

# Teaching Motivation in Relation to Classroom Management Practices among Public Elementary School Teachers of Kawayan District-1 Kawayan Biliran Province

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## Abstract

*This study determined the correlation between teachers' motivation in relation to classroom management practices among public elementary school teachers in the district of Kawayan, Biliran Province. Descriptive survey method was employed as Best and Kahn (1999) confirmed for its relevancy. Descriptive survey helps to describe and interpret the trend of event that exist now and exist in the past and that influence on the present situation. Self-Actualization needs garnered the highest mean while Physiological Needs garnered the lowest mean. Maximizing structure and predictability in the classroom got the highest mean score while Using a continuum of strategies to acknowledge appropriate behavior obtained the lowest mean score. Of the five variables of the respondents' profile, only the teachers' highest educational attainment has a **significant relationship** to their motivation. It is then expedient to say that teacher's educational attainment has a significant degree of relation to motivation. Only sex has a **significant relationship** to the classroom management practices. The results led to the **rejection of the null hypothesis**. It can then be said that the sex profile of the teacher respondents has a significant degree of relationship to that of their classroom management practices. There is a **significant degree of variances** between and among **Physiological, Security, Social and Self-Actualization Needs**. A closer look revealed that self-actualization as the prime motivator among the respondents while physiological needs to be the least motivator. The results revealed that the **ten dimensions of the classroom management representatives differ from one another**. With these results, the null hypothesis was rejected. A closer look would show that maximizing structure and predictability in the classroom gained the highest mean score while using of continuum strategies to respond to inappropriate behavior got the lowest mean score among the ten dimensions of classroom management practices.*

**Keywords:** Teaching Motivation, Classroom Management Practices, Public Elementary School teachers, Correlation, Biliran Province, Philippines

## Rationale

Education is the basic instrument and primary factor for any nation to develop. As witnessed at the global, national, regional, and local levels, the driving forces and technological advances are felt in the field of education (Cynthia and Shoemaker, 1998). According to Analoui (2000), "Motivation guide people's actions and behaviors toward achievement of some goals."

People are the primary resources for any organization. Like any other organizations, schools are staffed by people, mainly by teachers. However, all teachers do not perform equally. Some are enthusiastic and hard workers others are relaxing, and some others are to the extent of being careless and irresponsible. One of the main reasons for such variances is the motivation of the teachers. According to Luthans (1998), the process that awakens, energizes, guides, and sustains behavior and performance. In other words, it's the process of motivating others to take action and complete a goal. Employing effective motivation, which increases workers' job satisfaction and performance, is one method of energizing individuals.

Given their need to transfer information and skills to students, teacher motivation has grown to be a significant problem. According to some research, happy instructors are more effective and have a positive impact on their pupils' academic performance (Mertler, 1992). Motivation and performance are very critical factors in terms of organization success and achievements. If changes occur in external environment then it is necessary for an organization to adopt that change because it may motivates to gain a competitive advantage. For this, the main thing they required is the skilled and competent employees (Latt, 2008).

According to Dessler (2001), motivation refers to how strongly a person wants to do something. The forces that keep and change the direction, quality, and intensity of actions are what motivate people. A clear description of instructors' motivation is challenging since the concept encompasses both the features of the individual and the circumstance as well as how the individual perceives the situation. But there have been initiatives to define motivation.

Motivation plays a crucial part in the organization since it boosts instructors' productivity and makes it possible to accomplish goals effectively. In every school, motivating instructors may improve their behavior. Teachers' motivation plays a crucial component in their ability to effectively accomplish their goals. The accomplishment of students is directly impacted by teacher motivation since it enhances the knowledge and abilities of instructors (Mustafa and Othman, 2010).

At this point the researcher felt the great need to determine what increases teacher motivation. Teachers are arguably the most important group of professionals for the nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs as reflect in constant negative Facebook postings ergo teachers' salary and loan matters.

