



RELATIONSHIP OF MOTIVATIONAL FACTORS AND SCHOOL CULTURE TO TEACHER ENGAGEMENT

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ABSTRACT

This study aimed to determine what motivational factors and which dimensions of school culture are predictors of teacher engagement. The level of teachers' engagement can be a significant measure of their efficiency in the workplace. Determining the factors that affect teachers' engagement is as essential as setting procedures in achieving institutional goals. The study used quantitative survey design to determine the relationship of the variables (Creswell, 2014). Specifically, descriptive correlation, multiple regression, and bivariate analysis were conducted to explore the association between demographic profile and each of the dimensions of motivational factors, and school culture to teacher engagement, respectively. Data were collected by administering a survey questionnaire to elementary and high school teachers in selected schools in Metro Manila. The result of the study revealed that Filipino teachers went into teaching primarily for external motivation, specifically job security. The least motivating factor was also an external motivation dimension, which is on the policies of the organization. School culture is positively correlated to teacher engagement. The predictors of teacher engagement are internal motivation, unity of purpose and collegial support. Even if some teachers feel the dwindling motivation in teaching, a school culture where teachers support each other can still become engaged. Education leaders should foster a culture that is focused on teachers who genuinely support each. A school culture where there is unity of purpose in any endeavor leads to developing engaged teachers.

Keywords: Teacher Engagement, Teacher Motivational Factors, School Culture, Descriptive correlation, Multiple Regression, Bivariate Analysis, Manila Philippines.