
| RESEARCH ARTICLE

The Motivators and Teachers Productivity in a Government Primary Education School: Basis for a Human Resource Policy Proposal

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| ABSTRACT

In the interest of developing a proposal for the improvement of human resource policy, this study made an attempt to evaluate the identification of motivational elements that affect teachers' productivity at a government primary education school in China. The researcher utilized the descriptive approach in order to collect the essential data for this study from the fifty individuals who participated in the survey. In accordance with Calderon (2011), descriptive research is characterized by the characteristics of describing, recording, analyzing, and interpreting the nature, composition, or processes of events that are now occurring. The characteristics of the respondents, including their gender, age, civil status, duration of service, educational attainment, and length of service, all have an impact on the efficiency with which teachers are able to provide quality education to their students.

| KEYWORDS

Human Resource Policy, Teachers Motivation, Teachers Productivity

| ARTICLE INFORMATION

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1. Introduction

The purpose of this chapter is to provide an overview of the identification of motivational factors that affect the productivity of teachers working at a government primary elementary education school in China. This is a proposal for improving the policies of human resources. The purpose of this is to determine the types of elements that may influence the performance of educators in terms of providing great education.

It is possible to achieve maximum productivity when there is sufficient equilibrium, which ensures that employees have sufficient control, authority, and authorization to make the majority of operational decisions. It was claimed by Haynes (2012) that technology, tools, and equipment have the ability to either hinder or increase production. Even staff who have had extensive training, are highly motivated, and are actively engaged in their work cannot be particularly productive if they are not given the proper tools and equipment to perform their duties. In this day and age, where technology has taken over practically every activity, the inability to offer adequate training, upgrades, or technology can significantly impede productivity.

Education, as stated by Mekonnen (2014), is one of the most significant variables that have a direct connection to the evolution of society from the very beginning and continues to play the same function for as long as society continues to exist. In addition, education is a process that allows man to pass on his experiences, new discoveries, and values that he has gathered over the course of numerous centuries because of his quest to survive. Because of this, it serves as a foundation for the socioeconomic, cultural, and political development of a nation. Through the acquisition of knowledge, skills, abilities, and attitudes, it makes it possible for individuals and society to take part in the growth process to the fullest extent possible.

Perhaps the most significant group of professionals contributing to the future of our country is the teaching profession. According to Mahmood (2013), the performance of a teacher is comprised of a number of factors, including the teacher's academic

qualification, the quality of the teacher's training, the teaching experiences, the pedagogical practices, the professional development, the structuring of the material, the use of higher order questions, the utilization of student ideas, the investigation of student comments, empathy, mentoring, coaching, subject knowledge, dedication, commitment, the ability to communicate, and the ability to manage the class, among other things. Educating others is not a good way to earn riches. It does not lead to heaven; the money that instructors receive is not nearly enough to meet their needs. A sense of fulfillment is something that can be obtained through teaching if one is passionate about the subject. Therefore, in order to deal with the rising cost of living in today's society, teachers frequently demand a raise in their salaries as well as additional allowances and/or benefits to which they are legally entitled. Consequently, in order to meet the requirements of their families, instructors either seek employment in other fields or explore better opportunities in other countries.

It was mentioned by Woldab (2013) that teaching is an activity that is both scientific and goal-oriented and that it is the most essential obligation of instructors regardless of the time period or stage of education they are responsible for. Teaching is a process that is sophisticated and complicated, requiring a wide range of pedagogical abilities and sensibilities, as well as scientific concepts and contemporary methods. Mahmood (2013) states that teachers are the heart and soul of every education system, and the quality of that education system depends on many elements, but the quality of teachers is the most important factor. At each and every level of education, the capabilities of teachers play a significant part in the accomplishments and performance of their students.

Teachers at government primary education schools are motivated; nevertheless, what demotivates them is that they are not paid properly, and as a result, they are unable to satisfy their fundamental needs, which is the most important component in motivating them at addition, they claimed that they did not receive any fringe benefits in their schools, which demoralized them. This has been brought about as a result of the inefficiency of the administration structure and the inadequate funding situated within the Ministry of Education. As a result of this reality, the government is obligated to make certain that they establish a budget that is sufficient to cover a sufficient number of additional activities, facilities, and the motivation of teachers. This could make a significant contribution to the effectiveness and efficiency of the duties and responsibilities that teachers are responsible for (Agnes, 2015).

There is a considerable relationship between the productivity of teachers and the promotion of quality in both teaching and learning practices. Teachers who are motivated are more likely to be able to motivate their pupils to study in the classroom, which is necessary for the successful implementation of educational reforms as well as the achievement of feelings of satisfaction and fulfillment. Although the productivity of instructors is essential to the process of teaching and learning, there are a number of teachers who are not particularly prolific. This observation ought to be taken seriously, and an investigation into the elements that motivate teachers and influence their workplace productivity ought to be carried out. As a result, it is essential for every educational institution to accomplish its instructional objectives. According to a statement made by Tufail et al. (2012) of Kohat University of Science and Technology in Pakistan, the economic standing of teachers and the financial incentives they receive have a greater impact on their performance. Therefore, it is recommended that in order to improve the performance of teachers, it is essential that the salaries be comparable with those of other government departments and that it is also necessary to understand the problems that teachers face and the level of satisfaction they experience.

The teacher serves as the touchstone that is used to measure the accomplishments and goals of the nation. The job of the teacher is to evaluate the value and potentialities of the country, and this evaluation is carried out. When it comes to nation-building, the people of a country are the true national builders since they are the larger replica of their teachers. Furthermore, in order for effective learning to take place, there ought to be adequate quality of provision for the support that is provided to the demands of the teacher.

Towards a suggestion for human resource policy enhancement, this study of identifying motivational factors affecting teachers' productivity at a government primary education school in China may encourage strategies to yield productive instructors for the purpose of improving human resource policy. This study was conducted in order to improve human resource policy.

2. Review of Related Literature

2.1 Motivational Factors on Teachers' Productivity

Leach (2000) asserts that managers do not encourage employees by providing them with increased compensation, additional benefits, or new status symbols. This is in accordance with the words of Herzberg, who declared that managers do not motivate employees. Employees are motivated by their own natural need to succeed at a tough assignment rather than by others' expectations of them. This means that it is not the management's responsibility to motivate employees in order to get them to reach their goals; rather, the manager should give possibilities for employees to achieve their goals in order to motivate them. Consequently, it is of the utmost importance to involve teachers in the decision-making process, particularly when it comes to work assignments or delegation. The educators will be able to become more accountable as a result of this, and they will also become more productive in their teaching assignments.

In a study that was conducted not too long ago, Anderson (2010) discovered that the productivity of an employee is an evaluation of the effectiveness of a worker. Considering that the staff is responsible for a significant portion of the profitability of any firm, productivity is a crucial factor for organizations to take into consideration. When it comes to building happy, committed, and productive team members, the environment, management, and leadership are the core components that are essential. Additionally, new research conducted at Harvard discovered that trust and identification with one's coworkers have a favorable and significant impact on the level of satisfaction experienced by employees. Furthermore, there is a correlation between the level of purpose that an individual attaches to his or her work and the level of commitment that individual has to the company. In a similar vein, the level of trust that the employer has fostered among its workforce is also a significant factor. There is a winning combination of trust and support that leads to productive individuals within an organization.

When it comes to maximizing employee productivity, the principles of management emphasize the significance of personal motivation and the presence of a favorable work environment. In addition, a work environment that is sufficiently inspiring must be one in which employees are treated in a fair manner. According to Ziesemer (2010), it is necessary for a manager to provide each employee with the impression that they are playing a dynamic and integral role in something much greater. This is true regardless of the level of input that an individual worker has with respect to the business processes as a comprehensive whole.

Praising employees is an effective method that can be used to motivate them. It is possible that this is a very helpful means of providing an individual worker with a sense of worth in relation to the real work that is being done, despite the fact that managers in the workplace frequently overlook it to a great extent. On the other hand, the establishment of disciplinary guidelines is also an essential component in the process of cultivating a constructive working environment. 2009, Newlin author.

It's not always necessary for motivation to be a great thing. When employees are not made aware of the repercussions that come with bad performance, it is possible for productivity margins to decrease at a rate that is extremely detrimental. For the purpose of achieving maximum efficiency, the actual layout of an office is of the utmost significance. Employees who are considered to be of high quality are provided with a workplace that they own. There should be a significant level of attention placed on helping employees develop a feeling of place in your organization, regardless of whether they are working in an office, a cubicle, or even a desk in an open space office. Holzer (2010) was the author.

Motivation in the classroom is influenced by a variety of factors, both internal and external to the individual. As a result of this, the teacher's thoughts are influenced, which in turn leads to a positive shift in behavior toward enhancing learning, as stated by Hicks (2011). The internal teacher motivation is comprised of the needs, wants, and desires that are present within an individual. What is meant by the term "teacher motivation" is that the instructor is made to fulfill the aspects of his physical body that are necessary for his survival, such as food, water, shelter, and so on. A teacher ought to be able to fulfill requirements such as providing insurance, medical allowances, retirement benefits, and other similar advantages. The implication is that school administration ought to be more concerned with providing meaningful and challenging work, a sense of accomplishment, additional responsibility, recognition for accomplishment, and opportunities for growth and advancement. This is because all of these, along with other motivators, drive teachers to behave in a manner that is desirable.

As stated by Mercado (2010), the concept of reward encompasses both affection and monetary rewards. When it comes to making changes in our lives that are both long-lasting and sustained throughout time, love is, without a doubt, the most potent motivation in the world. As a result of the enactment of the Republic Act (RA 6971), also known as the Productivity Incentives Act of 1990, it is expected that workers and management will collaborate in order to devise a program that is both feasible and beneficial to both parties. Mainggang pushed the management to provide bonuses to their employees that are deductible from the gross income and are also deductible in addition to the incentives that are granted by the National Revenue Code. This was done in order to garner positive support from the workforce. This is something that needs to be done in order to show appreciation for the goods and services that the labor force has received from the organizations that they are a part of. In Sekar's (2011) argument, the workplace becomes an essential component of the work itself because of the interaction that exists between work, the workplace, and the technologies that are used in the workplace. The management that dictates how exactly to increase employee productivity centers around two key areas of focus: the infrastructure of the work environment and the personal motivation of the employees.

Chandrasekar (2011) conducted research that found that the environment of the workplace has both positive and negative effects on employee morale, productivity, and job performance, depending on the circumstances. When employees do not enjoy the setting in which they work, it can lead to a decrease in their motivation, which in turn can have an impact on their performance. The work schedules are poorly designed, the authorities or duties assigned are inappropriate, there is a lack of appreciation, and there are no opportunities for personal decision making. The people who work in such an environment are dissatisfied; they experience stress on themselves, which consequently has an effect on the performance of employees on the job.

