

A ✓ COMPARATIVE STUDY OF FACTORS THAT MOTIVATE
PUBLIC AND PRIVATE SCHOOL TEACHERS,
COLLEGE LEVEL

A Thesis
Presented to
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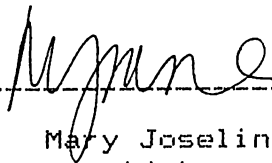
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C O L L E G E O F A R T S A N D S C I E N C E S
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A P P R O V A L S H E E T

In partial fulfillment of the requirements for the Degree of Bachelor of Arts, Major in Behavioral Studies, this thesis entitled "A COMPARATIVE STUDY OF FACTORS THAT MOTIVATE PUBLIC AND PRIVATE SCHOOL TEACHERS, COLLEGE LEVEL" has been prepared by Jessamyn T. Gonzalez.



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A B S T R A C T

Gonzalez, Jessamyn T. A Comparative Study of Factors that Motivate Public and Private School Teachers, College Level. U.P. Manila March 1993. This study was designed to compare and determine the motivational factors of public and private school teachers in the college level. Ateneo de Manila University and University of the Philippines, Manila teachers participated in the data gathering of the study. A total of 60 respondents were taken. Results of the study revealed that intrinsic motivators greatly affect respondents' behavior of both universities much more than extrinsic rewards. Self-development and growth is the primary factor that motivates the teachers. Intrinsically related extrinsic rewards are likewise high motivators. Aside from the factors that were presented in the study, no other motivators were found to affect teachers' behavior.

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CHAPTER I

INTRODUCTION

It is difficult to talk about the teaching profession on a general scale without being subjective. Conflicting opinions and emotions have surfaced over time about what was once the noblest job. For some, teaching remains to be a demanding and exciting job, where the primary commitment is to educate the youth (Holt, 1957). According to Siever (1957), teaching is not a personal gain; it is a way of life for those who are suited to it and are prepared for it such that the decision to teach must be made with the welfare of the children in mind.

The determination of choosing this profession involves a long and tedious process, which is continuous and never-ending. In addition, it promises little in terms of financial benefits but a lot more in terms of work. This is the first and foremost occupational hazard that teachers experience, and may well explain the shortage in the number of competent and qualified teachers we have at the present. To increase the supply of good teachers, Buford (1957) proposed three basic considerations:

1. Prestige and status of teaching must be comparable to other professions within the community.

2. Salary Structure must be high enough and

flexible to compete effectively with other fields bidding for quality manpower.

3. The teacher's job must be so defined as to challenge and attract the interest of talented people.

But how can this be possible when teachers have become the much sacrificed and abused group in the service of the government? The high status associated with this job has significantly deteriorated. Lopez (1983) added that the teaching profession is dying.

In a study done in 1987, teachers of UPM expressed their dissatisfaction with their socio-economic conditions. Roque (1987) stated that professors in the different colleges of U.P. Manila find it necessary to have other sources of income. They acknowledged the need for improving the working conditions.

In a more recent study, Azucena (1991) investigated the working conditions of public elementary school teachers. She came up with the conclusion that the teachers in General Licerio Geronimo Elementary School have poor working conditions. They complained of the heavy academic and non-academic work load given to them throughout the schoolyear. Aside from this, they also brought up the issue of their salaries, which is the most persistent and complex of all the problems they experience in their profession. These clearly demonstrate some of the occupational hazards facing our teachers today.

It would be quite impossible to envision any

rational being who would go into or are already in the teaching profession. As of the schoolyear 1990-1991, there are 53,838 public and private school teachers in the elementary and high-school levels registered with the Department of Education, Culture and Sports. However, these teachers' qualifications of being competent are questionable.

Teachers' actions and mental processes, like any individual is influenced by the pleasure or reward derived from it, whether it be something as basic as eating or as complex as choosing a profession. Teachers' decision of entering and/ or staying in the teaching profession is motivated by several factors. The direction of their behavior is towards the gratification of a need or the attainment of a goal. Costley and Todd (1987) illustrated that there is always a cause for humans to behave in a particular manner when fulfilling unsatisfied needs. They added that people cannot always identify the reasons for their actions which explains why motives are not always determined. The behavior of the teachers towards their profession may be an example of such a case. The difficulties they encounter in their profession are reasons enough to seek a better job.

