for white-collar workers. Studies were conducted on the major categories in which the characteristics of effectiveness may be grouped (Cemstein, 1990). These categories are: 1) professional and personal qualities

Professional qualities include mastery of subject, understanding of the learner, understanding of the teaching principles, skills in the use of techniques for their implementation, general understanding of other branches of knowledge and understanding and appreciation of the teaching profession. No teacher can become effective without something to teach. They should be abreast of new developments in broad fields of their mastery in areas of their specialty.

Personal qualities according to Lardizabal (1991) relate to the teacher's personality, interests, attitudes, beliefs, and working relationships with students and other individuals.

Sevilla (1996) in his study on the "Degree of Relevance; Work Motivation and Job Satisfaction; its Influence on Work Performance among Personnel of the Department of Agriculture in Western Visayas, found out that the personnel of the Department of Agriculture in Western Visayas held academic degrees relevant to the job they had, except those in the administrative division whose degrees were only fairly relevant. The personnel as an entire group were highly motivated. Except the personnel in the fisheries and administrative division who were satisfied, all other personnel groups were highly satisfied. The Department of Agriculture personnel in all categories showed high work performance in general use as well as in the specific area of relations with the peers, time management, work commitment and relations with superiors. Significant positive correlation existed between motivation and satisfaction. None of the seven independent variables were found to be significant predictors of work motivation and job satisfaction. In another study on "Strategic Management of School Administrators and the level of effectiveness of classroom teachers of the Philippine Women's Colleges at Davao City by Dotima (2001), 1) it was found out that there was no significant difference in the strategic management of school administrators in the elementary, high school, and college levels; and there is no significant difference in the strategic management of school administrators when analyzed by number of years in service; 2) classroom teachers have the same level of effectiveness of teachers when analyzed by personal and social qualities; 3) the strategic management of school administrators and the level of effectiveness of classroom teachers are highly correlated.

A study "Herzberg Job Satisfaction-Job Dissatisfaction theory revisited by Baileys revealed that the chief housing officers are satisfied with their jobs; their job satisfaction was minimal. They did not distinguish between Herzbergs satisfiers and dissatisfiers as his theory predicted. The most important factors leading to job satisfaction included ; work itself interpersonal relations with peers, interpersonal relations with students, interpersonal relation with subordinates, achievement and responsibility.

Certain non-Herzberg's factors emerged as important job satisfiers sense of community collaboration, teamwork, connection, congruence with personal values, and work environment The most important factors leading to job dissatisfaction included organizational policy, and administration recognition, salary and advancement. The results of the study did not support Herzberg theory.

Gall conducted a study on "the experience, Gender, Marital Status and the 16 Personal factors. Questionnaire as Predictors of American Teachers' effectiveness in Southeast Asia Schools and he found out that personality does not affect overseas teaching performance, except in schools where particular personality traits are valued. Teachers, age, gender, education level, and prior overseas teaching experience did not yield meaningful correlations with the criterion ratings. However, at all three schools, teachers accompanied by a spouse, partner and/ or children tended to have higher job performance and cultural adjustment ratings. It appears that the presence of a spouse, partner, or children provides helpful emotional support to the overseas teachers.

The 2010 Accel Team suggested the following principles which have been proven to enhance teaching and learning. a. Seize the moment. Teaching is most effective when it occurs in quick response to a need the learner feels. So even though the teacher is elbow deep with something else, he should make every effort to teach the pupil when he or she asks. The pupil is ready to learn. He should satisfy that immediate need for information now, and augment his teaching with more information later. b. Involve the pupils in planning. For learning to occur, the pupils have involved in identifying his learning needs and outcomes. The teacher should help him to develop attainable objectives. As the teaching process continues, he can further engage him by selecting teaching strategies and materials that require the student's direct involvement, such as role playing and demonstration. Regardless, of the teaching strategy he chooses, giving student the chance to test his or her ideas, to take risks, and to be creative with promote learning. c. Begin with what the pupil knows. Learning moves faster when it builds on what the pupil already knows. Teaching that begins by comparing the old, known information or process and the new, unknown one allows the student to grasp new information more quickly. d. Move from simple to complex. The pupil will find learning more rewarding if he has the opportunity to master simple concepts first and then apply those concepts to more complex ones.

e. Accommodate the pupil's preferred learning style. How quickly and well a student learns depends not only on his or her intelligence and prior education, but also on the pupil's learning style preference. Visual learners gain knowledge best by seeing or reading what you are trying to teach ; auditory learners, by listening, and tactile or psychomotor/learners by doing. Sort goals by learning domain. The teacher can combine the knowledge of the pupils preferred learning style with knowledge of learning domains. f. Categorizing what the students need to learn into proper domains helps identify and evaluate the behaviours the teacher expects them to show. The cognitive domain deals with intellectual activities. The Psychomotor domain includes physical or motor skills and the affective domain involves expression of feeling about attitudes, interests, and values.