It is the ability of managers to create an environment that is stimulating for their employees that determines the performance of any business and the continuity of that organization. Furthermore, the essential assets of every firm are its employees. On the other hand, it is difficult for managers to maintain the motivation and contentment of their workforce and workers. For this reason, it is essential for every manager to be aware of the wants and requirements of their employees, as well as the things that they are looking for.

In order to achieve a situation in which both the firm and the workers come out ahead, the primary goal and concern of the majority of organizations are to maximize the benefits that can be derived from individuals who have a favorable attitude toward their work and to encourage employees who are dissatisfied with their current position, according to Jasmi (2012), who conducted a study on the topic of workers' job motivation and its impact on their performance and the productivity of businesses.

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The productivity of an employee is contingent not only on the length of time that an individual is physically present at a job but also on the extent to which that someone is "mentally present" or performing well while they are physically present at a project. Companies are required to handle both of these concerns in order to keep worker productivity at a high level. This can be accomplished through a range of tactics that concentrate on employee satisfaction, health, and morale (Corporate Leadership Council, Utilizing Employee Opinion Surveys to Improve Business Performance).

2.2 Motivational Factors on Teachers' Productivity

For the purpose of bringing up children in a manner that would enable them to become helpful and productive citizens, it is essential for teachers to have a sense of belonging in their classrooms and to be extremely content with their work, as stated by Akporehe (2011). One of the most significant aspects of employee motivation is the practice of rewarding employees. It is possible to increase the productivity of workers by giving them proper recognition, which ultimately leads to an improvement in the performance of companies. Although there are instances when management is more focused on extrinsic awards, it is vital to note that intrinsic rewards are just as significant in terms of motivating employees. One of the most important factors in motivating an employee and enhancing his productivity is the provision of intangible or psychological benefits, such as admiration and acknowledgment.

Andrew (2010) came to the conclusion that the employees' commitment is reliant on the rewards and recognition they receive. It was suggested by Lawler (2008) that the manner in which a company treats its people resources is the determining factor in whether or not it will be successful and continue to exist. Extrinsic rewards are tangible incentives such as compensation, bonuses, and promotions, whereas intrinsic rewards are rewards that are within the job itself, such as the satisfaction that comes from successfully completing a task, admiration from the head instructor, and autonomy. Ajila and Abiola (2009) conducted an investigation into the differences between the two types of rewards. In a study that was conducted not too long ago, Rei and Callahon (2008) contend that both intrinsic and extrinsic rewards were effective in motivating employees, which ultimately led to increased levels of productivity.

According to Carraher (2010), in order to prevent high performers from leaving the firm, there ought to be an efficient incentive system in place, and the reward ought to be connected to the level of productivity that they exhibit. According to Gross and Friedman (2009), there are three categories of rewards: paid income, benefits, and career advancement opportunities.

The employment relationship in the 21st century has rethought the concepts of professional advancement and career opportunities. According to Dibble (2009), development is today understood to involve the acquisition of new abilities as well as the utilization of a wide variety of learning strategies that are advantageous to both the organizational and the individual personnel. Taking responsibility for their careers and enjoying a higher sense of satisfaction about their capacity to produce achievements on the work are two ways in which individuals can profit from taking responsibility for their own careers. The business also benefits from having employees who are more skilled and more productive. Walsh and Taylor (2009) state that a number of research have demonstrated that training activities have a correlation with both organizational productivity and employee retention. There is a correlation between the utilization of formal programs and a much faster rate of growth in productivity. Krueger and Rouse (2010) discovered that general training and specific talents are frequently related to one another. This was proven to be the case. They arrived at the conclusion that employees who participated in training become more invested in their work. It was discovered that

these workers make more requests for job promotions, are more likely to be awarded for their performance, and have a higher rate of job attendance compared to those who did not participate in training.

Burke (2008) discovered that employees who participated in the greatest number of training programs and regarded the training they attended as being the most relevant had a more positive perception of the organization, a more favorable outlook on the company, and a lower likelihood of intending to leave the company. Initially, in order to improve the teacher's level of competence, it is necessary for the teacher to obtain sufficient training and ongoing training. To what extent, therefore, does the school succeed in achieving its?

According to Aaronson (2009), there is a connection between the level of teacher training and the level of teacher productivity. This training can include traditional per-service university education, in-service professional development, and informal training that is received through on-the-job experience.

It is impossible for the quality of the education system to surpass the quality of its teachers, according to Mourshed (2008). This appears to be the area that resources ought to be directed toward; knowledge-intensive training institutions and knowledge-rich teacher development centers ought to be made available. It is necessary for the instructor to first obtain sufficient training and then undergo more training in order to improve their level of expertise. Therefore, the quality of the training and retraining programs that the instructors are exposed to is a significant factor in determining the degree to which the school is successful in accomplishing its goals and objectives (Ogbiji, 2009).

The environment in which employees work has a considerable influence on the performance and productivity of those employees. Clements-Croome (2008) asserts that the environment in which individuals execute their jobs has an impact on both their job performance and their level of job satisfaction. According to Macfie (2009), it is essential for management to make an effort to establish a working atmosphere in which all employees are highly driven and have the sense that they are valued.

Bishay (2008) asserts that the working environment of teachers is a significant factor in determining the attitude and behavior of teachers with regard to their teaching responsibilities. According to him, studies have demonstrated that an increase in the productivity of teachers has a beneficial impact not only on the teachers themselves but also on the students they educate. As Stronge, Richard, and Catano (2008) explain in their article, The term "school climate" refers to the social and professional ties that exist between the personnel and the administrators. In other words, it is the collective personality or atmosphere of the institution. They went on to say that while the atmosphere of the school has an effect on the productivity of teachers, the quality of instruction that pupils receive may also be impacted. The study that was carried out by Norton (2013) claimed that school principals are required to have an understanding of school climate and how it may be evaluated. This is due to the fact that school climate has an influence on a variety of characteristics, including student achievement, teacher retention, job satisfaction, member conflict, staff development, and student teaching morale.

There is a correlation between the utilization of formal programs and a much faster rate of growth in productivity. Krueger and Rouse (2010) discovered that general training and individual skills are frequently connected to one another. This was one of their findings. The researchers discovered that employees who participated in training became more invested in their jobs. It was discovered that these workers make more requests for job promotions, are more likely to be awarded for their performance, and have a higher rate of job attendance compared to those who did not participate in training.

Individuals' levels of contentment with their jobs are referred to as their rates of job satisfaction. According to Nyakundi (2012), who conducted a study on the factors that influence the productivity of teachers in Kenya, she noted that John Locke defined job satisfaction as a happy or positive emotional state that arises as a result of the evaluation of one's job or the experiences that one has had while working. The level of job satisfaction that an individual experiences can be affected by a number of different things. Income, the perceived fairness of the promotion system, the quality of working conditions, social ties, leadership, and the job itself are some of the factors that are considered, among others.

For the purpose of bringing up children in a manner that would enable them to become helpful and productive citizens, it is essential for teachers to have a sense of belonging in their classrooms and to be extremely content with their work, as stated by Akporehe (2011). One of the most significant aspects of employee motivation is the practice of rewarding employees. It is possible to increase the productivity of workers by giving them proper recognition, which ultimately leads to an improvement in the performance of companies. Although there are instances when management is more focused on extrinsic awards, it is vital to note that intrinsic rewards are just as significant in terms of motivating employees. One of the most important factors in motivating an employee and enhancing his productivity is the provision of intangible or psychological benefits, such as admiration and acknowledgement. Better performance and increased productivity among workers are directly proportional to the degree to which

their needs and aspirations are met. In point of fact, when employees are able to anticipate job stability, recognition, praise or approval, perks, fair treatment, fair supervision, good compensation, promotion, and justice with regard to their work, they are more likely to perform their jobs well. A motivational factor for remaining in one's place of employment is the accomplishment of these three characteristics. Employees' contentment makes it feasible for them to execute in an efficient and effective manner, which, in turn, likely results in increased output.

It was discovered by Alam and Farid (2011) that the majority of instructors said that they were given lower pay in relation to their knowledge, skills, and the amount of work they did. Teachers ought to be accorded respect, they ought to be provided with training to enable them to surpass their current level of performance, and their wages ought to be established in accordance with their capabilities, experience, and skills in relation to their workplace.

Harris and Sass (2012) expressed their opinion that the most significant factor in determining the impact of a school on student learning is the level of teacher productivity. Furthermore, they stated that there is a significant amount of variation in teacher productivity both within and between schools. Relatively little, however, is understood about the factors that contribute to the fact that some teachers are more productive than others in terms of fostering student progress. Productivity is expected to increase during the first few years of a teacher's career. With that being said, it appears that there is not much else in terms of observed teacher traits that consistently matters. Therefore, despite the fact that instructors have a major impact on student achievement, the diversity in teacher productivity is still completely unexplained by most of the factors that are frequently measured about teachers. It is likely that the inability of existing research to identify the factors that determine teacher productivity is due to the fact that researchers have not been measuring the features that actually have an effect on productivity.

An issue that is intertwined with the relationship between the characteristics of teachers and their productivity is the question of how to evaluate teacher performance in the most effective manner. If there is not a strong correlation between teacher qualifications such as educational achievement and teacher productivity, but rather if teacher productivity is associated with abilities that can be discerned via observing behavior, then direct monitoring and evaluation of teacher performance may be useful.

In other words, it is the collective personality or atmosphere of the institution. They went on to say that while the atmosphere of the school has an effect on the productivity of teachers, the quality of instruction that pupils receive may also be impacted. According to Baah and Amoako (2011), the motivational factors that help employees find their worth in relation to the value that is given to them by the organization are the nature of the work, the sense of achievement that they receive from their work, the recognition that they receive, the responsibility that is given to them, and opportunities for personal growth and advancement. Additionally, this has the potential to boost employee motivation, which will ultimately lead to an increase in internal pleasure, which will finally lead to them feeling satisfied. However, despite the fact that the hygiene element can only bring about enjoyment on the surface, it is not powerful enough to transform dissatisfaction into contentment. Nevertheless, its presence is of much greater significance. Therefore, according to the Herzberg Two Factor Theory, both Hygiene and Motivation factors are connected to one another. Hygiene factors move employees from job dissatisfaction to no job dissatisfaction, whereas motivation factors move employees from no job dissatisfaction to job satisfaction. This theory was developed by Herzberg and colleagues in 1959.

In order to investigate the responses of workers in hazardous work environments with high monetary advantages and non-hazardous work environments with low monetary benefits, Sell and Cleal (2011) built a model on job satisfaction by integrating economic variables and work environment variables. This model was used to evaluate the reaction of workers in both types of work environments. According to the findings of the study, various psychological and work environment characteristics, such as the workplace and social support, have a direct impact on job satisfaction. Furthermore, the study demonstrated that an increase in rewards did not enhance the level of unhappiness among employees.

The researchers Bakotic and Babic (2013) discovered that working circumstances are a significant component in determining job satisfaction for individuals who are employed in tough working conditions. As a result, people who are employed in difficult working conditions are unsatisfied with their jobs due to this major element. In order to enhance the level of contentment experienced by workers who are subjected to challenging working conditions, it is imperative that management bring about improvements in the working conditions. People who work under normal working conditions will feel the same level of satisfaction as those who work under normal working conditions, which will result in an increase in overall performance.

