Motivation and Performance of Midcareer Teachers as Perceived by Themselves in Alubijid District, Alubijid, Misamis Oriental, the Philippines

แรงจูงใจและผลการปฏิบัติงานของครูกึ่งอาวุโสในเมืองอาลูบิหิด ภาคตะวันออก ประเทศฟิลิปปินส์

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ABSTRACT

The objectives of this study were: 1) To determine the level of motivation of midcareer teachers in terms of advancement opportunities, self-esteem and recognition. 2) To determine the level of performance of teachers in terms of instructional planning, teaching competence, classroom management and institutional assignment. 3) To investigate the significant difference in the level of performance of teachers when analyzed according to academic qualification, gender, school level and age. 4) To investigate the significant relationship between motivation and performance of midcareer teachers.

The population of the investigation consisted of 78 midcareer teachers of Alubijid District, Alubijid, Misamis Oriental, Philippines that were drawn from the population by purposive sampling. Based on the findings of the study, appropriate recommendations were given to motivate teachers and to prevent leveling of their performance.

บทคัดย่อ

ส่วนประกอบที่สำคัญในการเรียนประกอบด้วย 1) การตัดสินใจที่จะเป็นแรงผลักดันที่ระดับกลางที่จะพัฒนาไปสู่ระดับโอกาสที่ดีและก้าวหน้าขึ้น โดยมีความเข้าใจและรับรู้ความต้องการของตัวเอง 2)_การตัดสินใจระดับศักยภาพครู ในการวางแผนการสอนล่วงหน้า มีรูปแบบการสอน และการจัดการกิจกรรมต่างๆและการมอบหมายงาน 3)การแบ่งแยกความแตกต่างในศักยภาพของครู เมื่อมีการคิดวิเคราะห์ด้านคุณภาพทางวิชาการ เพศ ระดับการศึกษาและอายุ 4)หาความสำคัญและความสัมพันธ์ระหว่างแรงจูงใจและศักยภาพของความเป็นครูระดับกลาง

ประชาชนที่ค้นหามี 78 ท่าน ครูระดับกลางที่ Alubijid District, Alubijid Misamis Oriental, Philippines ที่มีความได้รับความสนใจจากประชาชนกลุ่มตัวอย่าง ในพื้นฐานด้วยการค้นหาวิธีการสอนแนะนำที่เหมาะสมที่จะเป็นแรงผลักดันครูและไม่กีดขวางการพัฒนาศักยภาพของครู

Key Words : Midcareer teachers, Level of motivation, Level of performance

คำสำคัญ : ครูกึ่งอาวุโส ระดับแรงจูงใจ ผลการปฏิบัติงาน

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Introduction

In today's constant quest for quality education, administrators are constantly pressured to initiate reforms that can improve the school's services. Most of these educational reforms, however, are more focused on issues that concern the school structure to teachers as they develop inside the organization particularly mid-career teachers.

Few administrators are giving attention to the middle part of the career span. Literature concerning new and senior teachers is growing yet there is very little about those in middle careers. In fact, the lack of attention is frequently cited as one challenge in the professional development of teachers.

Mid-career teachers can easily reach a plateau where professional goals are less clear even in the presence of attractive professional and personal options. The absence of motivational goals can cause teachers to settle into a dull routine or begin to invest their energies in activities outside of their professional lives (Weimer 2010).

Many researchers found the need for studies on mid-career teachers for they are at that stage when they should be more productive once their potentials are developed. This is also the stage when the midcareer teachers should reach their academic achievements and assume important leadership and management roles in their institutions and disciplines. (Baldwin, DeZure, Shaw and Moretto 2007; Baldwin and Chang 2006).

Another important factor that calls for studying midcareer teachers is that, this stage comes parallel to a person's midlife, when one goes through major life transitions. Often, they rethink their commitments and decide whether their career paths would progress or they should deviate to other professions (Levingston, 1986).

Female midcareer teachers for instance, who are in their menopausal stage, realizing that their life is halfway over, lose assertiveness and self motivation (Tolibas, 2007). Anxiety and real life issues like fear of abandonment and rejection, can interfere in women's quality of life and their ability to function at their best in everyday routine (Clay 2005,Tolibas 2007).