Therefore, if employees aren't both intrinsically and extrinsically driven, it will either directly or indirectly influence how well teachers perform. Coombs (1994), referenced in Bonsa (1996, 1996), made the following claim in support of this notion: "Management that ignores or mishandles the human element could be devastatingly costly." As a result, motivation may significantly impact an organization's performance since it helps employees sustain goals of minimal absenteeism and turnover while also producing high quantities and high-quality products and services. For this reason, one of the essential components in creating a high performance, according to Tsegaye (2011). Teachers must be motivated in order to carry out their jobs, which will benefit the nation's economic, social, and cultural growth. When teachers are adequately motivated, they become more dedicated to their careers as teachers. The quality of education appeared to be impacted because, despite the fact that instructors' motivation plays a big influence in the educational process, it has not yet been

recognized as the most pressing problem. These issues point to a lack of drive and poor performance in the classroom (Bonsa, 1996).

The advancement of education and employees in the educational sector depend greatly on motivation. Accordingly, the fulfillment of needs and the desire to work are extremely important in the lives of instructors since they represent the core incentive for employment. The primary goal of this study was to ascertain the relationship between teaching motivation and classroom management techniques among public elementary school teachers in the Kawayan district of the province of Biliran.

### **Theoretical Background**

In this section, literature regarding concept and definition of work motivation, motivational theories, and classroom management practices and performance were discussed. Since the theoretical basis for this paper is the theories of Maslow, more emphasis is given for a broad discussion of those motivational factors that affect teachers' classroom management practices and performance. Similarly, Maslow hierarchy of needs will be broadly reviewed.

**On Concept and Definition of Work Motivation.** The term "motivation" is not universally understood. The fact that various researchers interpret the term "motivation" differently shows how vast and intricate the idea of motivation is. For the sake of this research, a few definitions have been used, but generally speaking, motivation may be described as a force that influences a person's direction, intensity, and persistence of voluntary conduct. In order to achieve a certain objective, motivation teachers are prepared to put up a specific degree of effort for a specific period of time (Mschane and Glinow, 2005).

The mechanism that starts and keeps goal-directed performance in place is called work motivation. It enlivens our reasoning, stokes our zeal, and shapes both our good and negative emotional responses to work. Motivation fuels the mental effort that propels us to use our abilities and knowledge. Even the most talented individual will not work hard if they lack motivation. A motivator keeps us from acting on our intentions and encourages us to start something new or continue what we've already started. It also governs our choices to stick with a certain task in the face of setbacks and competing demands (Mustafa and Othman, 2010).

Finally, motivation influences how much cognitive work we put in to improve both the quality and quantity of our work output. Therefore, motivational performance gaps happen whenever people put off starting something new, resist doing something familiar, stop working on something crucial and instead focus on something less important, or decline to "work smart" on a new challenge in favor of using tried-and-true but ineffective solutions to address a fresh issue (Clark & Estes, 2002).

## **THE PROBLEM**

### **Statement of the Problem**

This study determined the correlation between teachers' motivation in relation to classroom management practices among public elementary school teachers in the district of Kawayan, Biliran Province.

- . The findings of which will serve as basis for recommendations.

Specifically, it addressed the following queries:

1. What is the profile of the respondents in terms of the following:
  - 1.1 age;
  - 1.2 sex;
  - 1.3 civil status;
  - 1.4 highest educational attainment;
  - 1.5 number of years in teaching; and
  - 1.6 school assignment ?
2. What is the level of motivation among the respondents in the context of :
  - 2.1 physiological needs;
  - 2.2 security needs;
  - 2.3 social needs;
  - 2.4 self-esteem needs; and
  - 2.5 self-actualization needs ?
3. What is the level of classroom management practices among the respondents in following dimensions:
  - 3.1 maximizing structure and predictability in the classroom;
  - 3.2 establishing , teach, and positively stated classroom expectations;
  - 3.3 managing behaviour through effective instructional delivery;
  - 3.4 actively engage students in observable ways;
  - 3.5 evaluating instruction;
  - 3.6 maximizing positive interactions;
  - 3.7 using a continuum of strategies to acknowledge appropriate behavior;
  - 3.8 use a continuum of strategies to respond to inappropriate behavior;
  - 3.9 developing caring and supportive relationships; and
  - 3.10teaching about responsibility and provide opportunities for pupils to contribute to the good functioning of the classroom?
4. Is there a significant degree of relationship between profile and the following:
  - 4.1 teachers' motivation; and
  - 4.2 classroom management practices?
5. Is there a significant degree of correlation between teachers' motivation and classroom management practice?
6. Is there a significant degree of variances on the different dimension of the following:
  - 6.1 teachers' motivation; and
  - 6.2 classroom management practices?
7. Based on the findings, what recommendations maybe proposed relative to the phenomenon?