The Encyclopedia of Psychology by Harriman (1970) defined the process of sustaining an activity and channelling it into a given course as **Motivation**. Baron (1986) further explained it by determining the cultural values prevalent in the

work setting and is the set of psychological processes that energize a person's behavior and direct it towards attaining some goal. White and Bernard (1986) simplified motivation as the interrelationship of a felt need within an individual that initiates a behavior toward a goal.

In his book, Madsen (1968) compared the modern theories of motivation. Among them were:

Terence Young

Motivation includes the energy-release and the energy regulation of behavior. The energy-release is caused by internal or external stimuli and is a release of chemical energy in the organism. When the release is determined by stimuli from the internal organs, the energy-release or motivation is produced, called a primary drive. The release of energy can also be caused by external stimuli, which then most often have an acquired connection to internal stimuli.

Henry Murray

Each episode or theme in an individual's life is characterized by the existence of a need, most often in relation to a certain stimulus-situation, which has a potential influence upon the life of the organism.

Donald Hebb

Hebb refers motivation as the existence of an organized phase sequence to this direction or content and to this persistence in a given direction or stability of content. This means that motivation is not a distinctive process, but a reference in another context to the same processes to which insight refers.

Masserman

Behavior is actuated by the physiological needs of the organism and is directed toward the satisfaction of those needs.

David McClelland

A motive is an affective association manifesting itself as purposive behavior and determined by previous association between signals and feelings of pleasure or pain. According to this theory, all motives are acquired and all motivation is based upon emotions, not identical with emotions but rather an expectation of change in the affective condition. Two motives become possible: 1) positive or approaching which is an expectation of pleasure or satisfaction, and 2) negative or avoiding which is an expectation of displeasure or pain.

In defining motivation, Steers and Porter (1975) named three of its components: energizing, direction, and mainte

nance of behavior. A force stimulated within the individual for a behavior to be elicited is needed. His behavior is then directed towards certain situations and is maintained. Thus motivation is a condition which influences the arousal, direction and maintenance of behaviors relevant in work settings (Steers and Porter, 1975).

In addition to the theories listed above, other perspectives on motivation have likewise been proposed.

Paul Muchinsky

Muchinsky (1989) discussed two perspectives of motivation, namely, the Trait and Environmental theories. The Trait theory asserts that motivation is a trait people are born with. It is an enduring characteristic that makes some people highly motivated while others are not. The alternative theory states that environmental forces influence the behavior of an individual. It assumes that people can become motivated with the right set of circumstances.

Abraham Maslow

Presumably, the most popular and simple theory of motivation is Maslow's Need Hierarchy theory. His theory categorized man's needs into five levels: physiological needs; safety needs; social needs; esteem needs; and self-actualization. Maslow's theory claimed that the basic needs have to be satisfied first before a person can be motivated to progress to the next level (Frank and Brownell, 1989).

Alderfer

The ERG theory, designed by Alderfer (1972), explained the theory of motivation from another view. Instead of Maslow's five categories, Alderfer shortened his theory into three levels. These include the existence, relatedness and growth (Muchinsky, 1989). The existence need is relatively like the physiological need of Maslow which includes material aspects like food, water, pay and working conditions. Relationships with significant others such as co-workers, family and friends are involved in the relatedness needs. Lastly, the growth needs include the desire for unique personal development.

Like Maslow's needs, the ERG theory has a number of faults. It does not present a realistic approach on motivated behavior.

Herzberg

Another theory similar to both Maslow's and Alderfer's theories is Herzberg's Motivation theory. According to Herzberg, there are 2 groups of activities that satisfy a person's needs. These activities may either be related to job satisfaction or job dissatisfaction. The latter contains factors identified as hygiene factors, such as job security, working conditions, organizational policy, interpersonal relationships and supervisory style (Frank and Brownell, 1989). Hygiene factors are said to be vital but not sufficient in the achievement

of high motivation.