It is imperative therefore that, faculty development must be initiated that will help address a very important challenge to mid-career teachers – maintaining vitality in teaching throughout one's career.

In the Philippines, particularly, teachers have to face problems of lack of facilities, instructional materials, and large class sizes, and low salary.

Majority of these teachers especially in the school district level are in their midcareer. The record shows that 78 out of 152 teachers or 51.31% of the population are already in their midcareer (Plantilla of Personnel and Salary Adjustment, Philippine National Budget, 2010). This prompted the researcher to investigate the relationship between motivation and the teaching performance of midcareer teachers in Alubijid District, Alubijid Misamis Oriental, Philippines.

This study aimed to achieve the following objectives:

1. To determine the level of motivation of midcareer teachers in terms of advancement opportunities, self-esteem and recognition.

2. To determine the level of performance of midcareer teachers in terms of instructional planning,

teaching competence, classroom management and institutional assignment.

3. To investigate the significant difference in the level of performance of teachers when analyzed according to academic qualification, gender, school level and age.

4. To investigate the significant relationship between the motivation and performance of mid-career teachers.

Materials and Method

1. Questionnaire Design

The researcher constructed a questionnaire for motivation with 5 items for advancement opportunities, 5 for self-esteem and 5 for recognition with a total of 15 items. There was a total of 20 items for performance consisting of instructional planning with 5 questions, teaching competence with 5, classroom management with 5, and institutional assignment with 5. The questionnaire was tested for content validity and reliability.

A pre-test of the questionnaire was done to establish validity and reliability using midcareer teachers from a nearby school district. Content validity of the questionnaires was done by determining the Index of Concurrence. Reliability test was done using the Cronbach Alpha. For midcareer motivation, the Cronbach Alpha was .932 and .915 for teacher performance. The processing of data was done through the use of Statistical Package for the Social Science (SPSS). The following statistical tools were used: mean, independent t-test, Analysis of Variance and Pearson r.

2. Data Collection

The following steps were followed in gathering data for this study:

1. A letter of request to conduct the study was sent to the district supervisor.
2. The questionnaires were distributed to the respondents.
3. The questionnaires were retrieved from the respondents
4. The data gathered were encoded for statistical analysis.

Results and Discussion

Level of motivation of midcareer teachers in terms of advancement opportunities, self-esteem and recognition

Table 1: Basic Statistics for Motivation of Midcareer Teachers When Classified by its Indicators

Indicators for Midcareer Teacher Motivation	Mean	s.d.	s.e	cv	Rank	* Descriptive Equivalent
1. Professional Advancement	4.31	.56162	.06359	.1303	1	Very High
2. Self-esteem	4.35	.59712	.06761	.1373	2	Very High
3. Recognition	4.24	.66243	.06761	.1562	3	Very High
Overall Mean	4.30	.52266	.05918	.1215	---	Very High

Shown in Table 1 are the basic statistics of Midcareer Teacher motivation classified by its indicators. When the indicators are ranked based on the coefficient variance, professional advancement topped with. 1303; followed by self-esteem with .1373; and the recognition ranked last with .1562.

The obtained overall mean for teacher motivation is 4.30 or “Very High” with a standard deviation of .52266, and with a coefficient variance of .1215. The professional advancement obtained a mean score of 4.31 or “Very High”, with a standard deviation of .56162, and with a coefficient variance of.1303; self-esteem obtained 4.35 or “Very High”

with a standard deviation of .59712, with a coefficient variance of .1373; and recognition obtained 4.24 or "Very High" with a standard deviation of .66243, and with a coefficient variance of .1562.

Data analysis shows that the motivation among the midcareer teachers is far above the expected level. It implies that the respondents are very highly motivated by their school administrators in terms of professional advancement, self-esteem, and recognition. It also implies that the midcareer teachers are given opportunities to attend retooling programs, workshop seminars, and upgrading. It further implies that the midcareer teachers are respected and valued as persons by their administrators in terms of their beliefs, school concerns and issues. It also implies that the midcareer teachers' contributions to the school are recognized by their school administrators.

