RELATIONSHIP OF MOTIVATIONAL FACTORS AND SCHOOL CULTURE TO TEACHER ENGAGEMENT

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ABSTRACT

The level of teachers' engagement can be a significant measure of efficiency in the workplace. Thus, determining the factors that affect teachers' engagement is as essential as achieving institutional goals. Along with these concerns, the researcher aimed to determine what motivational factors and which scope of school culture are predictors of teacher engagement. The study utilized quantitative survey design to determine the relationship of the variables. Specifically, descriptive analysis, bivariate correlation and multiple regression were conducted to determine the relationship 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 teachers in Elementary, Junior, and Senior High School in selected schools in Metro Manila. Findings revealed that Filipino teachers went into teaching primarily for external motivation, specifically job security. The least motivating factor is 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. Therefore, education leaders should foster a culture that is focused on teachers who genuinely support each other. A school culture where there is unity of purpose in any endeavor leads to develop teachers to be highly engaged in the profession.

Keywords: Teacher Engagement, Motivational Factors, School Culture, Multiple Regression, Bivariate Analysis

INTRODUCTION

The most critical determinant of success in any organization is its human resource. In an educational institution, the teachers are the most vital human resource primarily because they handle the learners. Thus, the school management needs to track their performance, attitude, and feelings (Velmurugan, 2016). Some teachers may report positive motivation towards the profession but not to be disregarded is the high proportion of those who are unmotivated to teach yet still stay on the job (Gkolia, et al., 2014).

Several setbacks have hit a teacher's level of motivation, and there is a dire need for the organization to improve it through good induction programs and professional encouragement (Nganzi, 2014). Studies have claimed that there is a significant impact on workers' motivation with their productivity level and, hence, on the performance of organizations (Aziri, 2011). When a teacher works in a motivating environment, it contributes to a teaching-learning process that is more efficient and effective, and is eventually translated to good learning outcomes (Usop, et.al, 2013; Klassen (2012) on Sundus, et al., (2018)). It remains unclear what factors affect

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teachers' motivation and whether it is associated with important components of education which are school culture and teacher engagement.

The people in the institution and how they work with each other relatively affect the school's success in terms of achieving its goals. The daily operations and individual efforts are influenced by school culture. It often sets the frame of mind and professional relationship among leaders and subordinates that eventually directs major decisions, and practically all matters regarding entire school concerns. A strong culture should be both efficient and effective in dealing with its human resources, including all the stakeholders, the consistent implementation of guidelines and policies, and the proper management of resources by which all these systems operate (Awadh and Saad, 2013). School culture could be explored as another motivational factor that would make teachers choose to stay in the profession. A continuous increase in the number of educators in the world leave their teaching post every year, and many testify to having low engagement levels (Sündüs Yerdelen, Tracy Durksen & Klassen, 2018). Teacher engagement and job satisfaction and motivation may have a strong link. Klassen (2012), as cited by Sundus, et al. (2018), identified three important reasons why teacher engagement should be studied. First, teacher engagement is vital in the instructional efficiency of the teacher which directly affects student learning; second, engaged teachers can handle stress and burnout in a positive way; and finally, engaged teachers make more contributions because of their active involvement in school-related activities. Teachers who regard engagement in the profession may lead others to be committed and motivated in the achievement of institutional goals (Mehta and Mehta, 2013). This study assumes that teacher engagement is correlated with motivational factors and school culture. Also, the dimensions of motivational factors and school culture are predictors of teacher engagement.

OBJECTIVES OF THE STUDY

This study aimed to find out the factors that influence teacher motivation and understand

the perception of school culture and its effect on teacher engagement. Specifically, the study sought to answer the following questions: 1.) Determine the most motivating and least motivating factors for teachers; 2) Evaluate the relationship between and among demographic profile to teacher motivational factors (internal, external, social-relational), school culture (collaborative leadership, teacher collaboration, professional development, unity of purpose and Collegial support) and teacher engagement (cognitive, emotional, social-colleagues and social-students) 3) Ascertain the dimensions of demographic profile, teacher motivational factors and school culture that are predictors of teacher engagement.

METHODOLOGY

This study employed a quantitative survey design. It used a descriptive analysis, bivariate correlation, and multiple regression. Data were collected by administering a survey questionnaire to a total of 300 teachers (234 females and 66 males) from Elementary, Junior, and Senior High Schools in selected public schools in Metro Manila at the beginning of the third grading period of the school year 2019-2020. Permission from authorities was sought before the conduct of data gathering. Teachers completed the questionnaires voluntarily after being informed of the study and assured of the confidentiality of their data.