Herzberg mentioned that motivators affect job satisfaction. These may stimulate an individual's higher needs, where a sense of achievement, recognition, responsibility and the potential for advancement and personal growth become one's concern.

The theory stated that an employee attains high performance only if a job has certain characteristics which fit his needs. It should have (1) autonomy, (2) feedback, (3) task identification, and (4) task variety (Frank and Brownell, 1989). This model, however, cannot be related universally. Since it centers only on motivation applied to managerial, professional and white-collared employees, its use is limited.

The theories of Maslow, Alderfer and Herzberg on motivation are based on thinking and feeling and are all subsumed under the Cognitive theories. They similarly discuss a person's inner self and how that person's internal state of needs determine his behavior (Davis and Newstrom, 1989). Each theory presents a problem in observing the concreteness of the needs of the individual.

Adams

Adams' (1965) approach, called Equity theory involves the comparison of two persons' performance and attitudes toward work. He perceived man as a being who constantly compares himself with others with respect to the inputs and assets brought

to the job. In return for the inputs and services, one would naturally expect an outcome, which may include financial benefits, working conditions, status symbol, etc. As long as the outcomes are equally distributed, an equity is maintained.

Motivation sets in when there is an inequity or unfairness in the distribution. Feelings of inequity as perceived by an individual cause tension which the person will become motivated to reduce (Muchinsky, 1989). The greater the inequity between outcomes, the greater the tension of the person and the greater the determination to lessen the tension thus increasing one's motivation. The process of motivation will not materialize if an individual sees himself as an equal among others.

There are two types of inequity that cause motivation to intensify. Underpayment refers to a person's perception of herself or himself as deriving fewer outcomes from a job than others when they have contributed comparable inputs. Overpayment, on the other hand, refers to a person's perception of herself or himself as deriving more outcomes from a job than others when they have all contributed comparable inputs (Muchinsky, 1989).

The existence of inequity in an organization induces its employees to adjust their inputs or their perception of the inequality within the system. Regardless of whether they will input more or less, they will receive the same outcome.

However, this feeling of inequity is just a product of a person's mind, his perception of others' inputs and outcomes. It also focuses on the outcomes to be financial, signifying the the motivation to be external. This Equity Theory by Adam holds only when an inequity within an organization is present.

During the 60's, a theory formulated by Vroom depicted motivation as the decision of an individual to expend effort (Frank and Brownell, 1989). Here, man is seen as a rational being who will expend effort on activities that lead to desired rewards. This theory, known as Vroom's Expectancy theory is based on five concepts:

- 1) job outcomes - organization provides for its employees, such as pay, promotions, vacation time (positive rewards); getting fired, demotion, transfer (negative rewards); or feelings of recognition, or accomplishments (intangible).

- 2) valence - employees' feelings about outcomes (Muchinsky, 1989), usually associated with the attractiveness or desirability of a particular outcome. It may either be a strong valence to signify high desirability or weak valence, which means the outcome is unimportant.

- 3) instrumentality - perceived degree of relationship between performance and outcome attainment (Muchinsky, 1989). It is determined by subjectively assessing the probability that a particular outcome will result from a particular action made (Frank and Brownell, 1989).

4) expectancy - perceived relationship between effort and performance: The greater the effort exerted the better the performance.

5) force - amount of effort or pressure within the person to be motivated. Hence, the larger the force, the greater the hypothesized motivation (Muchinsky, 1989).

To simplify Vroom's theory, people are motivated when they believe that a particular behavior of their will lead to a particular outcome. This outcome should have a positive valence for them and can only be achieved with the amount of effort they are willing to exert (Frank and Brownell, 1989).

B.F. Skinner

The behaviorists like B.F. Skinner formulated the Reinforcement theory. Basically, this is concerned in conditioning adults through a simple method of drawing desired outcomes by establishing appropriate contingencies. Behavior then that results in positive consequences is rewarded or reinforced and therefore, tends to be repeated (Cruz, 1989). Pace (1983) asserted that the behavioral approach is firmly rooted in the assumption that changes in human beings can be produced more efficiently by focusing on observable behavior, rather than on ways of thinking. In addition, attitudes and other internal states can be understood only through their manifestation on an individual's overt behavior.