g. Make materials meaningful. The teacher should facilitate learning by relating materials to the students lifestyle and to recognize incompatibilities. The more meaningful material is to a student, the quicker and easier it will be learned. h. Allow immediate application of knowledge. Giving knowledge and skills reinforces/ learning and builds confidence. This immediate application translates learning to the "real world" and provides an opportunity for problem solving, feedback and emotional support. i. Plan for periodic rests. Periodic plateaus occur normally in learning. When instructions are especially complex or lengthy, the students may feel overwhelmed and appear unreceptive to teaching. The teacher should recognize these signs of mental fatigue and let the students relax. j. Tell the students how they are progressing. Learning is made easier when the Students are aware of their progress. Positive feedback can motivate them to greater effort because it makes their goal seem attainable. The students should be asked how they are doing. They probably want to take part in assessing their own progress toward, learning goals, and their input can guide your feedback. Reward desired learning with praise. Praising desired learning outcomes or behaviour improves the chances that the students will retain the materials or repeat the behaviour. Praising the students goal with a sense of growing and accepted competence.

Several studies were conducted on the relationship between age and teaching effectiveness. Weimen (1989) said that there was no study which found a large negative association between a faculty member's age and effective teaching. If a negative effect exists, it is small. It is clear according to her that senior faculty are interested in, committed to, and devote significant time to teaching. This conclusion is justified in part by a study of New Jersey senior faculty who participated in a lengthy 50 question interview. The researchers wondered if these veterans still found "joy" in "teaching". The data were clear: the overwhelming majority enjoy teaching and care a great deal about student learning. But according to Weimen, not everything came out encouraging. The daily obligations of teaching keep even senior teachers very busy, leaving little time on teaching per se." without periodic opportunities to revitalize their professional lives generally and their teaching lives in particular, faculty members report that their teaching vitality" tends to slip. Despite these needs for renewal, half of these interviewees said that they did not discuss teaching with their colleagues. Only 1 in 10 reported talking to colleagues about instructional topics such as books, laboratory materials and students complaints. And this kind of pedagogical conversation was not happening for this cohort in departmental meetings either. Only 1 in 14 reported that classroom teaching was discussed at those meetings. If faculty in this cohort talked about teaching, it was through some institution wide faculty development program. According to this data, Bland and Bergquist (1997) said, "seniors" do care about teaching, and they don't decline precipitously in their effectiveness as measured by student ratings. But for these folks, those who know their institutions and colleagues best, teaching remains a private, isolated activity; and if it is this way for those with years of experience, it's not a big stretch to assume the same for faculty in all age cohorts. An effective teacher is doing the right things for the pupils in particular group to move them along towards specified goals (Morse and Wings, 1969).

According to Evans (1979), there are three ways of viewing teaching effectiveness. First, in terms of personal qualities, in terms of what teachers actually do in the classroom, and in terms of teachers impact on student behaviour. The teacher's personal qualities or characteristics, professional qualifications, the school curriculum methods and materials, administrative arrangement and mechanism are instrumental to the promotion of students growth. It was stressed by V. Morlin Shiley and associates that the teacher's personality has an incalculable impact in her pupils. It is within the teacher's power to inspire her pupils, to encourage and challenge them, to implant a sense of responsibility and perseverance and to develop their imagination. Superior teachers have most of these qualities and average teacher have some (Aquino), (1973): 1. emotional; stability and sound mental health; 2) physical health, and dynamic personality; 3) above average intelligence, 4) good grooming, poise and refine in voice and action, 5) courtesy, kindness, sympathy and tact 6) patience, 7) sincerity and honesty 8) firmness 9) positive and encouraging attitude 10) democratic leadership and professional status.

Orstein (1978) believes that effective teacher's deliver effective teaching. They have developed managerial techniques. They have a clear, systematic method of teaching, called direct instruction or explicit teaching. They provide students with relevant academic activities and they see to it that students spend an adequate amount of time actually engage in their learning activities. They ask appropriate questions in a manner that ensures participation and facilitates mastery of academic content. Questioning according to him focuses on both facts and abstract thinking. They teach students to apply concepts, solve problems and monitor their own comprehension. They try to move toward high-order thinking skills and independent learning by motivating students to learn and by using appropriate materials and activities. Effective teacher's, they further added, are able to group students for individualize and small group instructions and they are able to work with more or one student or group at a time.