The researcher adapted an existing instrument for the study. It used the researcher-revised version of the Teacher Motivational Factor Survey (Craig A. Mertler, 2001), Revised School Culture Survey-Teacher Form (RSCS-TF) (Gruenert & Valentine, 1998), and the Engaged Teacher Scale (ETS) (Sündüs Yerdelen, Tracy Durkelen & Robert M. Klassen, 2013). Initial data revealed that these instruments are reliable because their Cronbach's alpha value range from 0.88 to o.94.

RESULTS AND DISCUSSION

1. Motivational Factor for Teachers

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1.1 The Least and Most Motivating Factor

Table 1
Teacher Motivational Factors

Motivational Factor	Mean	Std. Deviation	Rank
Recognition	4.907	.9872	6
Professional Growth	5.023	.8710	2
superiors	4.683	1.0263	14
Colleagues	5.010	.8827	4
Salary	4.390	1.2819	17
Job Security	5.070	2.5652	1
Status	4.873	.9663	8
Administrators	5.013	3.0426	3
achievement	4.870	.9216	9
Working conditions	4.513	1.1551	15
Policies	4.227	1.1223	18
Evaluation	4.427	1.1055	16
Autonomy	4.753	.9139	11
Potential	4.750	.8660	12
Work	4.737	.8963	13
personal	4.777	.9361	10
students	4.923	.9167	5
accountability	4.880	.8991	7

The teacher motivational factors survey questionnaire was administered to determine the degree to which the items serve as a motivating or a not motivating factor for teachers. Table 1 shows that the most motivating factor is job security with a mean of 5.070. In a study by Stirling (2014), teachers in western cultures choose to teach for internal motivation reasons. Contrary to this result, Filipino teachers went into teaching primarily for external motivation, specifically job security. The least motivating factor is also an external motivation dimension which in the survey are the Department of Education's policies.

Researches on education about motivational factors are mostly on student motivations for learning. Teaching strategies are based on theories that will make students get motivated to study and learn. Karabenick and Conley (2011) as cited by Stirling (2014), noted that much of the research on teacher motivation is focused on self-efficacy and expectancy-value or self-determination theory, and most expectancy-value model has involved students rather than teachers. It is important to know motivational factors among our students but of greater significance is to determine the motivational factors of those who can influence learners- the teachers. Stirling (2014) remarks that the teacher's role is of utmost influence on an individual learner and to a greater society. Many experts believe motivation is the taxonomy of a good job and the level of employee motivation has an impact on their productivity, quality of work, attendance, and turnover (Nganzi, 2014). Teachers have significant contact time with students daily, and that time is critical in how the teachers can inspire or demotivate them. One can only assume that these learners are not receiving the quality of instruction that they deserve if their teachers have low motivation levels.

According to Gredler, Boussard, and Garrison (2004), as cited by Lai (2011) and Kalage, (2016), motivation is broadly defined as "the attribute that moves us to do or not do something". Motivation postulates the reason for people to have inclination to choose to do something, how well they will work on it and the level of their determination to sustain it. Therefore, the motivation of a teacher "refers to reasons that emanate from individuals' intrinsic values to choose to teach and to sustain teaching, and the intensity of motivation indicated by effort expended on teaching as influenced by some contextual factors" (Han and Yin, 2016). Among professionals, it is important that teachers are well motivated to perform their job. They not only pass on the factual knowledge that they know but even their motivation in doing their job. Some students choose careers because they get inspired by their teachers. There is unequivocal evidence that good teachers are essential in raising student achievement (Nyam, 2014; Conley, 2011; Kalage, 2016). Motivated teachers greatly influence students in developing a favorable attitude towards school and have a better self-concept because they manifest intentional efforts of teaching desirably and positively (Oko, 2014). Because they consider themselves responsible for the holistic development of their learners, they also develop intrinsic motivation to improve themselves

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through professional development (Stirling, 2014). Furthermore, Watt and Richardson (2008), as cited by Stirling (2014), noted that teachers who have high level of commitment were those who chose the profession primarily because of intrinsic and social reasons, but less for extrinsic motivation. Social motives include the intention of making worthwhile social contributions like motivating the youth to become good citizens in the future. Intrinsic motivation includes having a favorable attitude towards teaching and having abilities suited to teaching, while extrinsic motivation is having the thought that it places security of tenure and certainty of regular income.