The Reinforcement theory considers three key elements, i.e. stimulus, response and reward. A stimulus is

described as any variable or condition that elicits behavior response. The response, applied in an industrial setting would be some measure of job performance, like productivity, absenteeism, or accidents. The last element, reward, is something of value given to the employee on the basis of the elicited behavioral response; it is meant to reinforce the desired response (Muchinsky, 1989).

According to Frank and Brownell (1989), an individual expends effort in return for reward contingencies. Effort is best characterized by the element that links rewards to performance. Rewards should be clearly defined by the management in order to motivate its employees. With this kind of procedure, it can (1) reinforce the desired behavior with meaningful consequences called positive reinforcement, or (2) reduce the undesired behavior by withholding rewards or negative reinforcements, or through (3) punishment (Frank and Brownell, 1989).

There is another method by which management can motivate its workers. A schedule of reinforcement is designed to determine the frequency of the rewards to a particular response or behavior. It is categorized into four types:

- 1) fixed interval - subject (employee) is rewarded at a fixed time interval, such as every hour.

- 2) fixed ratio - subject is rewarded as a function of a fixed number of responses.

- 3) variable interval - subject is rewarded at some time

interval, which varies.

4) variable ratio - reward is based on behavior, but the ratio of reward to response is variable. The subject would be rewarded on the basis of the response but the schedule of reward would not be constant (Muchinsky, 1989).

If an organization knows how to manage the reinforcement schedule, its employees will be highly motivated. Nevertheless, this theory fails to discuss individual differences on the understanding of rewards. It also is only interested in the quantity of production and not in the quality of performance of an individual and his attitude toward such incentive methods.

In identifying employee's motivational values in an organization, a research was administered at the Metropolitan Museum of Manila. The objective was to find out the motivational values of employees in a museum organization, specifically that of a dynamic and successful art museum. The results showed that the increase in productivity or good performance was highly attributed to compliments or recognition from supervisors, which were forms of rewards for correct or good behavior. Other motivational values of employees included supportive supervision, participative management practiced by the organization, and supportive cultural factors.

Another survey, which studied the communication and motivational patterns of female executives was completed by Opena in 1989. She chose 16 subordinates and 7 female managers

from the Philippine Trade Training Center of the Department of Trade and Industry as her respondents. It was concluded that female executives frequently communicate with their subordinates. They provide rewards, such as bonuses, pay increases, job security, promotions, challenging and interesting jobs to their inferiors. Aside from the external rewards, they also give enough opportunities for advancement and achievement, and adequate recognition of their performance, which are internal motivators.

Locke (1968) supported the view that human actions are aimed at achieving objectives and goals, and based his Goal Setting Theory of Motivation. He claimed that goals are the basis for motivation and direct behavior (Muchinsky, 1989). It helps measure the degree of effort an individual exerts, which in turn influences task performance. The theory contends that the individual must be aware of the goal and know what must be accomplished. Furthermore, the individual must accept the goal as something he or she is willing to work for (McCormick and Ilgen, 1980).

The source of motivation in Locke's theory is simply the desire and intention to attain the goal (Muchinsky, 1989), which implies that the difficult goals will obtain a greater commitment to their attainment. Terborg (1974) looked into the specificity of goals, wherein the more specific the goals are, the more dedicated the behavior will be. Hence, the difficulty and specificity of a goal determine the dedication of an individual in achieving his or her goal.

ual in achieving his or her goal.

The study conducted by De Jesus (1985) on the Filipino workers' performance and satisfaction aimed to understand the Filipino industrial workers' work behavior and to find out the determinants of their work performance and jobsatisfaction. The author focused on three pairs of factors in establishing work performance and job satisfaction: individual difference variables against situational factors; management controlled factors or worker characteristics and; ability versus motivation. These set of factors would also ascertain the quality of the Filipino workers' innate character or the efficiency or inefficiency, or competence or incompetence of management. The results revealed that performance and satisfaction level can be managed or are attributable to management controlled factors, and that Management can affect the workers' productivity and job satisfaction.