### Hypotheses

Based on the formulated problems, the following null hypotheses were formulated to give a clear direction of the study. It will then be tested at 0.05 level of significance.

**Ho1:** There is no significant relationship between profile and the following:

- a. teachers' motivation; and
- b. classroom management practices.

**Ho2:** There is no significant degree of correlation between teachers' motivation and classroom management practice.

**Ho3:** There is no significant degree of variances on the different dimension of the following:

- a. teachers' motivation; and
- b. classroom management practices.

## RESEARCH METHODOLOGY

### Design

Descriptive survey method was employ as Best and Kahn (1999) confirmed for its relevancy. Descriptive survey helps to describe and interpret the trend of event that exist now and existed in the past and that influence on the present situation. Similarly, it is chosen that when a researcher wants to adopt for collecting the relevant data at a particular point in time and use it to describe the nature of existing conditions as well as the techniques to be used on the current status of the phenomenon that cannot be directly observed.

### Environment

In Biliran Province's Kawayan District-1, this study was carried out. 20 barangays make up the political division of Kawayan. Ungale, Tucdao, and Inasuyan barangays were relocated from Caibiran, Biliran, in 1948. Waray and Cebuano speakers coexist in Kawayan, just like they do in Biliran's Municipality. The residents of the western portion of the town, which has a distant view of Almeria and Maripipi, speak Cebuano, whereas those in the eastern section, which has a view of Culaba, speak Waray.

### Respondents

This study made will make use of the universal-purposive sampling technique in getting the respondents for this research. According to Cook (2015), the basic assumption behind purposive sampling is a sound judgment and appropriate strategy, and one can handpick to be included in the sample and thus develops a sample that is satisfactory concerning one's need.

### Instruments

At first place, questionnaire which includes both closed and open- ended item was developed based on the research objectives. Then the researcher was distributed and then filled by 170 teachers. The researcher prepared both close-ended and open-ended questionnaires to gather data from teachers. These questionnaires were used to make items convenient for the elementary schools teachers. The research instrument was entitled: Questionnaire on Motivational Factors that Affect Teachers' Work Performance (QMFTWP). The instrument was ranked from 1 to 4. The rank 4 were regarded as the most important motivator while the rank 1 were regarded as the least motivator.

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The Self Assessment--Classroom Management (SACM) TOOL by Sandy Washburn, Center on Education

and Lifelong Learning, Classroom Management Self Assessment, provides information on classroom management techniques. This tool was created to assist instructors who want to enhance their management abilities in starting the process of self-evaluation and action planning. Revised Version: May 2010. The tool's 10 practices are taken from tried-and-true classroom management techniques. From 1 to 4, the instrument has a rating. The rank 1 were thought to be the least practiced, while the rank 4 were seen to be the most extensively practiced.

## RESULTS AND DISCUSSIONS

**Profile of the Respondents.** Table 1 shows the respondents' age, sex, civil status, highest educational attainment and years of teaching.