An effective teacher must not only rely on his professional competencies or technical knowledge. She needs to continuously reflect on his attitudes, beliefs and behaviour that affect the teaching learning process analysis and solutions to problems of instructions have to consider the effect of the learners. The learners will learn more effectively if they are motivated to be involve and to classroom, general housekeeping and a social relationship of pupils. A effective teacher is reflective, thus becoming sensitive to her own problems as well as those of her profession and students. She becomes more competent as she handles one problem after another. The sense of efficacy derived from successful problem solving results in self-esteem and greater commitment to effective teaching. With time and meaningful experiences, one grows in a sense of achievement-improving one's capacity to help others achieve as well as their maximum potential. Thus, teaching becomes an expression of her creativity or art which benefits both teacher and learners.

According to C. Morton, Shipley and Associates (1964), the teacher's personality to inspire her has an incalculable impact on her pupils. It is with the teacher power pupils, to encourage and challenge them, to implant a sense of responsibility and perseverance, and to their imagination. Unfortunately the reverse may also be true; a teacher can have an undesirable effect or influence in her class. Although a perfect teacher does not exist, as the perfect human being does not exist, there are

teachers who possess qualities and excellence. Superior teachers have most of these qualities and average teachers. Hamarcheck (1969) made a review of the research on the characteristics of good or effective teacher effectiveness have attempted to probe one or five more of the following dimensions of teacher personality and behaviour : (1) personal characteristics (2) instructional procedures and interactions style) perception of self and, (4) perception of others. According to Ellis and Worthington (1994) other practices noted as control to differentiation have been validated in the effective teaching research conducted from the mid 1980's to the present. These practices include effective management procedures include effective management procedures, grouping students for instruction, and engaging learners.

Fisher (1980-2000) stated that the principles and guidelines are rooted in years of educational theory and research. For example, differentiated instruction adopts the concept of 'Readiness'. That is the difficulty of skills taught should be slightly in advance of child's current level of mastery. This is grounded in the work of Lev Vygotsky (1978), and the zone of proximal development (ZPD), the range of which learning takes place. The classroom researchers by the Fisher et. al. (1980), strongly found that the classrooms where individuals were performing at a level of about 80% accuracy. Students learned more and felt better supports the ZPD concept. The researcher about themselves and the subject area under study. On the other hand, Smith and Manx focused on the linguistic behaviour of the teacher. It was divide "episodes" and "monologues". The teacher episode is defined as one or more verbal exchanges between two or more speakers. Questions by the teacher and answer by 1 directions or a command is engaged in a monologue. Effective teachers tend to engage in episodes. The students constitute the most common episodes. The teacher who gives directions or command is engaged in a monologue. Effective teachers tend to engage in episodes. Furthermore, medley and others recommend more precise terms, what they call teachers competencies. This competencies may or may not stem from broad teacher characteristics but they are "specific items of behaviour", that can be fine with care necessary for inclusion in a manual of instruction or in a teacher-appraisal system.

Statement of the problem

One of the major problems of the Philippine education system which resulted in declining quality of basic education is the poor motivation of teachers/or the unmotivated teachers (De Guzman, 2001). The teachers are considered major forces in facilitating teaching-learning process that they should be provided with the right forms of motivation. However, at this point, there is limited information/data on the level of motivation of public elementary school teachers in relation to their teaching effectiveness.

Specifically, this study was conducted to search answers to the following specific problems/questions :

1. What is the level of motivation of public elementary school teachers in the second district of Capiz ?
2. What is the level of teaching effectiveness of teachers in the second district of Capiz as perceived by themselves and the school head-respondents?
3. What is the level of motivation and teaching effectiveness of the respondents when grouped according to :
 - a. Age
 - b. Gender
 - c. Civil Status
 - d. Highest Educational Qualification
 - e. Length of Service as Teacher
 - f. Household Size
 - g. School District
4. Is there a significant difference between level of motivation and teaching effectiveness when the teachers are classified according to certain variables ?
5. Is there a significant relationship between level of motivation and teaching effectiveness of teachers ?
6. Is there a significant difference on the level of teaching effectiveness on the level of teaching effectiveness and level of motivation of teachers as perceived by themselves and by their immediate supervisors?
7. What are the variables which can best predict teaching effectiveness ?

Methodology

This study on "The Level of Motivation and Teaching Effectiveness of Public Elementary School Teachers in Capiz" was conducted in the Second Congressional District of Capiz composed of 12 municipalities, namely : Cuartero, Dao, Dumalag, Dumarao, Jamindan, Mambusao West, Mambusao East, Ivisan, Sapian, Sigma, Tapaz East, and Tapaz West Districts.