Economic benefits can initially attract people to engage in a profession, yet there is more to money than just meeting an individual's needs. The motivation level has to be improved by offering a decent salary to attract efficient people to the teaching profession and retain committed teachers. (Velmurugan, 2016; Nyamubi, 2016). Monetary incentive matters because they are a tangible expression of the school and the government's regard for a teacher. Some teachers who cannot augment their income find additional jobs but compromise the quality of their full-time work of teaching due to physical exhaustion. While good salary is a concern, they also express the need for timely promotion, seeing their students succeed (Nyamubi, 2016), moral satisfaction and the appreciation of community members, convenient working time, providing necessary freedom and assistance for their professional growth (Velmurugan, 2016), having a clear policy manual for teachers, availability of adequate facilities, working with pride and enough authority on the job (Usop et. al., 2013).

When a teacher is involved in school tasks, they would have a feeling of achievement and be trusted by their superiors. Trustworthiness emanates from employees' perception that their superiors regard their work as having significant contribution to the overall goal of the organization. This confidence from school leaders will lead teachers to participate in school activities and even initiate programs that contribute to self and institutional development.

The mutual trust between leaders and subordinates create open communication that welcomes supervision. While teachers do not want to be monitored, most teachers feel a moral obligation to stay loyal to the educational institution because of constructive supervision (Shah, et al, 2012). This type of positive supervision does not appear to trespass teachers' personal space if the supervisors create an atmosphere of mutual trust, confidence, and support. While teaching is still considered to be the noblest profession, some people seek a teaching position as the last choice when the first in their lists fail. Because of the scarcity of teachers, teaching becomes the most accessible career to join, which in some cases draws people to join the field. In the long run, these teachers cannot sustain their commitment in the profession, but only do so because of economic reasons (Kalage, 2016). The significance of research on teacher motivation lies in the fact that it is a critical determinant of factors that directly impact student motivation, learning outcomes, teaching practices, teachers' overall wellbeing and institutional achievement (Han and Yin, 2016). Studies on teachers' motivational factors could help administrators determine how to entice probable educator candidates and how to develop their commitment to teaching. All factors that may contribute to substantial enhancement in teacher morale and commitment should be of paramount priority.

2. Correlation of Motivational Factors, and School Culture to Teacher Engagement

2.1. Motivational Factors and Teacher Engagement

Bivariate correlational analysis was conducted to determine the association of motivational factors to teacher engagement.

Table 2 shows that external, internal and social-relational motivation are all positively related to cognitive, emotional, and social engagement. The highest correlation of .86 is between internal and external motivation while the lowest correlation of .25 is between social engagement with students and social-relational

motivation. Such a result was consistent with previous research findings that high employee engagement levels lead to the development of a motivated workforce (Mehta and Mehta, 2013).

Table 2

Bivariate Correlation between Teacher Motivational Factors and Teacher Engagement

	Internal Motivation	Social-relational Motivation	Cognitive Engagement	Emotional Engagement	Social Engagement-Students	Social Engagement-Colleagues
External Motivation	.86**	.50**	.43**	.50**	.39**	.35**
Internal Motivation		.52**	.46**	.53**	.44**	.39**
Social-relational Motivation			.27**	.28**	.25**	.26**
Cognitive Engagement				.79**	.85**	.76**
Emotional Engagement					.74**	.72**
Social Engagement-Students						.79**

Teachers who had internal, external, and social-relational motivations also manifest cognitive, emotional, and social engagement. On one hand, internal and external motivation had the highest correlation which indicated that these dimensions of motivation were high stakes factors that teachers consider in choosing teaching as a profession. On the other hand, the lowest Correlation was between social engagement with students and social-relational motivation. This must be an indication that teachers take cautious efforts when it comes to engagement with students to protect themselves from any untoward speculation about their relationship with their students.