According to the findings of a study conducted by Tariq et al. (2013) in the field of telecommunications, there are a variety of factors, including workload, salary, stress at the workplace, and disputes with family, that can drive an employee to feel dissatisfied with their responsibilities, which in turn leads to turnover. At the final stage, these independent elements have a detrimental impact on the performance of the organization, which was negatively influenced by these factors.

According to Warui (2013), the levels of remuneration were a significant element that significantly limited the teachers' powers to be successful and to have an assured capacity to maximally meet their commitments in terms of delivery at work. This was a significant limitation for the instructors. This is because the teachers spent the majority of their time considering ways to supplement their salaries due to inadequacies, which meant that they did not have enough time to conduct research and make plans for their professional activities. Because of this, it was determined that this is a significant issue that significantly hinders and restricts the efficacy of teachers in terms of production. The findings of the survey indicated that the majority of the educational establishments within the division lacked adequate facilities. This was a component that was identified as having a significant and negative impact on the ability of the teachers to perform their primary responsibilities in an efficient manner. It is a factor that is beyond the power of the teachers, and they are left to simply deal with the situations as they are and come up with innovative ways to meet the capacity restrictions and realize their efficacy in terms of production. On the part of the educators, this presents a difficulty since, rather than focusing on and working toward the accomplishment of their professional tasks, they have delegated the responsibility of coming up with creative solutions and thinking outside the box in order to address the deficiencies in their capacities.

According to Nyange (2013), the instructors were dissatisfied with their pay. They stated that the salaries did not adequately cover their expenses and did not serve as a measurement of their level of expertise. The other perks that were provided, such as pensions, medical and transportation allowances, and fringe benefits, did not live up to the standards that the education professionals had anticipated receiving. The study, on the other hand, discovered that the teachers were, for the most part, content with the monitoring, with the exception of the judgment of the junior staff. In addition, the study found that the teachers were content with the acknowledgment they received from their administrators, colleagues, parents, and the Board of Governors, with the exception of the recognition they received from their employers. According to the findings of the study, the teachers were dissatisfied with the promotion since, in their opinion, the chances were not sufficient, and the same can be said about the fairness of the promotion. Furthermore, the survey came to the conclusion that the teachers, with the exception of those who worked in the offices, were dissatisfied with their working conditions. Based on the findings of the study, it is possible to draw the conclusion that the teachers displayed a very low level of satisfaction with a variety of elements, including compensation, advancement, and working conditions, out of the five aspects that were investigated.

The contentment with the nature of the work itself, which encompasses job challenge, autonomy, variety, and scope, is the best predictor of total job happiness, as well as other significant outcomes such as employee retention, according to Weiner (2000). This is the case among all of the primary components of job satisfaction. Consequently, the nature of the work itself is one of the first locations that practitioners should concentrate their attention on in order to have an understanding of what factors bring about people's contentment with their occupations.

In a recent study conducted by Mekonen (2014), Haramba University conducted research on the elements that influence the job performance of teachers working in public secondary schools in West Hararghezone, which is located in the state of Oromia Regional. It is impossible to overlook the role that teachers play in generating pupils of high quality by ignoring their contributions. Because of this, it is essential for every school to maintain its competent teaching staff and to identify all of the various motivating and other variables that lead to teachers being satisfied with their jobs and doing well in their responsibilities. Furthermore, make it a priority to research the elements that influence their decision to continue their education. It has been found in Western literature that there are a number of elements that influence job satisfaction and turnover among school instructors. Among these aspects, the working environment, administrative support, and student behavior are regarded to be the most relevant factors. On the other hand, it is possible that educators in other countries do not regard these aspects to be significant. The report recommends conducting an in-depth investigation into the elements that have the greatest impact on the retention of school teachers in various countries.

According to Mghana (2013), the purpose of the study was to investigate the impact of various motivational elements when it comes to the performance of teachers working in public secondary schools. One might draw the conclusion that teachers place equal importance on both intrinsic and extrinsic motivators in their classroom strategies. On the other hand, it would appear that the motivators that are now being provided to teachers in secondary schools do not have any effect on the degree of motivation that teachers possess. In particular, instructors have suggested that even extrinsic motivators, such as income and weekly duty allowance, are not sufficient to meet their fundamental requirements. In addition, instructors in public secondary schools in the Nyamagana district did not have access to all of the extrinsic motivators that were offered to them. On the other hand, the vast majority of those who participated in the survey expressed concern that the existing income levels do not adequately meet their fundamental requirements. According to the findings of the study, the presence of extrinsic motivators was found to have a marginally positive impact on the morale of teachers to carry out their responsibilities at school. In general, the findings suggest that both intrinsic and extrinsic factors have an impact on the performance of instructors in the classroom. Intrinsic factors are motivators, while extrinsic factors are maintainers.

2.3 Significance of the Study

The researcher believes that the results of the study would be beneficial to the following:

Students. The performance of students will have an additional value as a benefit for teachers who are experiencing high levels of satisfaction.

Teachers. The results of this study could be useful to educators since they will gain an understanding of the ways in which various motivational factors influence the productivity of teachers. It is possible that this will assist them in making a decision to adapt to the current circumstances in order to enhance the performance of the children.

School Administrators. It is possible that the study will be of assistance to the administration of schools since it may place an emphasis on the elements that motivate instructors and affect their productivity. The administration of the schools has the ability to devise more effective strategies for enhancing the productivity of the teachers. The findings of the study will be of great significance to the Department of Education because they will provide them with the opportunity to gain an understanding of the elements that influence the motivation of teachers, which in turn influences the performance of students in tests. This will allow the administrators to use the information to devise methods of motivating teachers, which will be used by the administrators.

HR Personnel. Given that it will provide light on the elements that influence the level of job productivity among teachers, the study will be of great significance to the personnel. Using this information, the staff at the school will be able to devise more effective strategies for enhancing the performance of the teachers. This will act as a wake-up call for them to carefully examine their current policy.

Future Researchers. It is possible that this study will motivate future researchers to become aware of the issues that are occurring in the present and to develop strategies in light of the findings of the current study. The researcher believes that this study will be useful to both the students and the entire institution. It is possible that the findings will pique the attention of more researchers in conducting additional research.

2.4 Theoretical Framework

The Herzberg Motivation-Hygiene Theory, which describes the connection between job satisfaction and work performance, served as the foundation for this study. Performance is tied to motivating elements such as job satisfaction, reward system, professional training, and working conditions, according to this theory, which argues that performance is associated with these aspects.

The variables that are considered to be hygiene factors include extrinsic or environmental factors such as the policies and administration of the school, interpersonal relationships, working conditions, remuneration, status, and security status. It is the existence of motivational variables that administrators supply in order to reach a particular objective that is responsible for the increased job productivity of instructors. In any organization, whether it is a government agency or a private institution, such as a school system, this conception is present. The fulfillment of employees' fundamental needs leads to increased job happiness, which in turn leads to an increase in the productivity of teachers.

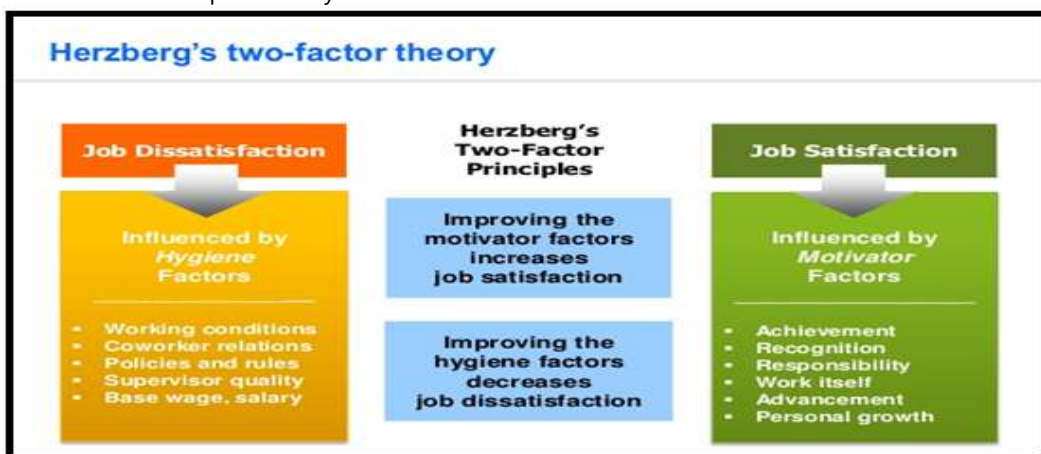


Figure 1. Theoretical Framework of the Study

2.5 Conceptual Framework

The framework that follows illustrates the link that exists between the variables that are independent and those that are dependent in the study. The independent variables are job satisfaction, reward system, professional training, and work environment, whereas the dependent variable is teacher productivity, which in turn affects teachers' performance. However, the dependent variable is teacher productivity. In order to achieve productivity within the educational system, it is necessary to address the elements that influence the efficiency with which instructors perform their jobs.

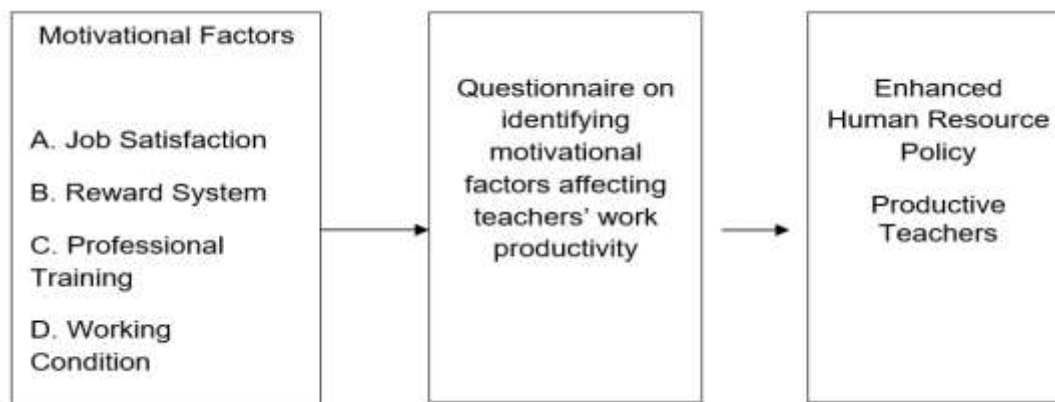


Figure 2. Conceptual Framework of the Study

2.6 Statement of the Problem

In the interest of developing a proposal for the improvement of human resource policy, this study made an attempt to evaluate the identification of motivational elements that affect teachers' productivity at a government primary education school in China.

It will specifically aim to respond to the following questions:

1. What is the respondents' profile in relation to:
 - 1.1 Sex;
 - 1.2 Civil status;
 - 1.3 Age;
 - 1.4 Educational attainment;
 - 1.5 Years teaching in government schools; and
 - 1.6 Monthly Income?