Roque's survey of U.P. Manila college professors enumerated the reasons for staying in the university. These included prestige, loyalty, academic growth, academic freedom and fulfillment from teaching. The respondents experienced no problem on the rules on hiring and appointing, although they believed that the basis for promotions should be questioned.

The Beer Division of San Miguel Corporation did a survey on the values, motivational needs and other factors that affect the work performance of its employees. The research showed that maintenance of interpersonal relationships, job

work were the factors that affected work performance. When asked to rank the degree of satisfaction, benefits and interpersonal relationships received the highest rating. Recognition rewards came out as moderately satisfying.

Azucena (1991), likewise pointed out that teachers in a public elementary school claimed that teaching for them had a deeper value, one beyond the material aspects. Despite the poor working conditions, they were satisfied and highly involved in their job. Furthermore, they believed that self-actualization can be achieved only through teaching.

A study conducted by Lawler and Hall (1970) at the Yale University studied the relationships of job characteristics to job involvement, satisfaction and intrinsic motivation. In a test administered to 291 scientists, it was found that job involvement attitudes, higher order need satisfaction attitudes and intrinsic motivation attitudes were separate and different kinds of work attitudes. Satisfaction was not related to self-rated effort or performance but was related to some job characteristics. Job involvement, unlike satisfaction, was involved in self-rated effort and also to certain job characteristics. Intrinsic motivation was more strongly related to effort and performance than satisfaction and involvement.

Motivation is indeed a broad a complex phenomenon. There is not one definition that can best explain it. Too many

rence of a behavior. It may depend on situational factors, a person's internal state, or even a combination of both. Motivation of each human being is relative: A particular behavior may not create the same motivation for all.

STATEMENT OF THE PROBLEM

No other job can be more tedious, more unglamorous and more abused in the public service than the teaching profession. The high status once regarded with this career has dramatically changed over the years. As established earlier, this job requires ability, ingenuity, patience and alertness, obviously not an easy, ordinary way of living. Yet despite the hard work, low pay, and low status condition, there are still people who remain in this profession. What then motivates these professionals to stay and continue teaching?

OBJECTIVES OF THE STUDY

In seeking the motivational factors of teachers, this study aimed to compare the motives of the faculty members of the Ateneo de Manila University, a private university with the University of the Philippines, Manila, the premiere state university. Specifically, the study intended to answer the following:

- 1) Does the type of university (whether public or private) affect teachers' motivation?
- 2) Which of the two motivational patterns - intrinsic or extrinsic - has greater influence on one's teaching behavior?
- 3) What other motivational factors are involved in the teaching profession?

SIGNIFICANCE OF THE STUDY

This study is significant as an additional source of information about job motivation of teachers. Although there are articles written about motivation in general, only a few are centered on motivational factors of employees, and even less on the motivation of teachers. The findings may serve as a guide for other educational institutions, both public and private in maintaining and improving the performance of their faculty. In addition, it may also help schools and universities in upgrading their system so as to attract and/or persuade qualified professional to stay and work with them.

CONCEPTUAL FRAMEWORK

People are motivated by many factors. These same people can be motivated by different factors in different situations. They are motivated when they believe that a particular behavior of theirs will lead to a particular outcome by exerting an amount of effort. Muchinsky (1989) stated that motivation is the individual's desire to demonstrate the behavior and reflect willingness to expend effort. The effort a person is intending to expend is said to be controlled by an external or internal condition. Behavior that is aroused externally is rewarded by goals outside. In a work setting, these may include the material aspects, promotions, working conditions, pay, job security, supervision, interpersonal relations, company policy and administration. An individual's performance directed by external rewards are extrinsically motivated.

On the other hand, Deci (1975) postulated that rewards from within are intrinsically motivated. If stimulated as such, pleasure from the performance of a behavior is derived. People who believe in this framework like to be responsible for their own actions, as opposed to believing something external is done to them (Deci, 1975). Thus, jobs should be created so as to give people feelings of competence and pleasure and at the same time make them feel they are in control of their actions. These conditions would induce intrinsic motivation.