2 School Culture and Teacher Engagement

Table 3

Bivariate Correlations between School Culture and Teacher Engagement

	Teacher Collab	Prof. Devt.	Unity of Purpose	Collegial Support	Cognitive Engagement	Emotional Engagement	Social Engagement-Students	Social Engagement-Colleagues
Collaborative Leadership	.64**	.62**	.71**	.58**	.39**	.46**	.41**	.40**
Teacher Collaboration		.77**	.76**	.72**	.42**	.45**	.45**	.42**
Professional Development			.78**	.69**	.48**	.53**	.45**	.45**
Unity of Purpose				.65**	.46**	.51**	.49**	.47**
Collegial Support					.39**	.40**	.46**	.49**
Cognitive Engagement						.79**	.85**	.76**
Emotional Engagement							.74**	.72**
Social Engagement-Stud								.79**

** Correlation is significant at .01 level (2 tailed)
*Correlation is significant at .05 level (2 tailed)

Bivariate correlational analysis was conducted to determine the association of school culture to teacher engagement. Table 3 shows that the dimensions of school culture which are collaborative leadership, teacher collaboration, professional development, unity of purpose and collegial support are positively related to teacher engagement such as cognitive, emotional, social-students and social-colleagues. The highest correlation of .85 is between cognitive engagement and social engagement with students. The lowest correlation of .39 is between cognitive engagement with collaborative leadership and collegial support. Among all dimensions of organizational culture, cooperation, and teamwork were found to be most empowering (Balkar, 2015). In this study, the dimensions of school culture, which are collaborative leadership, teacher collaboration, unity of purpose, and collegial support, were positively correlated to cooperation and teamwork. An influential school culture was characterized by the participation of all teachers

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who collaborate and have a clear, unified goal to achieve success. When all these dimensions of school culture were manifested and observed, teachers became cognitively, emotionally, and socially engaged. The culture of an organization dictates its overall personality. Culture affects the system of beliefs, choices, customs, and its response to some conditions (Gruenert, 2008).

The rapid reform and curriculum change in the educational system has put the burden in schools to implement education policies that indirectly cause a wobble in school culture. Any attempts of change cannot be easily implemented if an institution's culture is not congruent with the intended reform (Yusof, et al., 2016). Empowering school culture is not framed at a bureaucratic structure where only the top managers decide and have a voice. In a school, while the principal is empowered, he also must empower his teachers by giving them autonomy over the matters that they have control. In this way, teachers contribute to all phases of decision making and can air their views. Teachers' job satisfaction is the most notable reflection of enablement of school culture and is perceived with significant value (Balkar, 2015).

The productivity of an organization is determined by the culture of collaboration among its people and stakeholders. Collaboration breaks barriers of teacher's qualifications and demographics like age and gender. When teachers cooperate and contribute to the attainment of goals, they are likely in a better position to share their abilities when it comes to solving the problems of the school. Some useful strategies that would increase collaboration involves sharing data-driven decision-making, curricular planning, and work-embedded professional development (Ohlson et. al., 2016). The institution's goals will be realized with a sustained positive result if reforms are aimed at collectively achieving them through the collaboration of the teachers and all school personnel.

When school managers display leadership and suitably perform their administrative functions in the school, teachers have a clear perception of their role in strengthening the school culture (Kalman and

Balkar, 2018). Schools must establish a strong culture that aims to have both efficiency and effectiveness in managing their workforce and processes (Awadh and Saad, 2013). As such, the leaders are expected to establish a common path for making perfect use of time and resources. A strong culture instills among individual teachers the capacity to contribute to the more significant institutional goals even in their smallest calibrated efforts.

3. Multiple Regression of the three models for Teacher Engagement

Table 4
Multiple Regression on Teacher Engagement

Model		β	SE β
1	Age	.00	.01
	Gender	-.08	.11
	Position	.10	.06
	Years in Service	-.00	.01
	Educ Attainment	-.04	.06
	Civil Status	.07	.06
	R²	.02	.75
	F	.99	
2	Age	.01	.01
	Gender	-.030	.09
	Position	.04	.05
	Yrs in Service	-.00	.01
	Educ Attainment	-.01	.05
	Civil Status	.08	.06
	Ext-Motiv	.10	.09
	Int-Motiv	.40**	.10
	Social-relational Motiv	.03	.04
	R²	.27	.65
	F	12.00**	
Model 3	Age	.00	.01
	Gender	.03	.09
	Position	.04	.05
	Yrs in Service	-.00	.01
	Educ Attainment	.03	.05
	Civil Status	.01	.05
	Ext-Motiv	-.01	.08
	Int-Motiv	.31**	.10
	Social-relational Motiv	.01	.03
	Collaborative Leadership	.06	.07
	Professional Development	.12	.09
	Unity of Purpose	.21*	.11
	Collegial Support	.17*	.07
	R²	.41	.59
	F	14.02**	

Multiple regression is performed on three models to determine which among the variables is a predictor of teacher engagement.