2. What were the motivational factors that affect teachers' work productivity in terms of:
 - 2.1 job satisfaction;
 - 2.1.1. salary;
 - 2.2.2supervision;and
 - 2.3.2Promotion?
 - 2.2. reward system;
 - 2.2.1 Incentives and
 - 2.2.2 leave benefits?
 - 2.3 professional Training:
 - 2.3.1 In-service training; and
 - 2.3.2 Professional Advancement?
 - 2.4. working condition
 - 2.4.1 work environment; and
 - 2.4.2 subject taught?

3. Is there a significant difference between the demographic profile of the respondents and the identified motivational factors stated above?

4. How can the study be used to enhance the school's existing human resource policy to improve teachers' productivity?

2.7 Definition of Terms

Human Resource. It is the responsibility of this organization to handle or manage the teachers who are employed by the particular school. It played a role in the context of the research project.

Incentives. A reward system is provided to workers in recognition of the services they have provided following the end of their workday.

In-service training. This term refers to the subsequent training orientations that instructors continue to participate in in order to equip themselves with the most recent developments in the field of education.

Government school. This term refers to a school that was established and maintained by the government with funds from the community, parents, and the government.

Job Satisfaction. In the context of the study, this is employed to provide some flavor to the working environment of the teaching profession. In this research, the factors that contribute to job satisfaction are broken down into categories. These categories include income, supervision, and advancement. The attitude that a person has toward the job that they do in relation to the working environment and the rewards that they have in their possession.

Leave Benefits. For the purpose of this study, this phrase is intended to lay out aspects such as paternity/maternity leave, indefinite leave, recuperation leave, sick leave, and study leave of absence. It was previously used to denote the respondents' entitlement to take a break from work for varying lengths of time.

Motivation- As stated by Broussard and Garrison (2004), this is the characteristic that motivates us to either do something or not do something. For the sake of this investigation, it is described as the process of giving educators the impression that their work is acknowledged and valued while at the same time providing them with rewards that are commensurate with the contributions they have made.

Motivational Factors. The human behavior that is driven to achieve a purpose can be classified as either intrinsic or extrinsic. According to this particular line of inquiry, it is relevant to the topics of job satisfaction, the incentive system, professional training, and working conditions.

Locally Paid Teachers. Describes the current situation regarding the appointment of instructors who were paid in accordance with the local government's budget.

Operating Procedure. This word is mentioned to denote rules, processes, red tape, quantity of work, bureaucracy, and other associated systems that are intrinsic to a particular company. It sometimes has a connection to the level of job satisfaction that teachers experience in their working environment.

Promotion. In the context of arousal and internal pleasure, this term refers to a process in which instructors are continuously upgraded throughout the course of their careers by means of income increments and increased levels of responsibility.

Productivity. The quality of teachers in terms of their ability to produce fruitful results and provide what is expected of them. For the sake of this investigation, the phrase refers to the performance of a teacher.

Profession. This term refers to the specific services that an individual provides in connection to his training, expertise, and skills that are considered to be in demand by his customers.

Professional Advancement. The quality of the teachers and the training they receive are essential in order to guarantee an increase in productivity and the achievement of universal literacy for the youth. This is because a modern society that is still expanding requires individuals who possess a wide range of educational skills.

Reward System. This refers to the remuneration that is provided to educators in the form of annual salaries and other incentives for the services that they do.

Salary. A predetermined sum of money or compensation that is paid to an employee of the government for the purpose of achieving a return to work performance for government school instructors. At the conclusion of each month, it is either paid in through the use of validated ATM card machines or through the use of checks.

Supervision. The act or process of observing and directing the actions of another person or the manner in which something is carried out is referred to here.

Working condition. This term refers to the conditions under which teachers are able to carry out their duties at their respective schools. These conditions include, among other things, the provision of tools and resources, sufficient working space, the availability of accommodations, and the assurance of tenure.

Workload. It is a term that describes the number of classes that are assigned to a teacher in a given week, in addition to extracurricular activities.

Work Productivity. This refers to the level of work performed by the instructor as well as the amount of work completed. According to the definitions presented in this research, the term refers to the elements that influence the level of job productivity among teachers.

2.8 Scope and the Limitations of the Study

The objective of the study was to identify the elements that motivate teachers and have an effect on their productivity. The study was carried out at a government primary education school with the intention of developing a proposal for the improvement of human resource policy. It did not involve any members of the school's staff who were not teaching. The activity was carried out

during the 2017-2018 academic year. The evaluation will center on the human needs of all teachers in order to equip them with the skills necessary to become more competent in their area of employment. The demographic profile of the respondents, including their gender, age, civil status, educational attainment, rank, length of service, and subjects taught, was also included in the survey. The motivational elements that affect teachers' work productivity in terms of job satisfaction in terms of remuneration, supervision, and promotion will also be identified as part of this study. There is a reward system that includes incentives, leave benefits, professional training that includes in-service training, professional progress, and working conditions that include operating procedures and subjects that are taught.

In order to pick the respondents, we will be using the method of purposive sampling. The questionnaire will serve as the primary tool that the researchers will utilize in order to collect data. One hundred fifty teachers from a government primary education school in China were chosen to participate as respondents in this study.

3. Methods and Techniques of the Study

The researcher utilized the descriptive approach in order to collect the essential data for this study from the fifty individuals who participated in the survey. In accordance with Calderon (2011), descriptive research is characterized by the characteristics of describing, recording, analyzing, and interpreting the nature, composition, or processes of events that are now occurring.

3.1 Respondents of the Study

Fifty instructors working at a government primary education school in China participated in this study among the respondents. In order to gain a better understanding of the demographic profile of the teacher-respondents, the researcher distributes a survey questionnaire to them. The questionnaire includes questions about their gender, age, civil status, educational attainment, rank, length of service, and subjects that they have taught as part of this study. The purpose of the study was also to uncover elements that motivate people, such as job satisfaction, reward systems, professional training, and working conditions. The researcher approached the Ministry of Education in China and requested permission to carry out a survey targeted toward teachers working at a government primary education institution in China. After receiving approval, the researcher decided to visit the School Administrator in order to request permission to conduct a survey using the letter that had been granted. After receiving approval from the principal of the school, the questionnaire was sent out to fifty teachers who had been chosen from among those working at a government primary education school.

3.2 Population and Sample of the Study

In addition, the researcher will seek the assistance of a statistician to ascertain the ideal sample size of the respondents and generate statistical results that are reliable for the study.

3.3 Instruments of the Study

Following the formulation of a questionnaire by the researcher, who was led by Herzberg's two-factor theory, the questionnaire was used as the primary instrument for the purpose of data collection for this study. Through the process of reading books and other reference materials, the researcher was able to acquire a great deal of knowledge regarding the preparation of the questionnaire, which ultimately enabled her to design the primary instrument. In total, the questionnaire had two sections. The first section of the survey focused on the demographic profile of the respondents, including their gender, age, civil status, educational attainment, rank, length of service, and subject taught. What were the motivating elements that affected teachers' productivity in the following areas: work satisfaction in relation to salary, supervision, and promotion? This is covered in Part II. The reward system, including the incentives and the leave benefits. In-service training and professional advancement are both subjects that fall under the umbrella of professional training. Conditions of employment in relation to the working environment and the way operations are carried out. In conclusion, how can the findings of the study be utilized to improve the school's present human resource policy in order to increase the productivity of the teachers?

For the purpose of receiving approval, the draft of the questionnaire was provided to the advisor. Validation of the Research Questionnaire was performed by professionals in the field of education as well as faculty members from the Graduate School Office. After receiving approval, the researcher submitted a request to the Ministry of Education for permission to carry out a survey at a government primary education school. Additionally, the researcher submitted a letter to the principal of the school in question in order to request permission. Before the instrument was finally sent to the respondents, it was thoroughly examined and validated to ensure that it had all of the required information. The study questionnaire was reproduced and individually handed to a selection of teachers from the government primary education school after receiving consent from the relevant heads. This was done so that the researcher could provide clarification on any questions that the respondents could have regarding the questionnaire. After the respondents had finished answering the questions, the questionnaires were retrieved from the database.

Following the completion of the questionnaire data collection, the researcher compiled, tallied, and tabulated the information in preparation for analysis and interpretation. The information that was received from the interview that was not structured was also

taken into consideration. The usage of percentages and weighted averages, along with the descriptive analysis that corresponded to them, were utilized in the meticulous examination and interpretation of this data.

The percentage was utilized in the processing of data on the respondents' profiles, which included information on their gender, age, civil status, educational attainment, teaching position, length of service, and subject loads. It was also employed in the view of the teachers as to the motivational component in the productivity of the teachers, and percentage was used in this perception. The computation of the percentage was accomplished by first dividing the frequency by the total number of elements and then multiplying the resulting number by 100.

3.4 Data Processing and Statistical Treatment

The following statistical tools were utilized in order to present, organize, analyze, and interpret the data that was gathered in a manner that was accurate and scientific. These tools included frequency counts, percentages, weighted means, simple rankings, arithmetic means, verbal descriptions and verbal interpretations, and an arbitrary 5-point evaluation scale.

Both the frequency count and the percentage are included. When the respondents were categorized according to age, gender, civil status, religion, educational attainment, monthly income, and teaching experience, these two were applied to show the profile of the respondents.

The weighted mean is calculated. Taking into consideration the formula, this was utilized to ascertain the health profile choice of the educator.

$$WM = \frac{\sum wf}{N}$$

Where: WM: Weighted Mean
 w: weight
 f: frequency
 N: number of cases

3.5 Presentation, Analysis, And Interpretation of Data

Within the scope of this chapter, the presentation and interpretation of the data obtained from the respondents through the use of questionnaires were the primary focus. The presentation of the data that were examined and interpreted was carried out in the same order as the sequence that was presented in Chapter I about the particular topic. Specifically, the researcher's objective was to provide a description of the profile of instructors working at the government primary education school as well as a description of the elements that influence teachers' levels of productivity. The information was laid up in table format for the reader's convenience and better comprehension.

3.5.1 Demographic profile of the respondents.

In the following section, the demographic information of the people who participated in the study is shown. Sex, age, civil status, educational attainment, rank, length of service, and courses taught were the primary areas of focus for the demographic information that was collected from the respondents. In the following sections, the results of the study are given for public consumption.

The profile of the respondents is presented in Tables 1 through 7. The quantitative information regarding the respondent's profile is included in these tables. This information includes the respondent's gender, age, civil status, educational attainment, position, length of service, and teaching or subject load.

Table 2
Frequency & Percentage Distribution of Respondents According to the One Who Fills Out the Questionnaire

Sex	Frequency	Percentage	Rank
Male	11	22.00 %	2
Female	39	78.00 %	1
Total	50		

Sex. Specifically, it refers to the gender of the individuals who participated in this study. One can either be masculine or female when it comes to this.