Data collection was done from October to November 2010. The data needed for the study were extracted from the 96 public elementary school teachers who are permanent and have been teaching for not less than five years. Since the population of public elementary teachers in the 12 school districts is big, sample of the respondents was used in the study which was determined using the formula by Pagoso (1986). The study use the descriptive-correlational research design. Research Instrument Researcher -constructed questionnaires were used in gathering data on the teaching effectiveness and level motivation of the respondents. After the questionnaires have been evaluated for its content validity, corrections and suggestions, were integrated in the first draft of the questionnaires Reliability of the Questionnaires Alter detemining the validity of the insrument, this was subjected to reliability testing. I hirty teachers from the Tapaz West District were requested to answer the questionnaires. To determine the reliability coffcient of the instrument, the split half method was used to determine the reliability coffcient of the instrument. Responses on the odd numbered items were related to the even-numbered items. And to determine the reliability coffcient of one-half of the questionnaire, the Spearman Rank-Difference formula was used.

According to Smith (2001), if the reliability coefficient of the whole questionnaire is 0.80 or higher but not more than 1, the questionnaire is considered reliable. The variables that were used in this study were categorized as follows : The civil status of the respondents was categorized into single and married. The researcher believes that married teachers are more effective in teaching than unmarried. Since being married means increased responsibilities and make a steady job more valuable and therefore, it has to be religiously and consistently done. The respondents gender is either male or female. It is believed that gender may make a difference in teaching effectiveness. As to length of experience as public elementary school teacher, it was categorized as short (less than 10 years) and long (more than 10 years). It is assumed that teachers who have been in teaching job more than 10 years tends to develop high-level of job satisfaction and expected to become more effective teachers than those who have shorter teaching experience. Highest educational attainment was categorized into the following : Baccalaureate nDegree, Baccalaureate Degree with master's units, Master's degree, Masters degree with Ph.D./Ed.D. units, and Ph.D./Ed.D.degree. It is assumed that teachers who have taken advanced education may have broader perspectives and might have developed skills and competencies in areas like teaching strategies, classroom management, management of learning, etc. which may contribute to teaching effectiveness.

The moderating variables were determined using the following indicators, such as (interpersonal relations, superviSion, working conditions, salary, organization's policies and security) and human needs factors (Recognition, work, Responsibility, Advancement, achievement and growth). Level of motivation were measured on the basis on the influence of the following animal needs indicators such as : Supervision, Interpersonal Relations, Working Conditions, Salary, Company Policy and Security, and the human needs indicators such as : Recognition Work, Responsibility, Advancement, Achievement, and Growth. Each of these indicators has statements for the respondents to answer with either the following : Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The respondents were requested to answer by just checking the column where their esponse is found such as Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The scale for interpreting the weighted means using the Guilford's frequency Distribution Table was determined by subtracting 1, the lowest value response from 5, the highest value response. The range is four, divided by the number of categories which is five, the quotient is 80, which becomes the step interval to be used to come up with the class interval as follows : The teaching effectiveness of the respondents was determined using questionnaires modified from Burden and Byrd's Model of an effective teacher and the other dimensions were based on the Aquino's model of an effective teacher. The effectiveness of the teacher was evaluated on four areas : Individual Teachers Effort, Classroom Practices, Instructional Strategies and In-Service Education.

The respondents were requested to answer the questionnaire on four indicators by as to whether they, Strongly Agree), Agree (40, Undecided 93), Disagree (2) and Strongly Disagree 91). Each response checking the column corresponding to their respons was assigned weight/value of 5, 4, 3 ,2, and 1, with 5 as the highest and 1 as the lowest. And using the Guilford's Frequency Distribution Table as basis for coming up ith the scale, the scale of means were determined by getting the lowest score which is one to be subtracted from the highest score which is interval to be used. Data needed for the study were gathered by the researcher with the help of trained enumerators. Before going to the different school districts, permission

was obtained from the division superintendent of schools of Capiz, district supervisors and the heads of randomly selected schools where the teachers (respondents) belong. The filled up questionnaires were evaluated and edited by the researcher seeing to it that every item was filled up with the expected responses. Each questionnaire was assigned number and were encoded to undergo mechanical transformation using the SPSS system. Data were analyzed using a combination of qualitative and non-qualitative techniques of analysis. Descriptive statistics using frequency counts and percentage were used to analyze the data which could not be described in quantitative form. For inferential statistics t-test, ANOVA, Pearson Product Moment Coefficient of Correlation and Multiple Regression analysis were used. The inferential statistics was set at 5 percent level of significance.

