

Influence of teacher's motivation on their effectiveness in the faculty in state institution of higher learning in the province of Iloilo

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Abstract. This survey-correlational research determined the level faculty work motivation and teaching effectiveness as well as the significance of the differences and relationships. The antecedent variables were length of teaching experience, academic rank, educational qualification and college affiliation. They were further categorized as 10 yers and below, 11-20, or above 20 years for the length of teaching experience; instructor, assistant professor, associate professor, or professor for academic rank; baccalaureate, master's or doctorate degree for educational qualification; and management, teacher education, information technology, agriculture, or maritime for college affiliation. The independent variables was work motivation and teaching effectiveness was the dependent variable. The study was conducted among the 139 randomly selected faculty in a state institution of higher learning in the province of Iloilo. Two adopted, validated and pilot tested data gathering instruments were used - the Work Motivation Questionnaire (WMQ) by Steers and Braunstein (1976, in Siason 2008); and Teacher Effectiveness Questionnaire (Mishra, 2012). Statistical tools were means, standard deviations, one-way ANOVA, and the Pearson's *r*. Significance level for all inferential tests was set at .05 alpha. Study results revealed that the faculty had high motivation to work and were effective as teachers. Significant differences were noted in work motivation and teaching effectiveness among the faculty classified according to educational qualification. A significant relationships existed among the faculty work motivation and teaching effectiveness. Human resource management officer shall update their faculty development plan in the area of motivation and effective teaching.

Keywords: motivation, teaching effectiveness, faculty, survey-correlational

I. INTRODUCTION

One of the most important factors, and one that positively or adversely affect teachers' teaching-learning processes, is the level of teachers motivation concerning their vocation (Yazici, 2009). An individual's vocational performance and the teacher's sustained successful performance are connected with the high level of motivation they have for their vocation. A study by De Jesus and Lens (2005) claims that teachers with a high motivation level are more open to innovations and can better adapt. Thus, the motivation level of teachers is important in terms of educational reforms. The teaching profession is a vocation where the sources of internal and external motivation are important (Başaran & Dedeoğlu Orhun, 2013).

The success of any college or university depends in large part on the effectiveness of its teaching community. As the front line in delivering quality education, faculty members are a key determinant in whether or not an institution lives up to the needs and expectations of its students. Accordingly, faculty members need to feel that they're an essential, integrated element in the institution at which they work (Cherwin, 2013).

Beeck (2005) point out that teaching effectiveness is important because effective teaching helps student learning. It has become even more important as the emphasis on quality in higher education has increased. Effective teaching does not occur by chance. Effective teachers have become good at what they do because they evaluate their practice.

According to Borkar (2013), the effectiveness of the educational system largely depends upon the effective teachers. Paolini (2015) mentioned that "exceptional instructors are culturally sensitive, respectful, passionate, and charismatic. They challenge students to work to their potential by setting high, yet reasonable expectations, emphasizing open communication, and asking higher-order thinking questions that stimulate discussion. Barry (2010) argues that teaching effectiveness can be understood by examining what effective teachers know and do in their daily professional practice.

This study is linked to Harris and Rutledge (2007) which concluded that the predictors of teacher quality and effectiveness are cognitive ability, personality attributes and educational background.

In this globalizing world in which we are experiencing many changes in science and technology, the importance of education is growing and it is necessary that well equipped teachers are trained for high-quality education (Sahan, 2016).

It is observable that faculty in higher education are grappling with the challenges of the multiple roles they played in instruction, research and extension. The demand in accreditation likewise sometimes eat up instructional time. These crossroads teachers are facing may affect their teaching performance. Studies on motivation and teaching

effectiveness among teachers in the province of Iloilo is still wanting.

How motivated are the faculty in a state institution of higher learning in the province of Iloilo? How effective are their teaching? These questions need to be answered, hence this study.

Statement of the Problem

This study aims to ascertain the work motivation among the faculty in state institutions of higher learning in the province of Iloilo.

