

ABSTRACT

Studies have been shown that teachers use various kinds of incentives to motivate their students to perform well in class. In the same vein, teachers in general may need to be properly motivated in order to prove how effective they are in their jobs. Guided by this, the researchers aimed to find out if the level of motivation affects the level of teaching effectiveness among elementary school teachers.

The Teachers Motivation Questionnaire (Galinta, 1980) and the Teachers Behavior Inventory (Desabayla, 1982) were used to measure motivation and teaching effectiveness respectively. Both instruments were given to 40 teachers, 5 each from eight Manila City public schools. Each set of 5 teachers were selected using a random sampling procedure. Quotas were based on the proportion of schools found per area compared to the total number of schools in Manila and the capability of the researchers to gather data from these schools. The TBI was also given to the administrators of each of the eight schools to find out whether there would be any difference in the self-ratings and the administrators' ratings of teacher performance.

Two statistical tests were used to analyze the data. The t-test for related samples was used to test the difference between the ratings of the teachers and their administrators while Pearson r was used to test if there is a relationship between the level of motivation and teaching effectiveness. The statistical test results show that there is no significant difference between the self-ratings made by the teachers and their administrators. On the other hand, The Pearson r computed that there is no relationship between motivation and teaching effectiveness. Teachers were found to be performing effectively even if they are not effective despite their being highly motivated.