According to the information that was received from the respondents regarding their gender, table 2 reveals that out of the fifty individuals who participated in the survey from the government primary education school, seventy-eight percent were female,

which ranked first, and twenty-two percent were male, which ranked second. Clearly, this demonstrates that women hold a strong position in the field of education.

Table 3
Frequency & Percentage Distribution of Respondents
According to Age Status

Age	Frequency	Percentage	Rank
20 – 24	10	20.00 %	4
30 – 34	13	26.00 %	2.5
35 – 39	13	26.00 %	2.5
40 yrs& above	14	28.00 %	1
Total	50		

The information shown in Table 3 displays the frequency of the respondents as well as the percentage distribution of their ages. From the data, it is possible to deduce that among the fifty individuals who participated in the survey, the maximum number of fourteen, or 28 percent, belong to the age group of forty years and older. Only ten or twenty percent of the population falls into the age group of twenty-four to twenty-five years old. There was 26 percent of people who fell within these age ranges, with the majority of them being between the ages of 35 and 39 and between 30 and 44 years old. A general observation that can be made is that the majority of the teachers working at the government primary education school are in the age bracket of forty years old or older.

Table 4
Frequency & Percentage Distribution of Respondents
According to Respondent’s Civil Status

Civil Status	Frequency	Percentage	Rank
Single	19	38.00 %	2
Married	31	62.00 %	1
Total	50	100.00 %	

As shown in Table 4, which presents the frequency and percentage distribution of respondents according to their civil status, out of the fifty teachers who responded, the bulk of them were married, which accounted for 31 or 62 percent of the total, ranking them first, while 19 or 38 percent of them were single, ranking them second. In light of this, it was inferred that married people constituted the majority, while other respondents were still single and represented the younger generations.

Table 5
Frequency & Percentage Distribution of Respondents
According to Educational Attainment

Educational Attainment	Frequency	Percentage	Rank
Other Degree with units in Teacher Educ. Program	2	4.00 %	2
BEED	47	94.00 %	1
With Doctoral units	1	2.00 %	3
Total	50	100.00 %	

The objective of the study was to ascertain the distribution of teachers according to the highest academic qualification they possessed. The distribution of the respondents in terms of their educational attainment is presented in Table 5, which displays the frequency and percentage distribution of the respondents. This suggested that the majority of respondents held a Bachelor of Elementary Education (BEED) degree, coming in at 47, which is equivalent to 94 percent, and ranking first. Two or four percent of the teachers who had earned degrees from other institutions and completed units in Teacher Education Programs in order to become teachers received a ranking of two. One or two percent ranked third, was awarded to the educator who had acquired units toward a doctoral degree. According to the results of the study, the majority of instructors working in government primary

education schools had all completed their Bachelor of Education degrees. They possess the necessary skills and abilities to accomplish the task of instructing the students.

**Table 6
Frequency & Percentage Distribution of Respondents
According to Tenure of Service**

Tenure of Service	Frequency	Percentage	Rank
Below 5 years	19	38.00 %	1
6 – 10 yrs	6	12.00 %	3.5
11 – 15 yrs	13	26.00 %	2
16 – 20 yrs	5	10.00 %	5
21 – 25 yrs	6	12.00 %	3.5
26 – 30 yrs	1	2.00 %	6
Total	50	100.00 %	

The table demonstrates that the majority of instructors have a limited amount of experience in the classroom, as the majority of them have been in the teaching profession for less than five years.

The instructors were questioned about the length of time they had been working in the field. A presentation of the findings is in table 6.

The vast majority of the responders were younger than five years old, as can be seen in Table 6. Nineteen, or 38 percent, were young people working in the teaching profession. 6-10 years of teaching experience and 21-25 years of teaching experience both rank 3.5 and have a frequency distribution of 6 or 12 percent, while the least amount of teaching experience was 26-30 years, which included 2 percent of the total. As a result, the majority of responders had between 0 and 5 years of teaching experience and were still students at the time of their service.

3.5.2. Motivational Factors Affecting Teachers' Productivity

The motivational component that has an effect on the productivity of teachers and is crucial in the capabilities of instructors to execute their jobs properly is discussed in this part. It is possible that the following will have a significant impact on the overall performance of the teacher in terms of achieving quality education and improving HR practice.

**Table 7
Weighted Mean Distribution of Respondents Motivational Factors that Affects teachers' Work Productivity in terms of
Job Satisfaction Based on Salary**

Salary	WM	VI	Rank
1. Teacher income is adequate for normal expenses.	2.70	Neutral	9
2. Sufficient income keeps me from living the way I want to be	2.90	Neutral	6
3. I am well paid in proportion to my ability	2.94	Neutral	4
4. Teachers' income is barely enough to live on.	2.72	Neutral	8
5. Teacher income is enough for me.	2.82	Neutral	7
6. Pay compares with similar jobs in another school district.	3.02	Neutral	2
7. I am well compensated in proportion to my educational qualification.	2.92	Neutral	5
8. I receive a salary in proportion to the number of years I spent in active service.	3.06	Neutral	1
9. Teaching provides me with financial security.	2.96	Neutral	3
10. My salary is more than the amount of time I spend in actual teaching.	2.60	Neutral	10
Composite Mean	2.86	Neutral	

As shown in Table 7, the weighted mean distribution of the respondents' motivational factors that affect the productivity of teachers in terms of job satisfaction in relation to compensation is presented. It can be seen very clearly that all of the attributes have a

rating that is neutral; hence, this indicates that the attributes that were supplied are still required in order to obtain job satisfaction, first on the list of the characteristics of earning pay that is proportional to the number of years they have spent in the position. When compared to comparable positions in other school districts, the pay was ranked 2, with a weighted mean of 3.03 and a neutral rating. I am able to maintain my financial stability through teaching. The weighted mean was 2.96, the rank was 3, and it was neutral. I am well rewarded in proportion to my educational qualification, which had a weighted mean of 2.92 neutral and ranked 5, and I am well paid in proportion to my aptitude, which had a weighted mean of 2.94 neutral and ranked 4. The fact that I have a sufficient income prevents me from living the way I would like to, with a weighted mean of 2.90 and positioning me sixth. My pay as a teacher is sufficient, and the weighted mean of 2.82 is neutral, placing me in seventh place.

With a weighted mean of 2.72, neutral, ranked 8, the table revealed that some instructors reported that their income is barely sufficient to cover their basic expenses. On the other hand, the table also revealed that the income of teachers is sufficient to cover regular expenses, with a weighted mean of 2.70, neutral, ranked 9.

It is evident from the table that teachers who receive their salaries in accordance with the number of years they have spent teaching have the highest weighted mean of 3.06, whereas individuals whose salaries are greater than the amount of time they spend actually teaching have the lowest weighted mean. Despite this, the composite mean of job satisfaction in relation to salary is 2.86, which is neutral. In light of this, it was implied that teachers were impartial in their decision-making on salary.

Table 8
Weighted Mean Distribution of Respondents Motivational Factors that Affects teachers' Work Productivity in terms of Job Satisfaction Based on Supervision

Supervision	WM	VI	Rank
1. My immediate superior does not turn one teacher against another.	3.80	Agree	2
2. My immediate superior offers suggestions to improve my teaching.	3.90	Agree	1
3. My immediate superior gives me assistance when I need help.	3.72	Agree	5.5
4. My immediate superior backs me up.	3.68	Agree	7
5. My immediate superior treats everyone fairly.	3.72	Agree	5.5
6. My immediate superior provides assistance in improving instruction.	3.74	Agree	4
7. My immediate superior makes the materials I need to do my best available.	3.62	Agree	8
8. My immediate superior makes me feel comfortable.	3.76	Agree	3
Composite Mean	3.74	Agree	

As can be seen in Table 8, which is titled "Teachers' Job Satisfaction Based on Promotion," the table displays the frequency and percentage distribution of teacher-respondents and how they feel about their job happiness in relation to supervision. It implies that the immediate supervisor provides suggestions to improve instruction, with a weighted mean of 3.90 and an interpretation of agreeing with the recommendation. With a weighted mean of 3.63 and a ranking of 8, the respondents stated that their immediate superior provides them with the resources they require to perform at their highest level, which was read as agreement. When it comes to achieving strong performance as a result of having a quality education, however, there are certain signs that fall under the category of job satisfaction to supervision that are significant. The composite mean of the distribution of respondents' motivational factors that influence instructors' work productivity in terms of job satisfaction based on supervision has a weighted mean of 3.74, which is regarded as agreeing with the statement.

Table 9
Weighted Mean Distribution of Respondents Motivational Factors that Affects teachers' Work Productivity in terms of Job Satisfaction Based on Promotion

Promotion	WM	VI	Rank
1. Teaching provided me with an opportunity to advance professionally.	3.62	Agree	3
2. Teaching provided me with unlimited opportunities for advancement.	3.56	Agree	5.5
3. Teaching provided me with an opportunity for promotion.	3.58	Agree	4
4. Teaching provided me a good opportunity for advancement.	3.56	Agree	5.5
5. I got ahead in my present teaching position.	3.28	Neutral	10
6. The current scheme of service.	3.52	Agree	7
7. Fairness in the present promotion scheme.	3.78	Agree	2
8. The rewards of any performance.	3.44	Neutral	9
9. Chances of promotion	3.80	Agree	1
10. The rewards of any performance.	3.48	Neutral	8
Composite Mean	3.56	Agree	

As can be seen in Table 9, the weighted mean of teachers' work satisfaction based on promotion as to prospects of promotion has a weighted mean of 3.80, and being in agreement was the highest in rated. Additionally, it reveals that those educators who have a weighted mean of 3.28 and a ranking of 10 have stated that they have advanced in their current position, which is regarded as agreeing. However, the current promotion scheme has a weighted mean of 3.78, which is ranked second. On the other hand, some individuals have stated that teaching gives them the opportunity to advance professionally, which has a weighted mean of 3.62 and is ranked third. Teaching also gives them the opportunity to advance, which has a weighted mean of 3.58 and is ranked fourth. Teaching gives them unlimited opportunities for advancement. The present scheme of service lists teaching as having a weighted mean of 3.56 and a ranking of 5.5. Teaching provides individuals with an excellent possibility for promotion. 3.52, rated seventh, agree, A weighted value of 3.48, ranked 8, and neutral are assigned to the prizes for any performance. There is a weighted mean of 3.44 for the prizes related to any performance, and they are ranked 9 neutral. As a result, the composite mean of the weighted mean distribution of respondents' motivational variables that affect teachers' work productivity in terms of job satisfaction based on promotion has a weighted mean of 3.56, which is interpreted as agreeing with the statement.