Results and Discussion

As to age, 50 percent of the respondents were between 22-34 years old ; 37 or 38.5 percent, 34-48 years and 11 or 11.5 percent, 49-61 years old. On the average, the public elementary school teachers were 36 years old. As to gender, most or 86.5 percent of the respondents were females and the rest were males. As to civil status, more than two-thirds or 68.8 percent of the respondents were married ; 27 or 28.1 percent, single and only 3 were widow. As to educational attainment, more than three-fourth or 75.1 percent of the Respondents had completed Baccalaureate degree ; 15 or 15.6 percent, with masteral units 8 or 8.3 percent, masteral degree and only 1 had units towards a doctoral degree. As to length of service, majority of the respondents had been in the service as teachers from 1-11 years ; 21 or 21.9 percent, 12-22 years and 14 or 14.6 percent, 23-33 AS to gross monthly income of the respondents, more than two-thirds or 68.8 percent had between 18,000 below ; 25 or 26 percent, 19,000-29,999 and 5 or 5.2 percent, 30,000 and above. The average income of the respondents had 14 members of the household ; 41 or 42.7 percent, 5-8 and 2 or 2.1 percent, 9-12. On the average, the public elementary school principals has household size of 5 on the average. Table 2. Profile of teacher- respondents in the second district of Capiz.

On the average, the public elementary school teachers had been teachers for 10 years only. The level of motivation of the elementary school teachers in the second district of Capiz as perceived by themselves and their immediate supervisors. Level of motivation were measured in terms of hygiene need factors such as : supervision, interpersonal relations, working conditions, salary, institutional policy and security and the human needs factors, such as : recognition, work, responsibility, advancement and achievement. The elementary school teachers in the second district of Capiz were assessed to be "very highly motivated" (M= 4.48; 4.27) in terms of hygiene needs by themselves and their immediate supervisors. It can be said that the said teachers are satisfied in terms of : Supervision provided by their immediate supervisors/school heads ; interpersonal relations with co-teachers and other members in the organization ; working conditions ; salary, Department of Education policies and security. The obtained standard deviations which are : (SD= 0.40; 0.35) shows a very narrow dispersion of means of all statement indicator which means that the perception of both groups as to the level of human need motivation of the teachers are homogeneous.

Both the teachers and the school heads perceived the former to be "very highly motivated" (M= 4.28; 4.30) in terms of the human need factor. This means that the public elementary school teachers in the second district of Capiz were satisfied of the intrinsic aspects of their job in terms of achievement, recognition, the work itself, responsibility and advancement. It can be said further that the public elementary school in the second district of Capiz have "very highly motivated teachers" in terms of human need factors. The computed standard deviations (SD= 0.53; 0.43) indicate that there's a remote dispersion of means of all statement indicators which means that both the teachers and school heads have homogeneous assessment of the human need motivation of the former. The level of motivation of the said teachers in the second district of Capiz when they were taken as a whole group was found to be "very high" (M= 4.29; 4.29) which means that the said teachers were satisfied of their work in terms of the hygiene and human need factors. It can be said further that the public elementary school teachers inn the second district of Capiz have "very highly motivated teachers" which means that the public is assured of quality and dependable basic education services.

The level of teaching effectiveness of the public elementary school teachers in the second district of Capiz in terms of commitment, knowledge of the subject matter, teaching strategies, classroom management and when taken as a whole. The said teachers were assessed by themselves as "highly effective teachers" (M= 4.04) and their immediate supervisors as "very highly effective" (M= 4.28). This means that these teachers have been rendering "quality teaching" to achieve the objectives of education. lessons to derive generalizations, raise problems and issues relevant to the topics discussion. The computed

standard deviations (SD= 0.26; 0.48) shows a narrow dispersion of the means of all statement indicators which implies that there was homogeneous assessment of the teaching effectiveness of teachers.