Variables		SCHOOLS																				Total f	Total %													
		A		B		C		D		E		F		G		H		I		J				K		L		M		N		O		P		
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%			f	%	f	%	f	%	f	%	f	%	f	%	
AGE																																				
22-31 years old		1	17%	2	18%	2	18%	2	13%	2	29%	6	60%	0	0%	4	50%	2	33%	2	29%	1	17%	5	33%	2	33%	3	50%	2	25%	2	11%	38	26%	
32-41 years old		4	67%	3	27%	3	27%	6	40%	4	57%	3	30%	5	63%	1	13%	2	33%	4	57%	1	17%	4	27%	2	33%	3	50%	3	38%	12	63%	60	40%	
42-51 years old		1	17%	5	45%	4	36%	5	33%	1	14%	1	10%	2	25%	2	25%	0	0%	1	14%	4	67%	5	33%	2	33%	3	38%	3	16%	39	26%			
52-62 years old		0	0%	1	9%	2	18%	2	13%	7	100%	10	100%	8	100%	1	13%	1	13%	2	33%	1	7%	1	7%	6	100%	8	100%	19	11%	12	12%	149	100%	
TOTAL		6	100%	11	100%	11	100%	15	100%	7	100%	10	100%	8	100%	8	100%	6	100%	7	100%	6	100%	15	100%	6	100%	6	100%	8	100%	19	100%	149	100%	
SEX																																				
Female		5	83%	10	91%	10	91%	15	50%	6	86%	10	100%	8	100%	7	88%	6	100%	7	100%	4	67%	15	100%	6	100%	5	83%	8	100%	18	95%	140	94%	
Male		1	17%	1	9%	1	9%	15	50%	1	14%	7	100%	1	13%	1	13%	2	33%	2	33%	1	17%	5	33%	3	38%	1	5%	9	6%	9	6%	9	6%	
TOTAL		6	100%	11	100%	11	100%	30	100%	7	100%	10	100%	8	100%	8	100%	6	100%	7	100%	6	100%	15	100%	6	100%	6	83%	8	100%	19	100%	149	100%	
CIVIL STATUS																																				
Married		6	100%	9	82%	9	82%	14	93%	7	100%	7	70%	8	100%	6	86%	4	67%	4	57%	5	83%	11	73%	5	83%	3	50%	8	100%	18	95%	123	84%	
Separated			0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		1	5%	1	1%		
Single			1		9%		2		18%		1		7%		3		30%		1		4%		2		33%		4		43%		0%	0%	0%	21	14%	
Widow			1		9%		0%		0%		0%		0%		0%		0%		0%		1		17%		0%		0%		0%		0%	2	1%	1	1%	
TOTAL		6	100%	11	100%	11	100%	15	100%	7	100%	10	100%	8	100%	7	100%	6	100%	7	100%	6	100%	15	100%	6	100%	6	100%	8	100%	19	100%	147	100%	
HIGHEST EDUCATIONAL ATTAINMENT																																				
College Graduate		1	17%		0%	3	27%	2	13%	1	14%	4	40%	0	0%	2	25%	1	17%		0%	1	17%	5	33%	4	67%	3	50%	0	0%	3	16%	31	21%	
Doctoral with units			0%		0%		0%		0%		1	14%	0	0%		0%		0%		0%		0%		0%		0%		0%		0%	0	0%	1	1%	1	1%
Masteral with units		5	83%	11	100%	8	73%	13	87%	5	71%	6	60%	8	100%	6	75%	5	83%	7	100%	5	83%	10	67%	2	33%	3	50%	7	88%	16	84%	116	78%	
TOTAL		6	100%	11	100%	11	100%	15	100%	7	100%	10	100%	8	100%	8	100%	6	100%	7	100%	6	100%	15	100%	6	100%	6	100%	8	100%	19	100%	148	100%	
YEARS IN TEACHING																																				
1-10		5	83%	4	36%	5	45%	8	53%	4	57%	9	90%	5	63%	4	50%	4	67%	5	71%	2	33%	8	53%	5	83%	4	67%	4	50%	8	42%	84	56%	
11-20		1	17%	3	27%	3	27%	5	33%	2	29%	0	0%	3	38%	3	38%	0	0%	1	14%	3	50%	6	40%	1	17%	2	33%	4	50%	9	47%	46	31%	
21-30		0	0%	3	27%	2	18%	1	7%	1	14%	1	10%	1	13%	1	13%	1	17%	0	0%	1	17%	1	7%							2	11%	14	9%	
31-40		0	0%	1	9%	1	9%	1	7%		0%		0%		1	13%	1	17%	1	14%												5	3%	5	3%	
TOTAL		6	100%	11	100%	11	100%	15	100%	7	100%	10	100%	8	100%	8	100%	6	100%	7	100%	6	100%	15	100%	6	100%	6	100%	8	100%	19	100%	149	100%	