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Table 4 shows that in model 1, demographic profile is not a predictor of teacher engagement. The overall multiple regression of model 1 was not significant. In model 2, only the internal motivational factor is a predictor of teacher engagement. The overall multiple regression of model 2 was significant, although the total explained variance was small. In model 3, internal motivation-a dimension of motivational factor and unity of purpose and collegial support-dimensions of school culture are predictors of teacher engagement. The overall multiple regression of model 3 was significant, and the total explained variance was fair. Unity of purpose and collegial support were predictors of teacher engagement in model 3, but this is because of internal motivation, which was significant in model 2.

Teacher engagement is an issue that transcends beyond borders (Yerdelen et.al., 2018). It is associated with the decision to shift or leave careers. Yerdelen et.al. (2018) cited the article of the Organization for Economic Co-operation and Development (OECD) in 2005 that every year, more and more teachers around the world choose to leave their job because of various reasons, but common to these is the decreasing level of engagement in the profession.

Furthermore, they noted that understanding the factors that enhance teacher engagement is as vital as developing teacher motivation, job satisfaction and eventually a crucial step in improving students' learning outcomes.

Engagement is different from job satisfaction, but it is closely related to the concept of motivation (Skaalvik and Skaalvik, 2013 on Christian et. al., 2011). Furthermore, this concept is believed to have direct effect on the perception towards teaching, commitment, satisfaction, workplace behavior and participation (Parker, 2009 as cited by Merida-Lopez, et. al., (2017).

Engagement can be analyzed at different aspects and it is imperative to understand how these multiple dimensions of engagement influence teachers' interpersonal and professional interactions. Efficient teachers are emotionally, cognitively, and socially engaged and these are what forms the significant aspects of overall engagement (Klassen et. al. (2013; Mehta and Mehta, 2013). Work engagement is found to be associated with positive attitudes, high commitment and reported less intentions of aborting their job contract (Skaalvik and Skaalvik, (2013) on Skaalvik and skaalvik, 2009; Bakker and Bal, 2010; Demerouti and Cropanzano,2010). Employees who have high level of engagement manifest it through excellence in performing their duties and active involvement in sharing their effort to achieve the institutional goals (Mehta and Mehta, 2013). Employees who are genuinely engaged in their profession do their best to realize personal goals and help carry out tasks that will ultimately contribute to the success of the organization.

Administrators should not regard teacher engagement as an issue that can be addressed by simply changing policies. It is an integral part of the organization that is embedded in the core values and school culture that becomes prevalent and sustained over time. People in the organization are influenced by the level of engagement in the working environment that conforms to prevailing norms (Mehta and Mehta, 2013). It is important to accurately measure and understand teachers' engagement because this effort will provide a critical understanding of its effects on teaching conditions, policies, and psychological processes underlying effective teaching (Yerdelen et.al., 2018; Klassen et. al., 2013).

CONCLUSIONS

The study provided data on the link of teacher motivational factors and school culture with teacher engagement. The key findings include three important realities about teaching.

1. Internal motivation, collegial support, and unity of purpose are the predictors of teacher engagement.

2. even if the most motivating factor for teachers is job security, which is an external factor, internal motivation still turns out to be the driving force to become a teacher who is cognitively, emotionally, and socially engaged.

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3. Internally motivated teachers who work with supportive colleagues for a united purpose leads to the development of an engaged workforce.

RECOMMENDATIONS

This study underscores recommendations that may inform practices and policies in teaching, and future research.

1. Institutions may also utilize the results as guidelines for planning and crafting policies for basic education schools aimed at promoting motivation and teacher engagement.

2. The identified specific dimensions of school culture that affect teacher engagement can be strengthened by school leaders for better management and administrative practice.

4. Education leaders should foster a culture that is focused on teachers who genuinely support each other. A school culture where there is the unity of purpose in any endeavor leads to developing engaged teachers. This will set clear and attainable goals that will lay the right direction for everyone to follow.

5. The ranking system should be reformed so that teachers do not have to compete with their colleagues but be evaluated based on individual merits and reclassification of their teaching item.

7. Similar research can be done to a broader and larger population. It is recommended that locally crafted instruments on motivation; school culture and teacher engagement could be further explored.

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