Specifically, the results in the four areas studied are as follows :

a. Commitment to Teaching

The teachers commitment to teaching was assessed by them as "highly effective a. (M4.11) and by their immediate supervisors as "very highly effective (M= 4.33). It can be implied that the public elementary school teachers in the second district of Capiz were highly committed teachers. This means that the said teachers follow approved class schedules, orient and inspire pupils to perform better, coordinate pupils need with concerned authorities, display continuous interest for acquisition of new knowledge inculcate desirable values and right attitude to pupils, provide the necessary resources to enhance learning, provide consultation hours to pupils, update their teaching methods and techniques and conduct action research to solve classroom problems.

b. Knowledge of the Subject Matter

The public elementary school teachers in the second district of Capiz were assessed by themselves and their immediate supervisors as "highly effective" (M=3.90; 4.18) in terms of knowledge of the subject matter. It can be said that these teachers prepare their lessons and study hard to attain mastery of the subject matter ; relate subject matter to actual situations, experiences and other relevant topics ; present the subject matters in a logical, clear and understandable manner ; update knowledge in the subject being taught, use varied instructional materials, have good command of the language or vocabulary in the subject being taught, summarize. The obtained standard deviations (SD=0.51; 0.52) shows a narrow dispersion of means of all statement indicators which means that the assessment of both groups as to the effectiveness of the teachers in terms of knowledge of subject matter is homogeneous. It can be implied further that the public elementary school teachers in the second district of Capiz are "highly effective" in terms of the knowledge of the subject matter.

c. Teaching Strategies

The teaching effectiveness of teachers in terms of teaching strategies used was assessed by themselves as "highly effective" (M=4.15) and by their immediate Supervisors as very highly effective". It can mean that these teachers provide instructional materials to the pupils aligned with the objectives of the lesson, adjust the content of the activities based on the background knowledge and skills of the pupils; provide opportunities for the interactive discussions; allow the pupils to practice the concepts learned; organize activities which develop the analytical thinking of pupils; provide atmosphere that stimulates learning by encouraging pupils to raise problems and make solutions; prepare the students to think and do further independent study; enhance the pupils' self-esteem through proper recognition of their abilities; show respect and considerations of students' opinions, suggestions and choices in the exercise of their responsibilities; encourage the pupils to learn beyond what is required, encourage students' participation in all class activities and use valid and reliable measures for evaluating learning.

The obtained standard deviations (SD= 0.54: 0.59) denotes narrow dispersion of the means of all statement indicators which shows that the assessment of both groups the teaching effectiveness of the teachers in terms of teaching strategies use are alike can be said further that the public elementary schools in the second district of Capiz are "highly effective" teachers.

d. Management of Classroom and Learning

The teaching effectiveness of teachers in terms of management of classroom and learning was assessed as "highly effective" and by their immediate supervisors as "very highly effective". This could mean that the said teachers encourage attendance, maintain classroom discipline and decorum in consonance with sound democratic practices ; encourage and monitor independent work and performance among pupils ; create a democratic climate that promotes fairness ; make their classroom conducive to learning; establish and maintain rapport with pupils; manage routine activities systematically; provide for individual differences; start and discuss classes on time and determine expected learning outcomes and clarify agreement/assignments/projects; give appropriate tests, exercises, and assignments.,inspire the pupils in developing self-confidence and love for learning; promote healthy exchange of ideas and assume varied roles as facilitator, coach, mentor, guidance counselor, etc.

The obtained standard deviations (SD=0.26; 0.48) shows a very narrow dispersion of means of all statement indicators which means that the assessment of both groups as to the teaching effectiveness of the same in terms of classroom management

and learning. It can be implied that the public elementary school teachers in the second district of Capiz are "highly effective" teachers.

These findings are supported by what Barbara Taylor (2002) said in her book which says: An effective teacher knows the importance of involving students in setting up rules and regulations for classroom management and discipline. They try to see to it that mistakes are considered opportunities for learning. Students are given the chance to practice problem solving method with the hope that later on, they will become self-directed individuals. Activities that will encourage students to become independent and also to work together rather than compete are also practiced by effective teachers.

The Level of Motivation of Teachers When Classified According to Categories of Variables. The level of motivation of teachers when the teacher respondents when grouped according to categories of variables are hereby presented.

Age. Both age groups such as: young ($M = 4.32$) middle-aged ($M = 4.25$) and old ($M = 4.24$) claimed that they were "very highly motivated" as teachers. This means that to be motivated to work is regardless of age. All age groups are believed to be committed to and enjoy teaching. Taken as a whole the teachers were "very highly motivated" ($M = 4.27$) regardless of age.

Gender. Both males (4.38) and females ($M = 4.27$) assessed themselves as "very highly motivated". This means that regardless of gender, the public elementary school teachers were "very highly motivated".

Civil Status. The single ($M = 4.34$) and the married teachers ($M = 4.27$) revealed that they were "very highly motivated" implying that civil status is not a significant factor in the teaching effectiveness of teachers.

Educational Qualification. Teachers who have just a Baccalaureate degree and have earned masteral units assessed themselves. They were "very highly motivated" while those who have a masteral degree and have earned units towards Doctor of Education claimed that they were "highly motivated". Perhaps, those with higher degree have higher expectations in terms of promotion, high salary, etc. Since they have the educational qualifications and those who have not completed an advanced degree are satisfied of what they have at the moment.