Table 1 shows the demographic profile of the respondents. As for age, 40% of the respondents belong to 32-41 years old age bracket; 26% belong to 42-51 years old age bracket; 38 or 26% belong to 22-31 years old age bracket; while 8% belong to 52-62 years old age bracket.

As for sex, 94% of the respondents are Female while 6% are Male. As for civil status, 84% of the respondents are married; 14% are single; 1% are widow while 1% is separated. As for the highest educational attainment, 78% of the respondents are masteral with units; 31 or 21% are college graduates while 1% is doctoral with units. As for the years in teaching, 56% of the respondents are 1-10 years in service; 31% are 11-20 years in service; 19% are 21-30 years in service while 3% are in 31-40 years in service.

**Level of Teachers' Motivation Summary** Table 7 shows the aggregated mean of all the 5 dimensions of motivation among the respondents.

Table 7.  
Summary Table on the Level of Motivation among Respondents

Dimensions	Aggregate Mean	Interpretation	Rank
Physiological Needs	3.00	Moderately Motivated	4
Security Needs	3.24	Moderately Motivated	1
Social Needs	3.07	Moderately Motivated	3
Self-Esteem Needs	3.12	Moderately Motivated	2
Self-Actualization Needs	3.26	Highly Motivated	
<b>Aggregate Mean =</b>	<b>3.14</b>	<b>Moderately Motivated</b>	

Table 7, Summary Table on the Level of Motivation among Respondents, showed an aggregate mean of 3.14 with an interpretation of Moderately Motivated. Moreover, Self-Actualization needs garnered the highest mean of 3.26 with an interpretation of Highly Motivated; Security Needs got a mean of 3.24 with an interpretation of Moderately Motivated; Self-Esteem Needs captured a mean of 3.12 with an interpretation of Moderately Motivated; Social Needs got a mean of 3.07 with an interpretation of Moderately Motivated while Physiological Needs garnered the lowest mean of 3.00 with an interpretation of Moderately Motivated.

Ololube (2005) defines motivation as the forces that support and modify the kind, intensity, and direction of behavior. Thus, when employees' needs are addressed, they are encouraged to perform well, accomplishing the corporate aim. Many things are seen to be need-satisfiers that inspire employees, including instructors, to complete tasks successfully. These demands are explained by need-based theories. They describe how a person's inherent motivation comes from satisfying their wants.

The need-based theory of motivation is the most well-known and, arguably, most frequently cited of the need theories. According to Maslow's theory, a human has five basic needs. Oru (2005) defines the five needs as physiological, security, social, self-esteem, and self-actualization. Physiological needs are met by pay, housing, food, clothes, and comfortable working circumstances. Safety, fair treatment, and defense against risks to job security are all examples of security needs. The urge to be liked, accepted, and a member of a group are all social needs. Esteem requirements include the need for acceptance, deference, success, autonomy, and independence. The urge for success, realizing one's full potential, achieving personal fulfillment, and progress are all aspects of self-actualization.

**Level of Classroom Management Practices Summary.** Table 18 shows the aggregated means for all the 10 dimensions of Classroom Management practices among the respondents.

Table 18.