Table 10
Weighted Mean Distribution of Respondents Motivational Factors that Affects teachers' Work Productivity in terms of Reward System As to Incentives

Incentives	WM	VI	Rank
1. Accommodation allowance	2.86	Neutral	5
2. Augmentation and livelihood support	2.78	Neutral	8
3. Clothing allowance	3.42	Neutral	1
4. Hardship allowance	2.88	Neutral	6.5
5. Loyalty Pay	3.22	Neutral	3
6. Personal Economic and Relief Allowance	2.94	Neutral	4
7. Proportional Vacation Pay	3.24	Neutral	2
8. Chalk Allowance	2.70	Neutral	9
9. Transportation allowance	2.88	Neutral	6.5
Composite Mean	2.99	Neutral	

It has been suggested by Carraher et al. (2008) that in order to keep high performers within an organization, there must be an efficient incentive system in place and that the reward ought to be connected to the level of productivity that they exhibit. In order for an organization to achieve its goal of maximizing the performance of its employees, it is necessary for the business to establish

rules and procedures, as well as a reward system that is based on those policies and procedures that are designed to promote employee happiness and motivation. It demonstrates that the reward system has an effect on the motivation of teachers.

In accordance with the data shown in Table 10, the weighted mean distribution of the respondents' motivational elements that influence the job productivity of instructors in terms of reward system. When it comes to incentives, the clothes allowance had the highest weighted mean of 3.42, and it was classified as the first neutral incentive. On the other hand, the chalk allowance had the lowest weighted mean of 2.70, and it was ranked sixth neutral. With a weighted mean of 3.24 and a ranking of 2, proportional vacation pay is considered neutral. With a weighted mean of 3.22 and a ranking of 3, neutral, the loyalty pay of teachers is being discussed. The Personal Economic and Relief Allowance has a weighted mean of 2.94, which signifies neutrality and ranks fourth. The Accommodation Allowance has a weighted mean of 2.86, which indicates neutrality and ranks fifth. The augmentation and livelihood support programs have a weighted mean of 2.78, which is neutral, and they are ranked 8. The hardship allowance and transportation allowance both have a weighted mean of 2.88, which is neutral, and both are ranked 6.5. The composite mean of the motivational factors that affect the job productivity of instructors in terms of reward system as regards incentives have a weighted mean of 2.99, which may be viewed as neutral.

Table 11
Weighted Mean Distribution of Respondents Motivational Factors that Affects teachers' Work Productivity in terms of Reward System as to Leave Benefits

Leave Benefits	WM	VI	Rank
1. Paternity/ maternity leave	3.82	Agree	1.5
2. Indefinite leave	3.82	Agree	1.5
3. Recovery leave	3.34	Neutral	4
4. Sick leave	3.42	Neutral	3
5. Study leave	3.12	Neutral	5
Composite Mean	3.50	Agree	

The weighted mean distribution of respondents' motivational variables that affect teachers' job productivity in terms of reward system as regards leave benefits is shown in Table 11. The factors with the greatest weighted mean of 3.82 were paternity/maternity leave and indefinite leave, which were ranked 1.5 and agreed with. There is a weighted mean of 3.42 for sick leave, which is ranked 3, neutral. When it comes to leaving benefits, the study leave for teachers had the lowest weighted mean of 3.12, neutral, and the recovery left had the highest weighted mean of 3.34; it was rated 4, and it was agreed upon. There is a consensus of 3.50 among those who feel that leave benefits for teachers are beneficial to their productivity.

This indicated that motivational aspects in terms of a reward system as to leave benefits were necessary for the respondents to agree that paternity or maternity leave, as well as indefinite leave in the performance measures, were required in order to boost their job productivity. A significant amount of the job performance of teachers was influenced by leave benefits.

Table 12
Weighted Mean Distribution of Respondents' Motivational Factors that Affect Teachers' Work Productivity in Terms of Professional Training As to In-Service Training

In-Service Training	WM	VI	Rank
1. Training among teachers improves their job satisfaction, thus improving their performance.	3.88	Agree	1
2. The availability of training opportunities among teachers motivates them to perform.	3.86	Agree	2.5
3. Fully trained teachers are ever motivated to teach, thus improving their performance in terms of curriculum delivery.	3.86	Agree	2.5
4. Training improves teachers' confidence, thus improving their performance in terms of curriculum delivery.	3.82	Agree	4
5. Given assignments as resource speakers during teachers' conferences.	3.46	Neutral	9

6. 1. The provision of job-related workshops enhanced my academic performance.	3.72	Agree	6
7. The provision of in-service training on various issues within the school enhances my knowledge.	3.76	Agree	5
8. Availability of further professional development.	3.64	Agree	7
9. The availability of opportunities to attend workshops outside the school increases my knowledge.	3.70	Agree	8
10. Conducts action research.	3.10	Neutral	10
Composite Mean	3.68	Agree	

The weighted mean distribution of the responder motivational elements that affect teachers' work productivity in terms of professional training as to in-service training is indicated in Table 13 as to 10 characteristics of in-service training for teachers. This is illustrated in Table 12, which can be found here. There were comments that indicated that training among teachers enhances their job happiness, which in turn improves their performance. The highest weighted mean score was 3.88, and it was graded 1 and read as agreeing with the statement. Conducting research was the research activity with the lowest weighted mean of 3.10, rated 10 and neutral. There is a correlation between the availability of training opportunities among instructors and their performance, and properly trained teachers are always motivated to teach, which leads to an improvement in their performance in terms of curriculum delivery qualities. The weighted mean of these attributes is 3.86, and they are rated at 2.5.

The confidence of teachers is increased via training, which in turn leads to an improvement in their performance in terms of the delivery of curriculum. The weighted mean of 3.82, ranked 4, is in agreement. My understanding is improved by the provision of in-service training with in-school instruction on a variety of topics; I have a weighted mean of 3.76, and I agree with this statement. I have a weighted mean of 3.72, and I am in agreement with the statement that the provision of job-related training improves my academic achievement. A weighted mean of 3.64, ranked 7, indicates that there is agreement regarding the availability of future professional growth. The fact that I am able to participate in workshops that are held outside of the school has a weighted mean of 3.70, which indicates that I agree with this statement. On the other hand, the fact that I am assigned to speak as a resource speaker at teachers' conferences has a weighted mean of 3.46, which indicates that I am indifferent. As a result, educators reached a consensus that in-service training is extremely important for expanding their teaching capabilities and increasing their overall productivity.

This indicated that the majority of educators were in agreement with the factors that influence teacher productivity in professional training as well as in-service training pertaining to motivational factors.

Table 13
Weighted Mean Distribution of Respondents' Motivational Factors that Affect Teachers' Work Productivity in Terms of Professional Training as to Professional Advancement

Professional Advancement	WM	VI	Rank
1. Delegated as Teacher/Officer-In-Charge	2.78	Neutral	3
2. Promoted to the next higher position	2.72	Neutral	4
3. Seminar/Workshops	3.06	Neutral	1
4. Specialization training/scholarship	2.82	Neutral	2
5. Given assignments as resource speakers during teachers' conferences.	2.64	Neutral	5
6. Given assignment as demonstration teacher during district teachers' conference.	2.52	Neutral	6
Composite Mean	2.76	Neutral	

On the basis of Table 13, The weighted mean distribution of the respondents' motivational elements that affect instructors' job productivity in terms of professional training as well as professional growth is what this phrase refers to. The attributes with the highest weighted mean were seminars and workshops for instructors, which had a weighted mean number of 3.06 and were ranked 1 and neutral. During the district teachers' conference, the assignment of demonstration teacher was given to the individual with the lowest weighted mean, who had a score of 2.52 and was ranked as neutral. Given the task of serving as a resource speaker

during teacher conferences, with a weighted mean of 2.64 and a ranking of 5, neutral, followed by professional advancement in the form of being promoted to the next higher level after receiving a weighted mean of 2.72 and a ranking of 4, neutral. There is a weighted mean of 2.78, ranking 3, and neutral for those who have been delegated as Teacher/Officer-In-Charge. However, the weighted mean for specialist training and scholarships is 2.82, and they are rated 2 and neutral. The composite mean of the motivational elements that affect teachers' job productivity in terms of professional training as well as professional growth is 2.76, and this value is viewed as neutral. In light of this, it was inferred that the teacher-respondents had no strong feelings regarding the elements that motivate them to improve their careers.

Table 14
Weighted Mean Distribution of Respondents' Motivational Factors that Affects Teachers' Work Productivity in Terms of Working Conditions As to Work Environment

Work Environment	WM	VI	Rank
1. Teaching and learning resources are inadequate in school, thus de-motivating teachers to teach.	3.56	Agree	3
2. There are tight rules and regulations in schools that demotivate teachers.	3.44	Neutral	4
3. Education policies in schools are tight on teachers; thus, they get dissatisfied with their jobs.	3.24	Neutral	9
4. The arrangement of offices and the spaces available in the offices de-motivates teachers.	3.28	Neutral	8
5. I am satisfied with participation in co-curricular activities in school.	3.42	Neutral	5
6. Harmonious relationship with colleagues	4.02	Agree	1
7. I am satisfied with the supply of a sufficient amount of material, tools for teaching the the learning process.	3.38	Neutral	7
8. I am satisfied with the the accessibility of transportation	3.30	Neutral	10
9. Availability of workspace and assignments.	3.40	Neutral	6
10. I am satisfied with creating a clean, initiating and comfortable working area.	3.58	Neutral	2
Composite Mean	3.46	Neutral	

The weighted mean distribution of the responder motivational elements that affect teachers' work productivity in terms of working circumstances as well as the work environment is presented in Table 14. Those who have a harmonious relationship with their coworkers have the highest weighted mean of 4.02, ranked 1, and agree with the statement. On the other hand, those who have the lowest weighted mean of 3.30, ranked 10, and are neutral indicate that they are content with the accessibility of mobility. I am content with the fact that I have created working environments that are clean, inviting, and comfortable. The weighted mean for these areas is 3.58, and they are classed as neutral.

There is a lack of adequate teaching and learning resources in schools, which results in teachers feeling less motivated to educate. The weighted mean is 3.56, and the agreement level is 3. Following that, the traits that there are stringent rules and regulations in schools, which demotivate instructors, have a weighted mean of 3.44, ranked 4, and neutral. I have a weighted mean of 3.52 and a neutral ranking of 5 for my engagement in extracurricular activities at school.

I am satisfied with my participation. The weighted mean for the availability of workspace and assignments is 3.40, and they are scored between neutral and neutral. There is a reasonable amount of resources available, and the tools for the teaching and learning process have a weighted mean of 3.38, ranked 7, and are impartial. I am satisfied with this availability. There is a correlation between the arrangement of offices and the spaces available in the offices, which demotivates teachers (weighted mean of 3.28, ranked 8), and education policies in schools, which are strict on instructors, causing them to become dissatisfied with their work (weighted mean of 3.24, ranked 9).

Each of these factors has a composite mean of 3.46, which indicates that they are neutral. Because of this, it was evident that all of the characteristics of the working environment were rated as neutral; thus, this indicates that the characteristics that were provided are significant in the working environment environment of teachers. As a result, it was inferred that the majority of teachers had a neutral attitude toward the motivational elements that influence the work productivity of teachers in terms of the working circumstances and the environment in which they work.