Reis *et al* (2000) and Ryan (1995) supports the findings of this study that the motivation promotes the psychological well-being of midcareer teachers and allows best possible performance.

Joyce and Showers (2002) cautioned that midcareer teachers are prone to de-motivation which results in boredom, complacency, and loss of challenge and eventually causes poor performance. In contrast, the findings of this study reveal that the midcareer teachers are very highly motivated by their administrators in terms of professional advancement, self-esteem and recognition.

Level of performance of teachers in terms of teaching competence, instructional planning, classroom management and institutional assignment

Table 2: Basic Statistics for Self Assessment on Teaching Performance as Classified by its Indicators

Indicators for Teaching Performance	Basic Statistics			c.v.	Rank	* Descriptive Equivalent
	Mean	s.d	s.e.			
Classroom Management	4.61	.41616	.04712	.0903	1	Outstanding
Teaching Competence	4.54	.44066	.04989	.0971	2	Outstanding
Institutional Assignment	4.63	.46830	.05302	.1011	3	Outstanding
Instructional Planning	4.54	.51483	.05829	.1134	4	Outstanding
Overall Mean	4.58	.38651	.04376	.0844	--	Outstanding

Shown in Table 2 are the basic statistics for self assessment on teaching performance as classified by its indicators. When the indicators are ranked based on the coefficient variance, classroom management topped with .0903; and instructional planning ranked last with .1134.

The obtained overall mean for teacher performance is 4.58 or "Outstanding", with a standard deviation of .38651 and with a coefficient variance of .0844. The classroom management obtained 4.61 or "Outstanding", with a standard deviation of .41616 and with a coefficient variance of .903; teaching competence obtained 4.54 or "Outstanding", with a standard deviation of .44066 and with a coefficient variance of .0971; institutional assignment obtained 4.58 or "Outstanding", with a standard deviation of .46830 and with a coefficient variance of .1011 and instructional planning obtained a mean score of 4.54 or "Outstanding", with a standard deviation of .51483 and with a coefficient variance of .1134.

Data analysis shows that the performance of the midcareer teachers is far above the expected level. This implies that the midcareer teachers prepare their lesson plans, visual aids and classroom activities. This also implies that midcareer teachers are

equipped with pedagogies and have quality classroom practices which have positive impact on student learning. Further, it implies that the midcareer teachers are competent to manage day to day classroom activities to optimize student learning and are able to participate in institutional activities for the school improvement.

This means that the midcareer teachers are able to maximize the learning experiences of their students in order to achieve the desired learning outcomes. The findings of this study reveal that the midcareer teachers have outstanding teaching performance in terms of instructional planning, teaching competence, classroom management and institutional assignment.

Level of Performance Analyzed by Academic Qualification

Shown in Table 3 are the inferential statistics of the significant difference in the performance of midcareer teachers when analyzed according to academic qualification through the use of independent t-test. The data collected were grouped by academic qualification and their mean differences where compared to verify whether the academic qualification of the respondents is a factor that indicates difference of teaching performance in terms of instructional planning, teaching competence, classroom management and institutional assignment.

Table 3: Inferential Statistics of the Significant Difference in the Level of Performance of Teachers as When Analyzed by Academic Qualification

Indicators	Ba. Level n=45	Ma. Level n=33	t-value	p-value	Decision on HO
	Mean (s.d)				
Instructional Planning	4.52 *(.45184)*	4.56 (.59677)	-.330	.742	Accepted
Teaching Competence	4.45 (.45407)	4.66 (.39581)	-2.162	.034	Rejected
Classroom Management	4.54 (.45078)	4.70 (.35085)	-1.639	.105	Accepted
Institutional Assignment	4.56 (.44436)	4.72 (.48943)	-1.573	.120	Accepted
Overall	4.52 (.38675)	4.66 (.37581)	-1.659	.101	**Accepted**

The overall computed t-value for the teaching performance is -1.659 with a mean of 4.52 for the Bachelors degree holders and 4.66 for the Master's degree holders, with a p-value of .101 or not significant. For instructional planning, the t-value is -.330 with a mean of 4.52 for the Bachelors degree holders and 4.56 for the Master's degree holders, with a p-value of .742 or not significant; for teaching competence is -2.162, with a mean of 4.45 for the Bachelors degree holders and 4.66 for the Master's degree holders, with a p-value of .034 or significant; for classroom management is -1.639, with a mean of 4.54 for the Bachelors degree holders and 5.70 for the Master's degree holders, with a p-value of .105 or not significant; and for institutional assignment is -1.573, with a mean of 4.56 for the Bachelors degree holders and 4.72 for the Master's degree holders, with a p-value of .120 or not significant.