Summary Table of the Level of Classroom Management Practices of the Respondents

Dimensions	Aggregate Mean	Interpretation	Rank
1. Maximize structure and predictability in the classroom	3.47	<i>Highly Implemented</i>	1
2. Establish, teach, and positively stated classroom expectations.	3.31	<i>Highly Implemented</i>	5
3. Managing behavior through effective instructional delivery.	3.32	<i>Highly Implemented</i>	3
4. Actively engage students in observable ways	3.30	<i>Highly Implemented</i>	6
5. Evaluate Instruction	3.36	<i>Highly Implemented</i>	2
6. Maximize positive interactions	3.15	<i>Moderately Implemented</i>	9
7. Use a continuum of strategies to acknowledge appropriate behavior	3.14	<i>Moderately Implemented</i>	10
8. Use a continuum of strategies to respond to inappropriate behavior	3.21	<i>Moderately Implemented</i>	8
9. Developing caring and supportive relationships	3.28	<i>Highly Implemented</i>	7
10. Teach about responsibility and provide opportunities for students to contribute to the good functioning of the classroom	3.31	<i>Highly Implemented</i>	4
<b>Overall Mean =</b>	<b>3.29</b>	<b><i>Highly Implemented</i></b>	

As reflected on Table 18, an overall mean of 3.29 was generated with an interpretation of Highly Implemented. Moreover, Maximizing structure and predictability in the classroom got the highest mean score of 3.47 with an interpretation of Highly Implemented; Evaluate Instruction garnered a mean score of 3.36 with an interpretation of Highly Implemented; Managing behavior through effective instructional delivery got a mean score of 3.32 with an interpretation of Highly Motivated; Teach about responsibility and provide opportunities for students to contribute to the good functioning of the classroom garnered a mean score of 3.31 with and



interpretation of Highly Implemented; Establish, teach, and positively stated classroom expectations got a mean score of 3.31 with an interpretation of Highly Implemented; Actively engage students in observable ways got a mean score of 3.30 with a mean score of Highly Implemented; Developing caring and supportive relationships obtained a mean score of 3.28 with an interpretation of Highly Implemented; Use a continuum of strategies to respond to inappropriate behavior captured a mean score of 3.21 with an interpretation of Moderately Implemented; Maximize positive Interactions garnered a mean score of 3.15 with an interpretation of Moderately Implemented; while Use a continuum of strategies to acknowledge appropriate behavior obtained the lowest mean score of 3.14 with an interpretation of Moderately Implemented.

Leu (2005) conducted a survey of the literature on excellent education and discovered that there is little consensus on what the phrase actually means. On the other hand, "Research has shown that one important feature of quality is that it be locally defined, at the school and community level, not just at the district and national level" (Leu 2005). Despite the huge cultural variations in the world about expectations for education and academic success. Leu gave a list of characteristics to look for in a good teacher based on her assessment of the literature. Nuthall (2004) evaluated the studies on teaching efficacy in an effort to determine the precise relationship between teaching and learning.

**On Significant Relationship between the Respondents' Profile and Teachers' Motivation.** Table 19 shows the data on this aspect.

Table 19.  
Test of Relationship between the Profile of the Respondents and the Teachers' Motivation

Teachers' Motivation and...	Comp. Chi-square value	df	crit. value	p-Value	Sig. Level	Result	Ho
Age	72.89	78	99.6169	0.64	0.05	Insignificant	Accepted
Sex	41.05	52	69.8322	0.86	0.05	Insignificant	Accepted
Civil Status	76.00	130	157.61	1.00	0.05	Insignificant	Accepted
Highest Educational Attainment	222.71	78	99.6169	0.00	0.05	Significant	Rejected
Number of Years in Teaching	61.59	78	99.6169	0.91	0.05	Insignificant	Accepted

Ho: There is no significant relationship between the profile of the respondents and their teachers' motivation.

In Table 19, the results of the test of relationship between the respondent's profile and teachers' motivation were shown. The results were obtained using Chi-square test at 0.05 significance level. The variables tested are age, sex, civil status, highest educational attainment, the number of years in teaching and teachers' motivation. Of the five variables of the respondents' profile, only the teachers' highest educational attainment has a **significant relationship** to their motivation with a computed Chi-square value of **222.71** which is greater than the critical value of **99.6169**; thus, the **rejection of the null hypothesis**. It is then expedient to say that teacher's educational attainment has a significant degree of relation to motivation.