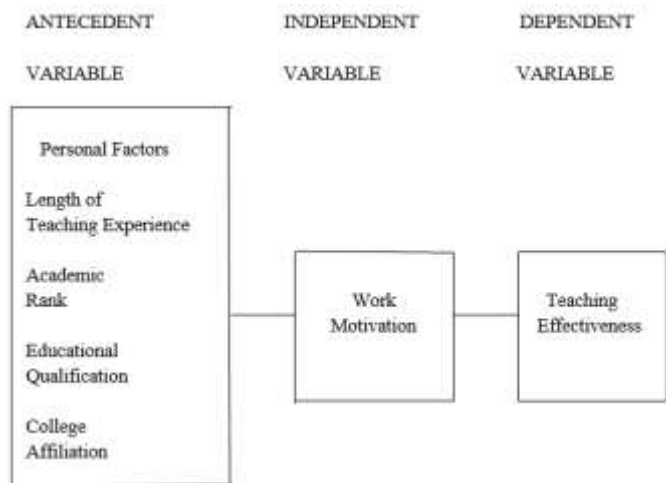


Figure 1. Faculty’s teaching effectiveness as related to work motivation and certain identified personal factors

Specifically, the study sought answers to the following questions:

1. What is the work motivation among the faculty taken as an entire group and when classified according to (a) length of teaching experience (b) academic rank, (c) educational qualification, and (d) college affiliation?
2. What is teaching effectiveness among the faculty taken as an entire group and when classified according to (a) length of teaching experience, (b) academic rank, (c) educational qualification, and (d) college affiliation?
3. Are there significant differences in the work motivation among the faculty classified according to (a) length of teaching experience, (b) academic rank, (c) educational qualification, and (d) college affiliation?
4. Are there significant differences in teaching effectiveness among the faculty classified according to (a) length of teaching experience, (b) academic rank, (c) educational qualification, and (d) college affiliation?
5. Are there significant relationships between work motivation and teaching effectiveness?

Hypotheses

In view of the aforementioned problems, the following hypotheses was tested:

1. There are no significant differences in the work motivation among the faculty classified according to (a) length of teaching experience, (b) academic rank, (c) educational qualification, and (d) college affiliation.
2. There are no significant differences in teaching effectiveness among the faculty classified according to (a) length of teaching experience, (b) academic rank, (c) educational qualification, and (d) college affiliation.
3. There are no significant relationships between faculty work motivation and teaching effectiveness.

Theoretical Framework

Expectancy Theory. The popular belief that performance management will improve the motivation of public employees has its root in expectancy theory. According to Vroom (1964), the strength of human motivation hinges on the three factors, namely, valence, expectancy, and instrumentality. Motivation is one of the forces that lead to performance. Motivation is a desire to achieve a goal or a certain performance level, leading to goal-directed behavior. When we refer to someone as being motivated, we mean that the person is trying hard to accomplish a certain task. Motivation is clearly important if someone is to perform well. This study attempts to find out the significance of the relationship between motivation and teaching effectiveness.

Purpose of the study

This study aimed to determine the work motivation as related to teaching effectiveness in a state institutions of higher learning in the province of Iloilo.

Research design

The survey-correlational method of research was employed in this investigation. Fraenkel and Wallen (2003) explain that the major purpose of survey research is to describe the characteristics of a population. In essence, information is collected from a group of people in order to describe some aspects of characteristics (such as abilities, opinion, attitudes, beliefs, and or knowledge) of the population of which that group is part. In correlation research, which is sometimes called associative research, is the relationships among two or more variables although investigations of more than two variables are common.

In this investigation, the dependent variable was the teaching effectiveness and the independent variables was work motivation. The antecedent variables were length of teaching experience, academic rank, educational qualification and college affiliation.

Participants.

The participants of the study were 139 randomly selected full time faculty in a state institution of higher learning. The participants were classified according to their length of teaching experience, academic rank, educational qualification, and college affiliation.