Table 15
Weighted Mean Distribution of Respondents' Motivational Factors that Affects Teachers' Work Productivity in Terms of Working Conditions as to Operating Procedure

Operating Procedure	WM	VI	Rank
1. I am interested in the policies of my school	3.82	Agree	4
2. I try to be aware of the policies of my school	3.84	Agree	3
3. I am responsible for my actions	3.98	Agree	1
4. I support the school program for peak performance	3.96	Agree	2
5. It matters to me if I wear my uniform and my colleagues do not.	3.36	Neutral	6
6. I am happy to reflect my absences in my daily time record.	3.74	Agree	5
7. I am pretty confident that I can make decisions for the school without consulting the authorities.	2.80	Neutral	7
Composite Mean	3.64	Agree	

As shown in Table 15, the weighted mean distribution of respondents' motivational factors that affect teachers' work productivity in terms of working conditions as to operating procedure the highest weighted mean of 3.98, ranked 1, interpreted as agree was operating procedure as to responsible of their actions while the lowest weighted mean of 2.80, ranked 7, neutral was an indicator that they are pretty much confident that they can make decisions for the school without consulting the authority. This is followed by the statement, "I try to be aware of the policies of my school," which has a weighted mean of 3.84 and is placed third in agreement. I support the school program for peak performance, which has a weighted mean of 3.96 and is ranked second. My school's policies have a weighted mean of 3.82, and I am interested in them. I am ranked 4 and agree with them. It gives me great pleasure to report that my absences in my daily time record have a weighted mean of 3.74, and I am in agreement with this rating. Both the fact that I am wearing my uniform and the fact that my coworkers do not have a weighted mean of 3.36 and a ranking of 6 are important to me.

Because of this, the weighted mean distribution of respondents' motivational elements that affect teachers' job productivity in terms of working conditions as regards operating procedure has a composite mean of 3.64, which may be read as agreeing with the statement.

5.1.3 Significant difference between the demographic profile of the respondents and the identified motivational factors

Table 16
Significant Difference Between Demographic Profile of the Respondents to the Identified Motivational Factors

Group	Male	Female
Mean	3.1300	3.3000
SD	0.3172	0.6160
SEM	0.1586	0.3080
N	4	4

Sex. A statistically significant P value is also included. With two tails, the P value comes out to be 0.06411. This difference is not regarded to be statistically significant according to the criteria that are typically recognized. The interval of confidence: The difference between males and females is equal to - 0.1700. Between -1.0177 and 0.6777 is the range of the confidence interval for this difference at 95%. Calculations that make use of intermediate values, such as There is a difference of 0.346 standard deviations

between $T = 0.4907$ and $df = 6$. This gave the impression that sex does not play a significant role in the motivating factors that influence the productivity of instructors.

Group	20 – 34 yrs	35 – 40 yrs above
Mean	3.5225	3.6100
SD	0.3643	0.4149
SEM	0.1821	0.2074
N	4	4

A statistically significant P value is also included. With two tails, the P value comes out to be 0.06411. This difference is not regarded to be statistically significant according to the criteria that are typically recognized. The interval of confidence: A mean of 0.7620 is obtained by subtracting 35–40 years from the age range of 20–34 years. Between -0.7630 and 0.5880 is the range of the confidence interval for this difference at 95%. Calculations that make use of intermediate values, such as There is a discrepancy of 0.276 standard deviations between $T = 0.3170$ and $df = 6$. Because of this, age does not have a significant role in the productivity of teachers.

Group	Single	Married
Mean	3.1650	3.4575
SD	0.2914	0.3889
SEM	0.1457	0.1944
N	4	4

Civil Status. The table provides information regarding the significance of the P value and statistical significance on the basis of civil status. 0.2740 is the value of the two-tailed P statistic. This difference is not regarded to be statistically significant according to the criteria that are typically recognized. The interval of confidence: The difference between single and married people has a mean of -0.2925, and the 95% confidence interval for this difference is from -1.8870 to 0.3020.

Calculations that make use of intermediate values, such as There is a discrepancy of 0.243 standard deviations between $T = 1.2039$ and $df = 6$. The implication of this was that the civil standing of teachers does not play a significant role in the motivational element that affects teachers' productivity.

Group	Non - BEED	BEED
Mean	3.2050	3.9600
SD	0.6424	0.2160
SEM	0.3212	0.1080
n	4	4

Educational Attainment. According to the data presented in the table, Educational Attainment possesses a P value and is statistically significant. It is equal to 0.0674 for the two-tailed P value. The difference in question is regarded as statistically significant according to the parameters that are typically used. The interval of confidence: The difference between single and married people is equivalent to -0.7550. For this particular discrepancy, the 95% confidence interval ranges from -1.5842 to 0.0742. Calculations that make use of intermediate values such as There is a discrepancy of 0.339 standard deviations between $T = 2.2281$ and $df = 6$. The implication of this was that the level of educational attainment has a substantial relationship to the motivational elements that influence the rates of productivity among instructors.

5.1.4 How can the study be used to enhance the existing human resource policy of schools to improve teachers' productivity?

The findings of the study indicate that the discovered motivational elements that influence instructors' productivity at a government primary education school have a beneficial impact on teaching performance. This is evident from the fact that the study was conducted. In terms of their work productivity, teachers may be impacted by these things. When it comes to teaching productivity, some of the results had a negative response, and this should be the basis for school administration to increase motivation and enhance policy in order to improve instructors' job productivity. The decline in the teaching performance of teachers will lead to a decrease in the quality of education as well as a decline in leadership. It will result in improved involvement, empowerment, and motivation among teachers, which will lead to positive outcomes for both instructors and students. This will be accomplished by providing support to teachers in reference to their primary needs at work. Enhanced resource policies are absolutely necessary in order to bring about success in the goal and vision of the school.

With this study about identifying motivational factors that affect teachers' productivity, a proposal for human resource policy enhancement will serve as an eye opener to the school administrators, causing them to revisit the existing policy with regard to identify factors that still affect the work performance of teachers. This study was conducted in order to improve the policy. Positive student performance and improved human resource policies are the results of teachers who are both motivated and satisfied with their work.

6. Summary of the Findings, Conclusions, and Recommendations

Within this chapter, you will get a summary of the findings as well as recommendations from the researcher regarding significant topics that were discovered over the course of the investigation. In order to accomplish effective and lifelong learning for students, the primary goal of this research was to discover the characteristics that influence teachers' productivity on the basis of their motivation. For the purpose of this study, the descriptive approach was utilized to collect the relevant data that was required.

6.1 Summary of Findings

Among the important findings of this research are:

6.1.1 The demographic profile of the respondents

There were 39 female responders, which is equivalent to 78 percent of the total, and they ranked first. The implication was that women held a dominant position. Following that, fourteen, or twenty-eight percent, of the responders are forty years old or older. As a result, they have a greater expertise in the field of education. In terms of the respondents' civil status, the majority of them were married, with a frequency distribution of 31 and 62 percent, ranked 1; the next most common group was teachers who were single, with a frequency distribution of 19 or 38 percent, ranked the second most common group. In the meantime, the majority of the responders, who totalled 47 and constitute 94 percent, hold degrees equivalent to a Bachelor of Elementary Education (BEED). This suggests that instructors are well-prepared and suitable for the profession that they have chosen. When it came to the length of time they had been employed, the majority of the respondents had less than five years of experience, while the fewest had between twenty-six and thirty years of experience.

6.1.2 Motivational factors that affect teachers' work productivity

According to the findings of the survey, the respondents' level of job satisfaction was directly proportional to the length of time they had spent serving in the military. According to the findings of the study, this particular component has the lowest weighted mean of 3.06, which is neutral, rated 1, and obtained a composite mean of 2.86, which is regarded as neutral. With a weighted mean of 3.90, the majority of respondents indicated that their immediate superior provides suggestions to improve their teaching. A ranking of 1 was understood to be in agreement with this statement. And with regard to promotions, the findings shown in Table 10 demonstrated that the probabilities of promotions are of utmost significance, as indicated by the respondents. A weighted mean of 3.80, with a ranking of 1, indicates that respondents are in agreement. According to the composite mean, teachers' productivity in terms of job satisfaction as it relates to promotion is 3.56, which can be taken as suggesting agreement.

As far as the Reward System is concerned, the most significant aspect in determining the level of productivity of instructors is the receipt of incentives. The most prominent of these incentives was clothing allowances, which had a weighted mean of 3.42 and were graded 1 and neutral. As can be seen in Table 12, the most frequently mentioned aspects of leave benefits are paternity or maternity leave and indefinite leave. Both of these characteristics have a weighted mean of 3.82 and a ranking of 1.5 and are regarded as agreeing with the statement.

As can be seen in Table 13, teacher respondents highlighted the in-service training that was planned for teachers. According to the findings, training among teachers enhances their job satisfaction, which in turn improves their performance. This training has a weighted mean of 3.88, placing it in the first place. In addition, according to Table 14, the elements that influence a teacher's professional growth include attending a seminar or workshop, which has a weighted mean of 3.06, scored 1 as neutral, and a neutral ranking.

With a weighted mean of 4.02 and a rated 1 that was regarded as agreeing, the most detected indicators as to the work environment component were the work environment implied harmonious interaction towards colleagues. This was reported in reference to the working conditions. The teachers also indicated that they are responsible for their activities, with a weighted mean of 3.98 and a rank of 1. agree. This was found in the operating process.

According to the findings of the survey, the respondents' level of job satisfaction was directly proportional to the length of time they had spent serving in the military. According to the findings of the study, this particular component has the lowest weighted mean of 3.06, which is neutral, rated 1, and obtained a composite mean of 2.86, which is regarded as neutral. With a weighted mean of 3.90, the majority of respondents indicated that their immediate superior provides suggestions to improve their teaching.

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6.1.2 A significant difference between the demographic profiles of the respondents and the identified motivational factors.

Therefore, according to the research findings, sex is not statistically important in relation to the elements that motivate people. The mean of male minus female equals - 0.1700, which is the confidence interval for gender. Between -1.0177 and 0.6777 is the range of the confidence interval for this difference at 95%. $T = 0.4907$ $df = 6$ standard deviation difference = 0.346 These are the intermediate values that are used in the calculations. According to this, there is no substantial difference between the genders of teachers in terms of the motivational element that affects their productivity.

According to the findings of the study, the relationship between age and motivating factors did not have a statistically significant P value or statistical significance. With two tails, the P value comes out to be 0.06411. According to the standard criterion, The 95% confidence interval for this difference ranges from -0.7630 to 0.5880, while the mean of the age range of 20 to 34 years, minus the age range of 35 to 40 years, equals 0.7620. $T = 0.3170$ $df = 6$ standard deviation difference = 0.276 These are the intermediate values that are used in the calculations. It suggests that there is no substantial difference between the ages of instructors in terms of the elements that motivate them and affect their work productivity.