Some intrinsic factors enumerated by Herzberg are the realization of potential from work, achievement, possibility for self-growth and development, advancement, recognition, status and enjoyment from the job.

Motivational patterns are believed by some researchers to be additive. Although either condition may be present without the other and still produce the behavior. There can be an interaction of both factors, where people will make an effort because a task is enjoyable and because it offers external rewards (Muchinsky, 1989). In this occurrence, both intrinsic and extrinsic factors are present.

The concepts theorized by Deci on extrinsic and intrinsic motivators shall serve as basis in categorizing the factors to be used in the study.

DEFINITION OF TERMS

Work motivation includes mainly the incentives or goals that sustain an employee's work. It simply is the reason for working. An individual's behavior may be initiated by an interrelationship of a felt need. Effort that is expended may be intrinsically or extrinsically motivated. To identify this, the researcher shall use job attitudes in measuring motivation.

1. Intrinsic motivation - feeling derived from tasks that are performed for the inherent pleasure of engaging in those

behavior. These factors are:

- a. Self-development - this is felt when the individual experiences intellectual, psychological, spiritual growth, etc.
 - b. Self-Esteem - perception of competence, a stable and high evaluation of oneself.
 - c. Sense of Achievement- to do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well.
 - d. Enjoyment - the inherent pleasure derived from one's behavior.
2. Extrinsic motivation - people perform tasks because of the external rewards provided by the behavior. Such motivators are:
- a. Pay - monetary value received by an employee for services rendered.
 - b. Financial Benefits - include christmas bonus, housing facilities, car or salary loan, sick

leave with pay, maternity leave, allowances.

- c. Academic Freedom - extent to which teachers are given leeway on how a subject is to be taught, what topics in a particular field are instructed and the liberty enjoyed in expressing opinions.
- d. Prestige - unwritten definition of the reputation and influence derived from past achievements and associations.
- e. Working Conditions - physical set-up which includes hours of work, rest periods, equipment, temperature, ventilation, location of work place, etc.
- f. Promotion - advancement to a position higher than the present one, which is based on the level of performance, length of service and educational attainment.
- g. Loyalty - faithful and true in allegiance, may be measured by the length of service rendered to the organization.
- h. Job Security - feeling of stability generated by an individual's profession where one

cannot be removed from the job
without due process.

METHODOLOGY

- i. Interpersonal Relationship - association or interaction
that exists among the group or work
force.

The respondents for the study were randomly chosen
from a private university in Metro Manila and from the state
city of the Philippines. A total of sixty (60) full-time
teaching members were asked to participate. Thirty were taken
from the College of Arts and Sciences of the University of the
Philippines, Manila and the other half included teachers from the
College of Education, English, Filipino and Business Management
of the Ateneo de Manila University in Quezon City.

In gathering the data, Likert type questionnaire
distributed to the respondents (see Appendix A). It consists
of 40 items, 20 of which measured extrinsic motivators,
including 10 items described intrinsic rewards. A follow-up
interview was scheduled by the researcher with some respondents
and the university after collecting the questionnaires. The
interview schedule included questions designed to probe the
reasons for the responses to the questions and to get an in-depth view
of the subject matter (see Appendix B).

CHAPTER II

METHODOLOGY

Respondents:

The respondents for the study were randomly chosen from a private university in Metro Manila and from the state university of the Philippines. A total of sixty (60) full-time faculty members were asked to participate. Thirty were taken from the College of Arts and Sciences of the University of the Philippines, Manila and the other half included teachers from the Departments of Philosophy, English, Filipino and Business Management of the Ateneo de Manila University in Quezon City.

Instruments:

In gathering the data, Likert type questionnaires were distributed to the respondents (see Appendix A). It consisted of 40 items, 27 of which measured extrinsic motivators. The remaining 13 items described intrinsic rewards. A follow-up interview was scheduled by the researcher with some respondents of both universities after collecting the questionnaires. The interview schedule included questions designed to probe the teachers' responses to the questions and to get an in-depth view of the subject matter (see Appendix B).