They were further categorized into 10 years and below, 11-20 and above 20 years for the length of teaching experience; instructor, assistant professor, associate professor and professor for academic rank; baccalaureate, master’s and doctorate degree for educational qualification; and management, teacher education, information technology, agriculture, and maritime for college affiliation.

Table 1. Distribution of the Participants

		Category	f	%
A	Entire group		139	100
B	Length of teaching experience			
	1	10 years and below	37	26
	2	11 to 20 years	47	34
	3	Above 20 years	55	40
C	Academic rank			
	1	Instructor I-III	34	24
	2	Assistant Professor I-IV	57	41
	3	Associate Professor I-V	43	31
	4	Professor I-VI	5	4
D	Educational qualification			
		Baccalaureate Degree	5	4
		Master’s Degree	71	51
		Doctorate Degree	63	45
E	College affiliation			
	1	Management	25	18
	2	Teacher Education	60	43
	3	Information Technology	25	18
	4	Agriculture	22	16
	5	Maritime	7	5

Data-gathering Instrument

To gather the data needed, the researcher used two adopted, validated and pilot tested data-gathering instruments, the Work Motivation Questionnaire (WMQ) by Steers and Braunstein (1976, in Siason 2008); Teacher Effectiveness Questionnaire (Mishra, 2012).

The work motivation questionnaire (WMQ). This consists of 15 statements. It is answerable by Strongly disagree (SD), Disagree (D), Moderately agree (MA), Agree (A) and Strongly agree (SA). Each followed by numbers 1, 2, 3, 4, 5 in continuum from “Strongly disagree” to “Strongly agree”.

Response	Weight
Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly agree	5

The following scale of means was employed to determine the faculty work motivation:

Scale of means	Interpretation
4.51-5.00	Very high motivation
3.51-4.50	High motivation
2.51-3.50	Average motivation
1.51-2.50	Low motivation
1.00-1.50	Very low motivation

The Teacher Effectiveness Questionnaire. This is composed of 48 items. The participants were asked to circle a response corresponding to their choice. It is answerable by Strongly disagree (SD), Disagree (D), Undecided (U), Agree (A) and Strongly agree (SA). For scoring purposes, each response is given an equivalent weight as follows:

Response	Weight
Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly agree	5

The following scale of means and corresponding interpretations were used to interpret the obtained mean scores:

Scale of means	Interpretation
4.51-5.00	Absolutely effective
3.51-4.50	Effective
2.51-3.50	Moderately effective
1.51-2.50	Ineffective
1.00-1.50	Absolutely ineffective

Validity and reliability of the data gathering instruments. The two (2) data-gathering instruments were subjected to validity and reliability testing.

These data-gathering instruments were pilot tested to 30 faculty in another state institution of higher learning, to ensure comparability of the participants. Results of the pilot test were subjected to validity and reliability assuring the administrability and acceptability of the data-gathering instruments for the purpose intended.

Results of the factor analyses and reliability tests revealed the following:

Range of Factor Loads	Reliability Cronbach alpha
For Work Motivation Questionnaire	.610 - .877 .762
For Teacher Effectiveness Questionnaire	.540 -.821 .941

II. DESCRIPTIVE DATA ANALYSIS

Problem Statement Number 1.

Level of faculty work motivation. Data in Table 2 show that over-all, the faculty were *high motivation* ($M = 4.15, SD = .64$) in their work and in the following categories **length of teaching experience**, 10 years and below ($M = 4.15, SD = .59$), 11 to 20 years ($M = 4.15, SD = .67$) and above 20 years ($M = 4.15, SD = .66$), **academic rank**, instructor ($M = 4.04, SD = .70$), assistant professor ($M = 4.19, SD = .74$), associate professor ($M = 4.17, SD = .47$), professor ($M = 4.24, SD = .22$), **educational qualification**, baccalaureate degree ($M = 4.07, SD = .62$), and master’s degree ($M = 3.98, SD = .73$), doctorate degree ($M = 4.35, SD = .44$), **college affiliation**, management ($M = 4.40, SD = .50$), teacher education ($M = 4.07, SD = .77$), information technology ($M = 4.14, SD = .54$), agriculture ($M = 4.08, SD = .48$) and maritime ($M = 4.10, SD = .58$).