People are stimulated and encouraged to exert extra effort when they are motivated to do so. Employees with strong motivation will experience fulfillment and happiness at work. In addition, they are probably more efficient and generate higher-quality work. Motivated people are affected by a variety of different things. Everyone initially has fundamental requirements, such those for food or lodging, which may be met by money. However, people are motivated by a wide range of other things as well. It is thought that a person's motivation to accomplish



work or behave in a particular way is influenced by a number of things. These urges were described by need-based theories, which saw motivation largely as an internal, or personal, occurrence.

### On Significant Relationship between Respondents' Profile and Classroom Management Practices.

Table 20 shows the data gathered on this aspect.

Table 20.

Test of Relationship between the Profile of the Respondents and the Classroom Management Practices

Classroom Management Practices and...	Comp. Chi-square value	df	crit. value	p-Value	Sig. Level	Result	Ho
Age	211.11	195	228.58	0.20	0.05	Insignificant	Accepted
Sex	176.73	130	157.61	0.00	0.05	Significant	Rejected
Civil Status	241.83	325	368.042	1.00	0.05	Insignificant	Accepted
Highest Educational Attainment	152.54	195	228.58	0.99	0.05	Insignificant	Accepted
Number of Years in Teaching	179.55	195	228.58	0.78	0.05	Insignificant	Accepted

Ho: There is no significant relationship between the profile of the respondents and the classroom management practices

On the other hand, in terms of classroom management practices as seen in Table 20, only sex has a **significant relationship** to the classroom management practices with a Chi-square value of **176.73** which is greater than the critical value of **157.61**. The null hypothesis was disproved as a result of the findings. The sex profiles of the teacher responders and their methods for managing the classroom may thus be stated to be significantly related.

Since it assesses a number of distinct characteristics of teaching, including topic understanding, effective communication, lesson preparation, and presentation, teaching effectiveness has come to be recognized as a multidimensional construct (Onyeachu, 1996). Numerous research (Adediwura and Tayo, 2007, Adu and Olatundun, 2007, Schacter and Thum, 2004, Starr, 2002) have examined the impact of instructors' efficacy in the classroom on students' learning outcomes as shown by their academic performance.

**On Correlation between Teachers' Motivation and Classroom Management Practices.** Table 21 shows the data gathered on this aspect.

In Table 21, the teachers' motivation and classroom management practices were correlated. The results revealed that the teachers' motivation has a **significant degree of correlation** with the classroom management

Table 21.

Test of Correlation between Teachers' Motivation and Classroom Management Practices

computed r-value	Sig. Level (alpha)	df	critical r-value	p-value	Result	H <sub>o</sub>
0.4510	0.05	147	0.1970	0.0000	Significant	Reject

H<sub>o</sub>: There is no significant correlation between teachers' motivation and classroom management practices.

practices. The computed r-value is **0.4510** which is greater than r-value of **0.1970**. Therefore, the null hypothesis

was rejected. It is then said that for this study, the teachers' level of motivation is correlated to their level of classroom management practices.

On Theory X and Theory Y of McGregor (1960). This approach draws up on the work of Herzberg and develops a human resources approach to motivation. This theory first classifies managers in to one of two groups that is Theory X and Theory Y based on extreme assumptions about people and work. Theory X manager assumes that average employees dislike work, and that the only way to maintain or increase productivity is to simplify the operational process, supervise the employees closely, and motivate them in short term through financial incentive schemes. So, under the Theory X approach, the manager's role is to focus on the hygiene's and to control and direct employees; it assumes that employees are mainly concerned about safety. Theory Y manager assumes that average employee's desire self-direction and self-control, seek and accept responsibility, enjoy physical and mental effort, and have the potential to be self-motivating. In connection to this, Shank (2009) stated that Theory Y managers focus on Herzberg's motivators and work to assist employees in achieving these higher levels.