Data analysis shows that among the four indicators of teaching performance, the midcareer teachers differ in their performance in terms of teaching competence when grouped according academic qualification. It means that the academic qualification is a factor of difference in favor of the master's degree holders. It implies that the midcareer

teachers with master's degrees have better teaching competence than the bachelor's degree holders. It further implies that the midcareer teachers with master's degree are better than the bachelor's degree holders in terms of teaching strategies, methods, techniques.

Since the overall p-value is higher than .05 alpha, therefore the null hypothesis is accepted. It means that the academic qualification is not a factor of difference in the teaching performance of midcareer teachers.This finding is similar to what Verceles and Rivera (2010), mentioned in their study. They said that educational attainment of teachers does not significantly affect their teaching performance. This is also supported by Peterson (2011), his study based in Florida found out that classroom teachers did not significantly increase their effectiveness by getting a master's degree.

Level of Performance Analyzed by Gender

Table 4: Inferential Statistics of the Significant Difference in the Level of Performance of Teachers When Analyzed by Gender

Indicators	Male n=18	Female n=60	t-value	p-value	Decision on HO
	Mean (s.d)				
Instructional Planning	4.52 (.54939)	4.54 (.50873)	-.176	.861	Accepted
Teaching Competence	4.50 (.49587)	4.55 (.42640)	-.476	.635	Accepted
Classroom Management	4.54 (.39234)	4.63 (.42407)	-.788	.433	Accepted
Institutional Assignment	4.54 (.58533)	4.65 (.42957)	-.891	.376	Accepted
Overall	4.52 (.45302)	4.60 (.36680)	-.712	.479	**Accepted**

Shown in Table 4 are the inferential statistics of the significant difference in the level of performance of teachers when analyzed by gender. The data collected were grouped by gender and their mean differences were compared to verify whether the gender of the respondents is a factor indicating difference of teaching performance of the respondents in terms of instructional planning, teaching competence, classroom management and institutional assignment.

The overall t-value for the teaching performance of the respondents when categorized by age is -.712, with a mean of 4.52 for males and 4.60 for females, with a p-value of .479 or not significant; for the instructional planning, the t-value is -.176, with a mean of 4.52 for males and 4.54 for females, with a p-value of .861 or not significant; for the teaching competence is -.476, with a mean of 4.50 for males and 4.55 for females, with a p-value of .635 or not significant; for the classroom management is -.788, with a mean of 4.54 for males and 4.63 for females, with a p-value of .433 or not significant; and for the institutional assignment is -.891, with a mean of 4.54 for males and 4.60 for females, with a p-value of .376 or not significant.

Data analysis shows that gender is not the factor of difference in the teaching performance of respondents in four indicators. Since the overall t-value is higher than 0.05 alpha, the null hypothesis is accepted. It means that the respondents have the same teaching performance when categorized by gender. Therefore the null hypothesis is accepted.

The above finding is similar to the study of Verceles and Rivera (2010) conducted at the College of Education, Don Mariano Marcos Memorial State University, Philippines that there is no significant difference in the level of teaching performance of lecturers in terms of gender.

However, the study of Madrid and Hughes (2010) revealed that students tend to learn more with female teachers than male. Their study further

revealed that the female teachers' personal attributes such as being supportive motivates students to learn.