Table 2. Level of Faculty Work Motivation

Category	SD	M	Description
A.Entire Group	0.64	4.15	High motivation
B. Length of Teaching Experience			
10 years and below	0.59	4.15	High motivation
11 to 20 years	0.60	4.15	High motivation
Above 20 years	0.66	4.15	High motivation
C. Academic Rank			
Instructor	0.70	4.04	High motivation
Assistant Professor	0.74	4.19	High motivation
Associate Professor	0.47	4.17	High motivation
Professor	0.22	4.24	High motivation
D. Educational Qualification			
Baccalaureate Degree	0.62	4.07	High motivation
Master’s Degree	0.74	3.98	High motivation
Doctorate Degree	0.44	4.35	High motivation
E.College Affiliation			
Management	0.50	4.04	High motivation
Teacher Education	0.77	4.07	High motivation
Information Technology	0.54	4.14	High motivation
Agriculture	0.48	4.08	High motivation
Maritime	0.58	4.10	High motivation

Note: 4.51-5.0– Very high motivation; 3.51-4.50 – High motivation; 2.51-3.50 – Average motivation ; 1.51-2.50 – Low motivation; 1.0-1.50 – Very low motivation

Problem Statement Number 2.

Level of teaching effectiveness . Data in Table 3 show that over-all, the faculty were *effective* ($M = 4.19, SD =$

$.45$) in their teaching and in the following categories, **length of teaching experience**, 10 years and below ($M = 4.13, SD = .33$), 11 to 20 years ($M = 4.18, SD = .54$), above 20 years ($M = 4.24, SD = .43$), **academic rank**, instructor ($M = 4.02, SD = .56$), assistant professor ($M = 4.26, SD = .38$), associate professor ($M = 4.25, SD = .42$), professor ($M = 4.14, SD = .26$), **educational qualification**, baccalaureate degree ($M = 4.18, SD = .36$), master’s degree ($M = 4.10, SD = .52$), and doctorate degree ($M = 4.19, SD = .49$), **college affiliation**, management ($M = 4.33, SD = .40$), and teacher education ($M = 4.21, SD = .52$) information technology ($M = 4.10, SD = .32$), agriculture ($M = 4.09, SD = .44$), and maritime ($M = 4.18, SD = .33$).

Table 3. Level of Teaching Effectiveness

Category	SD	M	Description
A.Entire Group	0.45	4.19	Effective
B. Length of Teaching Experience			
10 years and below	0.33	4.13	Effective
11 to 20 years	0.54	4.18	Effective
Above 20 years	0.43	4.24	Effective
C. Academic Rank			
Instructor	0.56	4.02	Effective
Assistant Professor	0.38	4.26	Effective
Associate Professor	0.42	4.25	Effective
Professor	0.26	4.14	Effective
D. Educational Qualification			
Baccalaureate Degree	0.36	4.18	Effective
Master’s Degree	0.52	4.10	Effective
Doctorate Degree	0.49	4.19	Effective
E.College Affiliation			
Management	0.40	4.33	Effective
Teacher Education	0.52	4.21	Effective
Information Technology	0.32	4.10	Effective
Agriculture	0.44	4.09	Effective
Maritime	0.33	4.18	Effective

Note: 4.51-5.0 – absolutely effective; 3.41-4.50 – Effective; 2.51-3.50 – Moderately

effective; 1.81-2.60 – Ineffective; 1.0-1.50 – Absolutely ineffective

III. INFERENTIAL DATA ANALYSIS

Problem Statement Number 3.