Length of Service. Both new and the old teachers in the service claimed that they were "very highly motivated" ($M = 4.35-4.21$). Those who have been in the teaching profession for years assessed themselves to be "highly motivated" ($M = 4.15$).

Household Size. The public elementary school teachers included in the study claimed that they were very highly motivated, regardless of household size they have.

School District. The public elementary school teachers from the districts of: Dao ($M = 4.35$); Dumarao ($M = 4.49$); Ivisan ($M = 4.26$); Jamindan ($M = 4.39$); Mambusao East ($M = 4.33$); Mambusao West ($M = 4.47$); Sigma 9 ($M = 4.29$); Tapaz East ($M = 4.49$); and Tapaz West ($M = 4.26$) assessed themselves to be "very highly motivated" while those in the districts of Dumalag ($M = 4.14$), Cuatero ($M = 3.96$) and Sapián claimed that they were "highly motivated".

Findings of the study on the level of teachers' effectiveness when the respondents are classified according to the categories of variables are presented as follows:

Age. Both groups; young, middle-aged and old respondents assessed the level of their teaching effectiveness as "very effective". This means that all teachers in the public elementary school teachers in the second district of Capiz were "very highly effective teachers" regardless of age.

Gender

Both the male ($M = 4.60$) and female teachers ($M = 4.23$) assessed themselves as "very highly effective" teachers.

Civil Status

The single ($M = 4.22$) and the married ($M = 4.32$) teachers claimed that they "were very highly effective teachers" and the widow assessed herself as "highly effective".

Educational Attainment

All groups of respondents (M= 4.24, 4.35, 4.47, 4.47 and 4.28) assessed themselves as "very highly effective teachers. This means that the public elementary school teachers in the second district of Capiz were very highly effective teachers regardless of educational attainment.

Length of Service

Groups of respondents in terms of length of service claimed that they were "very highly effective" teachers. This means that regardless of whether the teachers were new or old in the service they were performing their jobs as teachers. This could mean that the public elementary schools in the second district of Capiz have "very highly effective" teachers.

Household Size

All groups of respondents in terms of household size be it small (M=4.26) average (M= 4.30) and big (M=4.34) assessed themselves to be "very highly effective" teachers.

School District

The public elementary school teachers in the districts of Dao (M=4.43) Dumarao (M=4.62) Sigma (M=4.27) Tapaz East (M=4.40) and Tapaz West (M=4.28) assessed themselves as "very highly effective" and those from the districts of Cuartero (M=4.04) Dumlagu (M=4.0) Mambusao East (M=4.14) Mambusao west (M=4.02) said they were highly effective.

The highest weighted mean (M=4.62) was obtained from the district of Dumarao and the lowest was from the district of Mambusao (4.02). The obtained standard deviations of (SD= 0.36; 0.28; 0.46; 0.32; 0.44; 0.26; 0.57; 0.41; 0.34; 0.87; 0.34 and 0.67 indicate a narrow dispersion of means of all statement indicators which implies that teachers of the 8 school districts and the 4 districts have homogeneous perception of their teaching effectiveness.

No significant relationship existed between level of motivation and teaching effectiveness of the public elementary school teachers in the second district of Capiz. Hence, the null hypothesis of no relationship is accepted. It can be implied that regardless of motivation needs of public elementary school teachers had to perform their duties and responsibilities to be effective teachers. Perhaps, these teachers are aware of the multi roles that they have to play in order to facilitate learning in the classroom. It can also be said that these teachers enjoy the profession being the noblest of all professions that regardless of the level of motivation, they have to give their best as teachers. This finding is consistent with the first principle presented by the 2010 Accel Team on how to make teaching effective. According to the said team (2010) the teachers should "seize the moment ". Teaching is most effective when it occurs in quick response to a need the learner feels. So, even though the teacher is elbow deep with something else, he should make every effort to teach the pupils when he or she asks. The pupil is ready to learn. He should satisfy that immediate need for information now, and augment his teaching with more information later.