**On Degree of Variances on the Five Dimensions of Teachers' Motivation.** Table 22 shows the data gathered on this aspect.

Table 22.  
Analysis of Variance on the Five Dimensions of Teachers' Motivation

ANOVA Summary									
Source of Variation	Sum of Squares	df	Mean Square	F	crit. Value	p-value	Sig. Level	Result	Ho
Between Groups	6.821775	4	1.705444	6.454292	2.383966	4.16E-05	0.05	Significant	Reject
Within Groups	195.5332	740	0.264234						
Total	202.355	744							

**Ho:** There is no significant degree of variance on the five dimensions of teachers' motivation

#### Descriptive Statistics Summary

Dimensions	N	Sum	Mean	Variance
Physiological Needs	149	447.00	3.00	0.30
Security Needs	149	481.33	3.24	0.22
Social Needs	149	457.33	3.07	0.25
Self-Esteem Needs	149	464.67	3.12	0.24
Self-Actualization Needs	149	484.67	3.26	0.31

An Analysis of Variance was conducted to compare the five dimensions of Teaching Motivations such as Physiological Needs, Security Needs, Self-Esteem Needs and Self-Actualization Needs. The means and variances are presented in the Descriptive Statistics Summary. The analysis revealed that at 0.05 significance level the five dimensions of the Teaching Motivation are **significantly different** from one another (**F = 6.494292**, **between df = 4**, **within df = 740**, **p-value = 2.75xE-94**). Thus, the **rejection of the null hypothesis**.

Furthermore, to analyze which of these dimensions differ from one another, the Tukey Post-Hoc Analysis was conducted. As shown, there is a **significant degree of variances** between and among **Physiological, Security, Social and Self-Actualization Needs**. A closer look revealed that self-actualization as the prime motivator among the respondents while physiological needs to be the least motivator.

### Conclusions

Based on the findings of the study, the following conclusions are made:

1. Self-Actualization needs garnered the highest mean while Physiological Needs garnered the lowest mean.
2. Using a continuum of tactics to recognize proper conduct had the lowest mean score, whereas maximizing structure and predictability in the classroom received the greatest mean score.
3. Out of the five characteristics of the respondents, only the instructors' greatest level of education is significantly correlated with their motivation. Therefore, it is appropriate to state that motivation and a teacher's educational background are significantly related.
4. The only factor that significantly affects classroom management techniques is sex. The null hypothesis was disproved as a result of the findings. The sex profiles of the teacher responses may thus be stated to be significantly correlated with their methods of classroom management..
5. There is a **significant degree of variances** between and among **Physiological, Security, Social and Self-Actualization Needs**. A closer look revealed that self-actualization as the prime motivator among the respondents while physiological needs to be the least motivator.
6. The results revealed that the **ten dimensions of the classroom management representatives differ from one another**. With these results, the null hypothesis was rejected. A closer look would show that maximizing structure and predictability in the classroom gained the highest mean score while using of continuum strategies to respond to inappropriate behavior got the lowest mean score among the ten dimensions of classroom management practices.

### Recommendations

Based on the findings and conclusions made, the following are hereby recommended:

1. The Department of Education should work out incentive packages to increase teachers' motivation to teach in elementary schools. Since most instructors stated that their pay wasn't sufficient to cover their needs, special focus should be placed on raising teacher wages. Raising teachers' pay will improve their ability to instruct. This is because the teachers must be interested in what they teach and in the pupils when they are teaching. If they are not interested in the work themselves, they can never motivate the class to learn thus result to poor classroom management practices.
2. The Department of Education should provide need motivators: such as regular prompt payment of salaries, and transport allowance. Regular payment of salaries should give on time regularly if they impediment because as shown in the finding regular payment of salaries as a motivational factors affect teachers' classroom management practices in addition to this transport allowance had motivational factors to teachers' classroom management practice, DepEd should give emphasis on.

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