Procedure:

The Likert type questionnaires were first pre-tested to 11 college faculty members. Five teachers of the De La Salle University in Manila participated in the pre-test, while 6 were taken from the University of the Philippines, Manila. Items that had neutral responses indicating confusion or misunderstanding were deleted.

The revised form of the questionnaires were then distributed to the teachers of the Ateneo de Manila University (ADMU) and to the College of Arts and Sciences of the University of the Philippines, Manila (UPM). Follow-up interviews were scheduled after the questionnaires were gathered. Seven teachers each from ADMU and UPM took part in this session.

CHAPTER III

RESULTS AND DISCUSSION

A. Socio-Demographic Data:

The teachers' socio-demographic characteristics are shown in the tables below. These are categorized into the following: educational attainment, gross annual income from the university and from other sources, length of teaching, length of teaching in the university, current position, length of teaching in current position, nature of appointment, and average teaching load per semester.

Majority of the teachers of the University of the Philippines, Manila attained BA/BS degrees (46.7%). Most of them belong to the annual income bracket of P40,000 to P80,000 (73.3%). Majority have other sources of income (66.7%). Those that receive income outside the university are paid P40,000 to P50,000 annually (40.0%). On the number of years in the teaching profession, majority have been teaching for 6 to 8 years (20.0%). Most have been rendering 3 to 5 years of service to the university (43.3%). Majority that participated are instructors (36.7%). On the length of their appointment, majority are in their current position for 6 months to 3 years (60.0%). Most UPM teachers have an average teaching load of 12 units per semester (40.0%).

Most of the ADMU respondents that participated have MA/MS degrees (43.3%). Majority belong to the annual income bracket of P40,000 to P80,000 (40.0%). Majority also have other sources of income (63.3%). They are paid P40,000 to P50,000

annually (30.0%). On the number of years in the teaching profession, most of the faculty have been teaching for 3 to 5 years (30.0%) and have been with the university for 6 months to 2 years (36.7%). Majority are instructors (53.3%). On the length of the appointment, majority of the respondents are in their current position for 6 months to 3 years (60.0%). Majority are given an average teaching load of 12 units per semester (36.7%).

Frequency Distribution of the Socio-Demographic Characteristics

Table 1

Table 1 Educational Attainment

	ADMU		UPM		Total	
	Freq	%	Freq	%	Freq	%
BA/BS	12	40.0	14	46.7	26	43.3
MS/MA	13	43.3	12	40.0	25	41.7
PhD	5	16.7	4	13.3	9	15.0
Total	30	100	30	100	60	100

Table 2A Annual Income from the University

		ADMU		UPM		Total	
		Freq	%	Freq	%	Freq	%
P	40,000 - below	2	6.7			2	3.3
	40,000 - 80,000	12	40.0	22	73.3	34	56.7
	80,000 - 120,000	9	30.0	6	20.0	15	25.0
	120,000 - 160,000	5	16.7	2	6.7	7	11.7
	160,000 - 200,000	2	6.7			2	3.3
	Total	30	100	30	100	60	100

Table 2B Annual Income from Other Sources

		ADMU		UPM		Total	
		Freq	%	Freq	%	Freq	%
P	20,000 - 30,000	5	16.7	3	10.0	8	13.3
	30,000 - 40,000	5	16.7	4	13.3	9	15.0
	40,000 - 50,000	9	30.0	12	40.0	21	35.0
	50,000 - 60,000			1	3.3	1	1.6
	Total	19	63.3	20	66.7	39	65.0

Table 3 Current Position

	ADMU		UPM		Total	
	Freq	%	Freq	%	Freq	%
Associate Professor	3	10.0	4	13.3	7	11.7
Assistant Professor	4	13.3	10	33.3	14	23.3
Instructor	16	53.3	11	36.7	27	45.0
Lecturer	3	10.0	5	16.7	8	13.3
Assistant Lecturer	4	13.3			4	6.7
Total	30	100	30	100	60	100