These findings are supported by the study on the Relationship between Teachers Performance and Job Satisfaction in the Division of Iloilo City by Villalon (2001). The study showed that there was no significant relationship between the teachers' job satisfaction and teachers' performance. The assumed predictor variables of teaching effectiveness. Of the variables included (Age, gender, Civil status, education, length of service, household size and school district) only gender was found to be a significant predictor variable ($t=2.543$, $p < 0.05$). This implies that teaching effectiveness significantly differ when classified according to sex. The computed R (0.145) shows that only 14.5% of the variation in the teaching effectiveness of teachers can be explained by gender. The results imply that there are other variables which can best explain variation in teaching effectiveness. Differences in the Level of Perception of the Teaching Effectiveness of Teacher. There is a significant difference in the level of perception of the two groups on the level of teaching effectiveness of teachers. T-test analysis shows a t-value = 4.692 which indicates that the difference between the means on the level of perception of the teachers themselves and their immediate supervisors is significant. T-test results on the differences between level of teaching effectiveness as perceived by the teachers and the school heads. Differences in the Teaching Effectiveness of Teachers When Classified According to Certain Variables No significant difference in the teaching effectiveness of the teachers when classified according to certain variables

Th

erefore the hypothesis of no significant difference between the two variables is accepted. This implies that regardless of age, civil status, educational attainment, length of service as teachers, household size, and school district, the teaching effectiveness of teachers were the same. These findings are strengthened by the study of Weimen (1989) which revealed that

there was no large negative relationship between a faculty member's age and effective teaching. It is clear according to her that senior faculty are interested in, committed to and devote significant time to teaching. Differences in the Teaching Effectiveness of Teachers When Classified According to Gender there is a significant difference in the teaching effectiveness of teachers when Classified according to gender. This implies that gender influence teaching effectiveness. Therefore the hypotheses which states that there is no significant difference in the teaching effectiveness of teachers when classified according to gender is rejected. It can be said that the male elementary school teachers in the second district of CapiZ weremore effective teachers (based on the weighed mean). It can be said that male teachers when provided with the right motivation can have more time and energy n teaching considering that they were not expected to attend to many specific needs in the family compared to female teachers.

This findings supports that of the study of a number of Psychologists which was cited by Robbins (1998). The studies show that there is no consistent male and female difference in the problem-solving ability and analytical skills, competitive drive motivation, sociability or learning abilities but that women are more willing to submit authority, and that men are more aggressive and more likely to have better expectation of success than women. Differences in the Level of Motivation of Teachers When Classified According to Length of Service, Household. Size and School District There is a significant difference in the level of motivation of teachers when Classified according to length of service, household size, and school district. This implies that the length of time the teachers have been in service, the size of their household and the district they belong, significantly influence their level of motivation. Differences in the Level of Motivation of Teachers When Classified According to Age, Civil Status Gender and Educational Qualification There is no significant difference in the level of motivation of teachers when classified according to age, civil status, gender and educational qualification. Hence, the hypothesis of no difference is accepted. This implies that regardless of age, civil status, gender and educational qualification, the teachers' level of motivation is the same.

Conclusion

In the lights of the findings of the study the following conclusions were generated : The Elementary school teachers in the second district of Capiz were "very highly motivated it can be implied further that the said teachers are highly satisfied in terms of Supervision provided by their school heads ; interpersonal relations with co-teachers and other members in the organization ; working conditions in their schools, salary received and policies or Department of Education. It can be said also that the said teachers were satisfied of the intrinsic aspects of their job in terms of achievement, recognition, the work itself, responsibility and advancement.

The public elementary school teachers in the second district of Capiz were perceived to be "very highly effective" teachers implying that these teachers have been rendering quality teaching to achieve the objectives of the Department of Education. It can be implied further that these teachers have high commitment to their profession, well-prepared in terms of knowledge of the subject matters, used appropriate teaching strategies and efficient manager of classroom and learning. The level of motivation needs of public mentary schools is not significantly such as age, civil status, and educational attainment. This implies influenced by variables that regardless of age and civil status, the public elementary school teachers in the congressional district of Capiz were committed to and enjoy of teaching.

The level of motivation of tecachers is significantly affected by length of service, household size and school district. It can be implied that those who have been in teaching for a long time, living near the school where they teach and belong to average houseno1size have high level of satisfaction in terms of human and hygiene needs. It can be implied further that these teachers may have been provided with work environment and conditions which resulted to their higher level of motivation.

The teaching effectiveness of the public elementary school teachers is not significantly influenced by variables studied. It can be implied that aside from the studied variables there are still other factors that will affect or influence the teaching effectiveness of teachers.

The level of teaching effectiveness of the teachers is not significantly affected by level of motivation. It can be implied that regardless of the level of motivation, the public elementary school teachers had to perform their duties and responsibilities to be effective teacher. Probably this teacher are aware of the multi-roles that they have to play in order to facilitate learning

in the classroom. It can be implied further that these teachers enjoy the profession being the noblest of all profession that regardless of the level of motivation, they have to give their best as teachers.

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