Differences in Faculty Work Motivation. The One-Way ANOVA results in Table 4 reveal that significant differences were noted in work motivation among the faculty classified to educational qualification, $F(2,136) = 5.793, p < .05$. Employing the post hoc test using Scheffé test it was

revealed that faculty with doctorate degree ($M = 4.35$) were significantly more motivated compared with those with master’s degree ($M = 3.98$).

Likewise, the One-way ANOVA results in Table 4, revealed that no significant differences existed in the work motivation among the faculty grouped according to length of teaching experience, $F(2,136) = .001, p > .05$; academic rank $F(3,135) = .476, p > .05$; and college affiliation, $F(4,134) = 1.216, p > .05$.

Table 4. One-Way ANOVA Results for Differences in Work Motivation Among the Faculty Grouped According to certain Identified Categories

Sources of Variation	Sum of Squares	df	Mean Square	F	Sig
A. Length of Teaching Experience					
Between Groups	0.001	2	.001	.001	.0999
Within Groups	56.715	136	.417		
Total	56.716	138			
B. Academic Rank					
Between Groups	0.593	3	.198	.476	0.700
Within Groups	56.123	135	.416		
Total	56.716	138			
C. Educational Qualification					
Between Groups	4.452	2	2.226	5.793*	0.004
Within Groups	52.264	136	.384		
Total	56.718	138			
D. College Affiliation					
Between Groups	1.986	4	.497	1.216	0.307
Within Groups	54.730	134			
Total	56.716	138			

* $p < .05$

Problem Statement Number 4.

Differences in faculty effectiveness. The One-Way ANOVA results in Table 5 reveal that significant differences existed in teaching effectiveness among the faculty classified according to educational qualification, $F(2,136) = 5.793, p < .05$. Employing the post hoc test using Scheffé test it was revealed that faculty with doctorates ($M = 4.35$) were significantly more effective compared with those with master’s degree ($M = 3.98$).

Likewise, the One-way ANOVA results in Table 5, revealed that no significant differences were noted in teaching effectiveness among the faculty grouped according to length of teaching experience, $F(2,136) = .768, p > .05$; academic rank $F(3,135) = 2.552, p > .05$; and college affiliation, $F(4,134) = 1.175, p > .05$.

Table 5. Differences in Teaching Effectiveness Among the Faculty Grouped According to Certain Identified Categories

Sources of Variation	Sum of Squares	df	Mean	F	Sig
A. Length of Teaching Experience					
Between Groups	0.311	2	0.155	.768	.466
Within Groups	27.477	136	.202		
Total	27.787	138			
B. Academic Rank					
Between Groups	1.491	3	0.497	2.552	.058
Within Groups	26.296	135	0.195		
Total	27.787	138			
C. Educational Qualification					
Between Groups	1.287	2	0.644	3.303*	.040
Within Groups	26.500	136	0.195		
Total	27.787	138			
D. College Affiliation					
Between Groups	0.941	4	0.235	1.175	.325
Within Groups	26.846	134	0.200		
Total	27.787	138			

* $p < .05$

Problem statement Number 5.

Relationships among faculty work engagement, work motivation, and teaching effectiveness. The Pearson’s r results in Table 6 revealed that a significant relationship existed between faculty work motivation and teaching effectiveness ($r = .660, p = .000$).