Given the P value and statistical significance, it was determined that the civil status of the respondents did not meet the criteria for statistical significance. It is equal to 0.2740 for the two-tailed P value. This difference is not regarded to be statistically significant according to the criteria that are typically recognized. Confidence interval: The mean of Single minus Married equals -0.292595% of the confidence interval of this difference, which ranges from -1.8870 to 0.3020 $T = 1.2039$ $df = 6$ standard deviation difference = 0.243 These are the intermediate values that are used in the calculations. This suggested that the civil status of the teacher-respondent does not have a substantial impact on the amount of work that teachers get done.

Regarding Educational Attainment, the P value and statistical significance are equivalent to 0.0674, which is the value of the two-tailed P value. The difference in question is regarded as statistically significant according to the parameters that are typically used. The interval of confidence: The difference between single and married people is equivalent to -0.7550. For this particular discrepancy, the 95% confidence interval ranges from -1.5842 to 0.0742. $T = 2.2281$ $df = 6$ standard deviation difference = 0.339 These are the intermediate values that are employed in calculative processes. The conclusion that can be drawn from this is that there is a considerable association between the educational level of the respondents and the motivational elements that affect teachers' productivity.

According to the findings of the study, there is no significant difference between the demographic profile of teachers in terms of sex, age, and civil status and the motivational factors that affect teachers' productivity. On the other hand, educational attainment has a significant difference in relation to the motivational factors that affect teachers' productivity, such as job satisfaction, reward system, professional training, and working conditions at a government primary education school.

6.1.3 The use of this study to enhance the existing human resource policy of the school to improve teachers' productivity

The findings of the study indicate that the discovered motivational elements that influence instructors' productivity at a government primary education school have a beneficial impact on teaching performance. This is evident from the fact that the study was conducted. In terms of their work productivity, teachers may be impacted by these things. When it comes to teaching productivity, some of the results had a negative response, and this should be the basis for school administration to increase motivation and enhance policy in order to improve instructors' job productivity. The decline in the teaching performance of teachers will lead to a decrease in the quality of education as well as a decline in leadership. It will result in improved involvement, empowerment, and motivation among teachers, which will lead to positive outcomes for both instructors and students. This will be accomplished by providing support to teachers in reference to their primary needs at work. Enhanced resource policies are absolutely necessary in order to bring about success in the goal and vision of the school.

This study about identifying motivational factors affecting teachers' productivity, a proposal for human resource policy enhancement, will serve as an eye opener for school administrators to revisit the existing policy with regards to identifying factors that still affect the work performance of teachers and think of other strategies that will keep them performing in all aspects. Having teachers who are both motivated and satisfied leads to improved student performance, which in turn contributes to the success of human resource management. The findings of the current research on the impact of motivating factors on teachers' productivity have the potential to provide support for the enhancement of HR policies that are already in place in every workplace.

6.2 Conclusions

1. The characteristics of the respondents, including their gender, age, civil status, duration of service, educational attainment, and length of service, all have an impact on the efficiency with which teachers are able to provide quality education to their students.
2. The findings of the survey indicate that regarding job satisfaction in relation to compensation, the teachers did not have a strong opinion either way. According to the majority of them, they were in agreement that their salaries were proportional to the number of years they had been employed.

When it comes to supervision, the majority of respondents concurred that their superior provides suggestions to help them better their teaching. They were all in agreement that the chances of promotion have an effect on their teaching productivity, which was based on the findings of the study that investigated job satisfaction in relation to promotion. The reward system also has an effect on the work productivity of teachers. With regard to the incentives, the responses of the respondents were devoid of any particular bias. Considering that the results showed that the teachers were in agreement, it is possible that the leave benefits that they receive could have an effect on their teaching productivity. In-service training was very important, particularly for teachers, because they need to continue their education in order to provide quality education to the students. This is the reason why the majority of teachers in this study believed that training among teachers improves their job satisfaction, which in turn improves their performance.

According to the findings of the research project about professional training and its impact on professional growth, the majority of the respondents considered that seminars and workshops might have an effect on their teaching productivity, but they have a neutral opinion on the matter. When it comes to the working conditions, the results of the work environment are neutral; nonetheless, the majority of them felt that having harmonious relationships with their colleagues may have an effect on their teaching performance. The last thing to mention is that the motivational variables in terms of working conditions and operational procedures demonstrated that they are more responsible for their actions and were perceived as agreeing with the procedure.

There are a number of motivational elements that have an impact on the productivity of teachers. These aspects include job satisfaction, a reward system, professional training, and a working environment, all of which are very important for achieving competency.

Teachers, like everyone else, are human beings, and as such, they have particular requirements that must be taken into consideration. By implementing the intervention that is proposed in this study, it will be possible to gain insights into how to promote increased productivity among educators.

3. This study found that there is no significant difference between the demographic profile of the respondents in terms of sex, age, or civil status. On the other hand, the study found that there is a significant difference in relation to educational attainment in terms of the motivational variables that affect instructors' productivity. This study will serve as a wake-up call to school administrators, prompting them to reconsider their current policies in order to enhance the productivity of teachers. This is necessary in order to ensure that teachers are both motivated and satisfied with their work and to foster harmonious relationships

within the organization, particularly with regard to the provision of quality teachers and students as part of the ongoing process of nation-building.

6.3 Recommendations

1. In order to increase learning outcomes, students should acquire appropriate study habits to satisfy the required skills from the curriculum that is utilized in teaching.

The motivation of teachers should be bolstered by providing them with adequate compensation. It is imperative that the compensation be comparable to those of other government departments. They will be motivated to improve their curriculum delivery as a result of this. In light of the fact that it was discovered that each of the aspects that were presented is necessary in order to achieve job satisfaction, the requirements of the educators ought to be given consideration. It is important that educators have the opportunity to participate in seminars that will assist them in developing "holistic" personalities for their students.

2. The empowerment of teachers will raise teachers' confidence and make them feel more competent in their abilities, which will result in an improvement in classroom instruction. An increase in the salaries of teachers will result in an increase in both their dedication and their performance. When educators are acknowledged for their achievements, they will be more likely to be open to exploring new experiences in the future, which will lead to ongoing development. The positive social status of teachers has a significant impact on their morale, which in turn drives them to do their jobs. In order to increase the productivity of teachers, prompt payment of salary, allowances, and promotions is required.

3. The school administration ought to show due regard and affection for teachers, as well as include them in the decision-making process.

4. The research additionally suggests that all of the teaching staff should be treated on an equal footing and that no one should be undermined or undermine the other since this would have an effect on the self-esteem of the individuals engaged in the teaching profession.

5. The research suggests that the government and the administration of the school should devise a plan as a means of publicly acknowledging instructors who have demonstrated exceptional performance for their efforts. According to the findings of the study, the government ought to establish a program that may improve the fairness of the promotion process for teachers and ensure that all teachers have an equal opportunity to advance in their careers. The study suggests that the government, parents, and other contributors should improve the working conditions of teachers by establishing spacious staff rooms and classrooms, as well as guaranteeing that libraries and laboratories are provided with the necessary materials.

6. It is imperative that all parties involved in the education sector remain steadfast in their commitment to provide teachers of both genders with the necessary incentives and encouragement throughout their careers. As a result, this highlights the importance of providing equal opportunity to all individuals. The administrators want to organize informative seminars with the purpose of enhancing the capabilities of the educators. As a result, it will improve their self-assurance in their ability to teach their subjects and will drive them to perform their work effectively. It is the responsibility of school administrators to make certain that the atmosphere of the school is favorable to teaching in order to ensure that instructors are motivated and satisfied with their professions. This is something that may be accomplished by making certain that there are sufficient resources for learning and teaching. In order to motivate teachers to put in more effort at work, administrators should create an environment in which they feel like they belong at their place of employment.

7. The HR personnel and manager should review their guidelines and develop methods in order to address the teachers' requirements in terms of improving their performance. It is important for them to be aware of the various elements that continue to exist and have an impact on the job productivity of their employees, particularly in the context of the school setting, where the instructors are impacted.

This study may propose the following inclusions to enhance the existing human resource policy:

- The provision of supplementary remuneration for educators is dependent on their performance evaluations.
- It is important to provide instructors with professional training that will help them nurture and develop their talents and skills.
- Coordinated in an appropriate manner with educational institutions under the government.
- There are scholarship awards available for postgraduate studies, and the selection of grantees is based on predetermined criteria.
- It is important to offer rewards to teachers who have top performance.

- In order to enhance the productivity of instructors, it is necessary to conduct a thorough review of the existing policies and programs.

8. Although the study was able to make use of Herzberg's two-factor theory, it is possible that there are still theories regarding motivation that can be used to boost work efficiency. One such theory is McClelland's accomplishment motivation theory. Power, affiliation, and achievement are the three demands that are the focus of this theory, which investigates the factors that motivate human behavior. To achieve high levels of success, the teachers ought to be incentivized to put in a lot of effort. There are a variety of motivation theories that are utilized to encourage instructors in the workplace. This is done in order to guarantee that teachers maintain an effective level of performance. For the purpose of motivating teachers to perform their professions in an efficient manner, there is no one theory that is superior to any other theory. The organization or the management anticipated making use of a combination of two or more different theories of motivation in their application activities. According to Bonsa (1996), various authors often communicate diverse theories of motivation in a variety of different ways at different times. Tollosa Yohannes Negussie (2014) offers a citation for this.

9. In the context of a school, it is of the utmost importance for a teacher to exert more effort in order to reach the goals that he or she has set for themselves. According to the Herzberg theory of motivation, which has been cited by Leach (2000), "Managers do not motivate employees by giving them higher wages, more benefits, or new status symbols. Rather, employees are motivated by their own inherent need to succeed at challenging tasks." This theory focuses on job satisfaction and dissatisfaction. Therefore, it is not the manager's responsibility to encourage people in order to get them to succeed; rather, the management should give possibilities for individuals to achieve in order to motivate them.

10. In light of this, the current study, which aims to identify the factors that influence the productivity of teachers at a government primary education school, may be able to contribute to the improvement of the existing human resource policy by providing a suggestion for HR policy enhancement.

11. The productivity of teachers in various workplaces is impacted by a wide variety of internal and external factors. There are a variety of rules within the education department as well as stakeholders that are being pushed to deal with the issue of the teaching performance of each and every teacher. Although they do not have sufficient resources or recognition, they are expected to accomplish more. Since the beginning of time, the reason why the instructor may have at all times is because of their instructional ability. There are instances when teachers are not doing well because of certain elements that affect their job satisfaction in relation to the duties and responsibilities they are responsible for. As a result of the fact that they are frequently ignored, numerous research have utilized a variety of approaches in order to ascertain the cause behind the ineptitude of teachers. In this regard, the descriptive approach was utilized in an appropriate manner.

12. In order to determine the motivational elements that influence teachers' productivity, there are various research techniques that can be utilized. One of these approaches is qualitative research, which is designed to provide in-depth information that can lead to a stronger development of the policies that are now in place in the field of human resource management. All of the most recent studies might be helpful in addressing the efficiency of instructors' labor.

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