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THE RELATIONSHIPS BETWEEN TEACHERS' TEACHING PERFORMANCE
AND LEVELS OF MOTIVATION AND JOB-RELATED NEEDS SATISFACTION
AT THE PERPETUAL HELP COLLEGE OF LAGUNA, 1988-1989

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Chapter 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study involved one hundred nine faculty of the Perpetual Help College of Laguna during the school year 1988-1989.

The study primarily attempted to determine the degree to which their teaching performance was related with their levels of work motivation and job-related needs satisfaction.

Specifically, the study sought answers to the following questions:

1. What is the profile of the teacher respondents in terms of their:

- 1.1. age;
- 1.2. sex;
- 1.3. marital status;
- 1.4. educational qualification;
- 1.5. teaching experience
- 1.6. motivational levels;
- 1.7. degree of satisfaction of their job-related needs and,
- 1.8. teaching performance?

2. Is there a significant relationship between the teachers' teaching performance and:



2.1. the degree of satisfaction of their job-related needs?

2.2. their motivational level?

3. What regression equation can be used to predict teachers' teaching performance given:

3.1. the degree of satisfaction of their job-related needs?

3.2. their motivational level?

4. How do the following variables influence the relationship between the teachers' teaching performance and the combined effects of their motivational level and degree of satisfaction of their job-related needs:

4.1. age;

4.2. sex;

4.3. marital status;

4.4. educational qualification;

4.5. teaching experience

5. Is there a significant relationship between teachers' teaching performance and their:

5.1. age;

5.2. sex;

5.3. marital status;

5.4. educational qualification;

5.5. teaching experience

6. Which of the following variables are the best



predictors of teachers' teaching performance:

- 6.1. teachers' motivational level;
- 6.2. level of satisfaction of teachers' job-related needs;
- 6.3. teachers:
 - 6.3.1. age;
 - 6.3.2. sex;
 - 6.3.3. marital status;
 - 6.3.4. educational qualification;
 - 6.3.5. teaching experience?

The study verified the following hypotheses:

1. There is a significant relationship between the teachers' teaching performance and their levels of motivation and job-related needs satisfaction.
2. Age, sex, marital status, educational qualification, and teaching experience affect the relationship between teaching performance and the levels of motivation and job-related needs satisfaction.
3. There is a significant relationship between the teachers' teaching performance and their age, sex, marital status, educational qualification, and teaching performance.
4. Teaching performance can be predicted by teachers' motivational level, degree of satisfaction of job-related needs, age, sex, marital status, educational



qualification, and teaching experience.

Three standardized instruments were used for data-gathering purposes. The Teacher Behavior Inventory measured the teachers' teaching performance, the Work Motivation Scale measured the teachers' levels of work motivation, and the Factors Important In My Job Questionnaire determined the teachers' levels of job-related needs satisfaction. A Personal Data Sheet was also used to gather information concerning the teachers' age, sex, marital status, educational qualification, and years of teaching.

FINDINGS

The significant findings of the study are as follows:

1. Profile Of The Teacher Respondents

1.1. Of the 109 respondents, majority were females (n=75). Sixty of them were married. They were generally young with ages ranging from 20 to 35 years. Majority (n=51) had a Bachelors' degree and had less than five years of teaching experience.

1.2. In general, the respondents had a high level of motivation.

1.3. The respondents' job-related needs were mostly provided for by the school, which made them highly satisfied.



1.4. As perceived by the students, the teachers' teaching performance was average with respect to the following areas: principles and methods of teaching, aversive teacher behaviors, knowledge of subject matter, personal teacher characteristics, and motivational teacher behaviors. The teachers' overall teaching performance was likewise assessed by the same raters as average.

2. Relationship Between Teachers' Teaching Performance, Level Of Motivation, And Degree Of Job-Related Needs Satisfaction

2.1. There was no significant correlation between the dependent variable; teachers' teaching performance and their levels of motivation and job-related needs satisfaction whether the two aforementioned independent variables were taken singly or in combination.

3. Job-Related Needs Satisfaction And Motivation Level As Predictors Of the Teachers' Teaching Performance

In the absence of a significant relationship between the teachers' teaching performance and their levels of job-related needs satisfaction and work motivation, the two independent variables were not found to be significant predictors of teaching performance in the respondent school.

4. Influence Of The Moderator Variables

Primarily because there was no significant

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correlation between teachers' teaching performance and their levels of motivation and job-related needs satisfaction, further correlational analysis showed that the moderator variables included in the study had no influence on the hypothesized relationship.

5. The Moderator Variables As Correlates Of Teaching Performance

The correlations between teachers' teaching performance and the moderator variables: teachers' age, sex, marital status, educational qualification, and teaching experience whether taken singly or in combination were not significantly related with the respondents' teaching performance.

6. Predictors Of Teachers' Teaching Performance

None of the independent and the moderator variables analyzed in the study could significantly predict the respondents' teaching performance.

A concomitant finding was that the respondents' job-related needs satisfaction was positively and significantly correlated with their work motivation. This means that those teachers whose job-related needs were more adequately met tended to be more motivated than those whose job-related needs were less adequately met by the school. However, the respondents' job-related needs satisfaction was not significantly related with their



teaching performance.

CONCLUSIONS

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

1. The findings which showed that the teachers perceived their job-related needs to be greatly satisfied by the school, together with the finding that they assessed themselves to be highly motivated seem to justify the conclusion that the administrators of the respondent school had a high employee-orientation or concern for their teachers.

2. The obtained correlation coefficients justify the following conclusions:

2.1. The hypothesis, stating that a significant relation exists between the teachers' teaching performance and their levels of motivation and job-related needs satisfaction was rejected. It was therefore concluded that teachers' teaching performance was independent of their job-related needs satisfaction and levels of motivation.

2.2. The hypothesis which asserts that age, sex, marital status, educational



qualification, and teaching experience affect the relationship between teaching performance and the levels of motivation and job-related needs satisfaction was rejected.

2.3. The hypothesis which states that a significant relation exists between the teachers' teaching performance and their age, sex, marital status, educational qualification, and teaching experience was similarly rejected.

2.4. The fourth hypothesis of the study which asserts that the given independent and moderator variables can predict teachers' teaching performance was likewise rejected.

3. On the basis of the findings of this study which revealed the absence of significant relationships between teaching performance and selected variables, it may be concluded that there were factors other than those included in the study, which might be related with teaching performance.



RECOMMENDATIONS

On the basis of the findings and conclusions of the study, the following recommendations are deemed appropriate:

1. Although no significant correlations were found between the teachers' teaching performance and their job-related needs satisfaction and work motivation, the study nevertheless identified the strengths and weaknesses of the teachers concerning teaching; the factors that motivated them in their work, and their strong needs. Findings on this area may prove valuable in terms of short and long range planning on the part of the respondent school.

2. Since the variables: teaching performance, job-related needs fulfillment, and work motivation analyzed in the study are not stable but tend to change with time; it is recommended that an assessment of these factors be conducted by the respondent school from time to time to determine changes, if any, that may occur after this study.

3. Lastly, future researchers may conduct the following researches as offshoots of this study:

3.1. a study by the school on the possible reasons for the observed incongruence



between the teachers' high levels of motivation and job satisfaction and their "average" teaching performance, as assessed by their students,

3.2. a replication of the study but covering more schools and a larger sample size, and,

3.3. a correlational study concerning teaching performance and other independent variables not covered in the present study.