Performance of Teachers Analyzed by School Level

Table 5: Inferential Statistics of the Significant Difference in the Level of Performance of Teachers When Analyzed by School Level

Indicators	Elem. n=47	H.S. n=31	t-value	p-value	Decision on HO
	Mean (s.d)				
Instructional Planning	4.57 (.39614)	4.48 (.65884)	.794	.429	Accepted
Teaching Competence	4.48 (.44084)	4.63 (.43235)	-1.454	.150	Accepted
Classroom Management	4.59 (.36585)	4.63 (.48788)	-.463	.645	Accepted
Institutional Assignment	4.62 (.38812)	4.63 (.57601)	-.121	.904	Accepted
Overall	4.5726 (.32625)	4.6006 (.46876)	-.312	.756	Accepted

The data collected were grouped by school level taught and their mean differences were compared to verify whether there is a difference in teaching performance in terms of instructional planning, teaching competence, classroom management and institutional assignment. The inferential statistics for the significant difference in the performance of teachers analyzed by school level is shown in Table 5.

The overall t-value for the teaching performance of respondents when grouped by school level is -.312 with a mean of 4.57 for the elementary and 4.60 for high school, with a p-value of .756 or not significant; for the instructional planning, the t-value is .794, with a mean of 4.57 for the elementary and 4.48 for high school, with a p-value of .429 or not significant; for the teaching competence is, -1.454, with a mean of 4.48 for the elementary and 4.63 for high school, with a p-value of .150 or not significant; for the classroom management is -.463, with a mean of 4.59 for the elementary and 4.63 for high school, with a p-value of .645; and for the institutional assignment is -.121, with a mean of 4.62 for the elementary and 4.63 for high school, with a p-value of .904 or not significant.

Data analysis shows that the school level is not a factor of difference in the teaching performance of respondents in four indicators. It means the elementary and high school teachers do not differ in their performance. Since the overall t-value is higher than 0.05 alpha, therefore the null hypothesis is accepted.

Performance of Teachers Analyzed by Age

Table 6: Basic Statistics of the Significant Differences in the Level of Performance of Teachers as Perceived by Themselves when Analyzed by Age

Indicators	35-41 y/o n=20	42-47 y/o n=29	48 y/o and up n=29	F-ratio	p-value	Decision on Ho
	Mean (s.d)					
Instructional Planning	4.54 (.50304)	4.59 (.46440)	4.48 (.57962)	.287	.751	Accepted
Teaching Competence	4.56 (.41346)	4.53 (.41783)	4.53 (.49311)	.018	.982	Accepted
Classroom Management	4.57 (.32212)	4.71 (.35674)	4.53 (.50932)	1.574	.214	Accepted
Institutional Assignment	4.61 (.56745)	4.68 (.35692)	4.58 (.50123)	.374	.689	Accepted
Overall	4.68 (.37713)	4.63 (.34419)	4.53 (.43644)	.496	.611	**Accepted**

The data on the differences of performance of midcareer teachers analyzed according to age are presented in Table 6. The mean differences of the three groups of respondents were tested using the One-way Analysis of Variance (ANOVA).

The overall computed f-ratio for the teaching performance of the respondents when grouped by age is .496, with a mean of 4.68 for 35-41 years old, 4.63 for 42-47 years old and 4.53 for 48 years old and up, with a p-value of .611 or not

significant; for the institutional planning, the f-ratio is .286, with a mean of 4.54 for 35-41 years old, 4.59 for 42-47 years old and 4.48 for 48 years old and up, with a p-value of .751 or not significant; for the teaching competence is .018, with a mean of 4.56 for 35-41 years old, 4.53 for 42-47 years old and 4.53 for 48 years old and up, with a p-value of .928 or not significant; for the classroom management is 1.574, with a mean of 4.57 for 35-41 years old, 4.71 for 42-47 years old and 4.53 for 48 years old and up with a p-value of .214 or not significant; and for the institutional assignment is .374, with a mean of 4.61 for 35-41 years old, 4.68 for 42-47 years old and 4.58 for 48 years old and up with a p-value of .689 or not significant.

Data analysis shows that age is not a factor of difference in the teaching performance of respondents in four indicators. It means that the midcareer teachers do not differ in their teaching performance when categorized by age. Since the overall f-ratio is higher than 0.05 alpha, therefore the null hypothesis is accepted.

The above finding is similar to the study of Fleck (2001), that graying professoriate does not necessarily equate with declining teaching performance. She said further that there are no studies which show evidence of a decrease in teaching performance due to age.