Table 6. Relationship of Faculty Engagement, Motivation and Teaching Performance

Variables	1		2	
	r	r prob	r	r prob
1. Motivation	-	-	.660*	.000
2. Teaching Effectiveness	-	-	-	-

* $p < .001$

IV. FINDINGS

The study found out that the faculty had **high** motivation to work they were **effective** as teachers..Significant differences were noted in the work motivation among the faculty classified according to educational qualification. No significant differences were noted in work motivation among the faculty classified according to length of teaching experience, academic rank, and college affiliation. Significant differences were noted in

teaching effectiveness among the faculty classified according to educational qualification. No significant differences were noted in teaching effectiveness among the faculty classified according to length of teaching experience, academic rank, and college affiliation. Significant relationship existed between faculty work engagement and faculty work motivation, between faculty work engagement and teaching effectiveness and between faculty work motivation and teaching effectiveness. These findings contradict the study on influence of motivation on teachers' effectiveness in Ilorin West local government, Kwara State of Uyanne, Elizabeth Obiageli, Badamas, Omoshalewa Lasbat, Balogun, Abdulrasaq Olatunji in 2020 whose findings revealed that teachers' effectiveness is low and there was no significant influence of motivation on teachers' effectiveness.

V. CONCLUSIONS

In view of the findings of the study, the following conclusions were drawn:

The faculty appear to possess stronger source of energy that determines the direction, degree and decisiveness of their own behavior. They tend to possess above average commitment to do their jobs with considerably greater degree of effort to attain their goals. Perhaps the ability of a faculty is totally dependent on the performance and devotion towards work. As it is, greater devotion results to higher performance (Luthans, 1989). The faculty in a state institution of higher learning in this research appear to exert sufficient effort to achieve their goals in teaching. Effective teaching depends largely on the coordination of several components – the objectives, the student, the content, and the teacher (Mc Keachie, 1997). It seems indicative that, on their part, the faculty produce results that are wanted, enough to satisfy the intended effect or outcome of teaching.

Educational qualification is a factor found to significantly influence one's

work motivation. As revealed in the findings, those with doctorate degrees were significantly more motivated than those with master's degrees. Perhaps the prestige and honor placed on the highest degree drives one to enjoy more doing his or her work. Besides, the remuneration package for faculty with higher degrees could be one of the motivating factors for faculty members in state institutions of higher learning. In addition, there seems to be an established pattern, state institution of higher learning, that if one has a doctorate degree, they occupy rank of associate professor or professor, with of course, higher remuneration package.

Length of teaching experience, academic rank and college affiliation were factors found not to significantly influence one's work. Hence, regardless of whether one has 10 years and below, 11 to 20 years, or above 20 years teaching experience; had academic rank of instructor, assistant professor, associate professor, or professor; or affiliated with colleges of management, teacher education, information

technology, agriculture or maritime, their work motivation remain comparable.

Educational qualification is a factor found to significantly influence

one's teaching effectiveness. As revealed in the findings, those with doctorate degrees were significantly more effective compared with those with master's degrees.

It seems apparent that having a higher degree, enables one to become more effective in teaching, as in the case of the faculty in a state institution of higher considered in this research. It may therefore be construed, that, the more training one has, especially earning a higher degree, the more effective one becomes in teaching, as in the case of the faculty in a state institution of higher learning in this research.

Length of teaching experience, academic rank and college affiliation were factors found not to significantly influence one's teaching effectiveness. Hence, regardless of whether one has 10 years and below, 11 to 20 years, or above 20 years teaching experience; had academic rank of instructor, assistant professor, associate professor, or professor; or affiliated with colleges of management, teacher education, information technology, agriculture or maritime, their teaching effectiveness remain comparable.

Work motivation is a factor found to positively and significantly affect one's teaching effectiveness. This explains that the more motivated one is, the more effective one is in teaching. It seems indicative that the source of energy that determines one's direction, degree and decisiveness of a particular behavior leads to effective teaching.

VI. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are advanced:

Administrators may extend support to the faculty by organizing seminar-workshop to further improve the faculty level of work motivation and teaching effectiveness.

The teachers in a state institution of higher learning shall attend training on faculty development and other seminars to equip themselves of the latest technological trend necessary to advance their teaching.

Human resource management officer should update their faculty development plan to include training for faculty in the area of work motivation and teaching effectiveness.

Students should take part in evaluation of their teachers and suggest ways to improve their teaching-learning process.

Researchers may conduct a qualitative study on these variables.

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