Relationship Between Motivation and Teaching Performance

Presented in Table 7 is the relationship between the midcareer motivation and teaching performance of teachers. This required the use of Pearson Product-Moment Correlation or Pearson r.

The computed overall r-value for motivation and teaching competence is .504 or high relationship with a p-value of .000 or highly significant; for motivation and instructional planning is .366 or slight relationship with a p-value of .001 or highly significant; for motivation and class management is .437 or high relationship with a p-value of .000 or highly significant; for motivation and institutional assignment .519 or high relationship with a p-value of .000 or highly significant.

Table 7: Inferential Statistics for the Significant Relationship Between the Midcareer Motivation and the Teaching Performance of Teachers

	Teaching Competence			Instructional Planning			Classroom Management			Institutional Assignment		
	r-value	p-value	n	r-value	p-value	n	r-value	p-value	n	r-value	p-value	n
Advancement Oppurtunity	0.372	0.001	78	0.086	0.453	78	0.238	0.036	78	0.273	0.016	78
Self-esteem	0.422	0.000	78	0.378	0.001	78	0.455	0.000	78	0.488	0.000	78
Recognition	0.494	0.000	78	0.453	0.000	78	0.506	0.000	78	0.555	0.000	78
Midcareer Motivation	0.504	0.000	78	0.366	0.001	78	0.473	0.000	78	0.519	0.000	78

The result of this study implies that motivation has a high relationship with teaching performance of midcareer teachers, in terms of teaching competence, classroom management and

institutional assignment. However, results showed that motivation has a slight relationship to instructional planning. Since the p-value for motivation with teaching performance is less than .05 alpha, therefore the null hypothesis is rejected. It means that the motivation has high degree of association with teaching performance The results imply that midcareer teachers need motivation to continue growing personally and professionally to be competitive in the profession. Professional advancement does not always mean promotion but can also be projects or assignments where employees can gain valuable skills and experiences (Brown 2008).

On the other hand, the effect of self esteem like other emotional issues and their role in teaching are still underrepresented in research (Nias 1996, Zemblas 2004). In fact collaborative authors Braumeister, Campbell, Krueger and Vohs (2003), pinpointed that relatively few studies on the effect of self-esteem on performance quality have been published, leading to a suspicion that the results are debatable. Nevertheless, since emotions are rooted in cognition, one cannot separate feeling from perception and affectivity from judgment. Therefore, the administrators are unable to help teachers without addressing their emotional reactions, responses and attitudes, values and beliefs (Nias 1996).

The result of this study is similar to the findings of Linday, Sugai and de Pry (2002) that teachers want to receive recognition for their work and that recognition per se, helps in the improvement of their overall teaching performance.

Conclusions

Motivation of midcareer teachers is far above the expected level. The midcareer teachers are very highly motivated by their administrators in terms of professional advancement, self-esteem and recognition.

Performance of Midcareer teachers is far above the expected level. They have outstanding performance in terms of instructional planning, teaching competence, classroom management and institutional assignment.

These teachers are equipped with pedagogies and classroom practices that optimizes student learning.

Academic qualification is a factor in teaching competence. Masters degree holders are better in terms of teaching strategies, methods and techniques. However, academic qualification is not a factor in the performance of teachers in terms of instructional planning, classroom management and institutional assignment.

In the same manner, gender, school level and age are not factors in the level of performance of midcareer teachers.

Motivation has a high degree of association to teaching competence, classroom management and institutional assignment. Midcareer teachers need to be motivated to continue growing personally and professionally in the teaching profession.

Recommendations

Based on the foregoing findings and conclusions the following recommendations were offered:

1. School administrators should design upgrading program for all teachers in line with their teaching assignment to equip

them with the necessary skills and knowledge in teaching in order to obtain high teaching performance.

2. The difference in teaching competence when analyzed according to academic qualification is significant hence; school administrators must encourage midcareer teachers to continue pursuing graduate studies to increase their teaching competence.
3. The degree of association of the midcareer motivation with the teaching performance is very high therefore, school administrators must continue designing motivational programs to address the personal and professional needs of midcareer teachers to maintain high performance.
4. Future researchers could replicate this study using school based teacher evaluation results and other midcareer motivators.

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