Table 4A Length of Service in Current Position

	ADMU		UPM		Total	
	Freq	%	Freq	%	Freq	%
6 mons - 3 years	18	60.0	18	60.0	36	60.0
4 years - 6 years	5	16.7	9	15.0	14	23.3
7 years - 9 years	3	10.0			3	5.0
10 years - 12 years	2	6.7			2	3.3
13 years - 15 years	2	6.7	2	6.7	4	6.7
16 years - 18 years			1	3.3	1	1.6
Total	30	100	30	100	60	100

Table 4B Length of Teaching

	ADMU		UPM		Total	
	Freq	%	Freq	%	Freq	%
6 mons - 2 years	8	26.7	2	6.7	10	16.6
3 years - 5 years	9	30.0	5	16.7	14	23.3
6 years - 8 years	5	16.7	6	20.0	11	18.3
9 years - 11 years	3	10.0	4	13.3	7	11.7
12 years - 14 years	2	6.7	4	13.3	6	10.0
15 years - 17 years	2	6.7	3	10.0	5	8.3
18 years - 20 years			3	10.0	3	5.0
21 years - 23 years			1	3.3	1	1.6
24 years - 26 years	1	3.3			1	1.6
27 years - 29 years			1	3.3	1	1.6
30 years - 32 years			1	3.3	1	1.6
Total	30	100	30	100	60	100

Table 4C Length of Service in the University

	ADMU		UPM		Total	
	Freq	%	Freq	%	Freq	%
6 mons - 2 years	11	36.7	5	16.7	16	26.7
3 years - 5 years	6	20.0	13	43.3	19	31.7
6 years - 8 years	4	13.3	3	10.0	7	11.7
9 years - 11 years	3	10.0	2	6.7	5	8.3
12 years - 14 years	2	6.7	2	6.7	4	6.7
15 years - 17 years	2	6.7	2	6.7	4	6.7
18 years - 20 years	1	3.3	3	10.0	4	6.7
21 years - 23 years	1	3.3			1	1.6
Total	30	100	30	100	60	100

Table 5 Average Teaching Load per Semester

	ADMU		UPM		Total	
	Freq	%	Freq	%	Freq	%
6 (units)	5	16.7	4	13.3	9	15.0
9	3	10.0	2	6.7	5	8.3
12	11	36.7	12	40.0	33	55.0
15	7	23.3	8	26.7	15	25.0
18	4	13.3	4	13.3	8	13.3
Total	30	100	30	100	60	100

B. Main Study Findings:

In measuring the data obtained, values were assigned to the scores given by the respondents. Positively stated items were assigned a score of 5 when the subject strongly agreed with it. On the other hand, when the subject strongly agreed with a negative item, a score of 1 was assigned to it (see Table 6).

Table 6

Scale	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

The scores given by the teachers of both universities on each item were added separately to obtain the mean. Each factor's mean was also computed by averaging all the means of the items pertaining to that specific factor. A factor with a low mean may not be considered as a possible motivator for the teachers. A moderate mean may indicate that the respondents may or may not be motivated by the factor. However, a high mean may denote a strong possibility that the teachers are motivated (see Table 7).

Table 7

Scale	Mean Rating
low	1.0 - 2.5
moderate	2.6 - 3.5
high	3.6 - 5.0

Table 8

A. SELF - DEVELOPMENT

	ADMU		UPM		Total	
	Mean	SD	Mean	SD	Mean	SD
6. Teaching contributes to my intellectual growth.	4.43	.38	4.57	.50	4.57	.46
28. Through teaching, learning becomes a continuous process.	4.23	.63	4.37	.60	4.30	.62
38. Teaching gives me the opportunity to become a well-rounded person.	4.83	.38	4.80	.40	4.82	.39
Total	4.50	.25	4.58	.18	4.54	.22

There is a high level of motivation for teachers of both universities for this factor. Intrinsic rewards such as self-development and growth greatly motivate professors of both

ADMU and UPM.

Individuals who experience self-development and growth in their chosen profession are said to be rewarded intrinsically. Such rewards flow directly from one's performance of the job and may be considered as a form of self-reward (Steers and Porter, 1975). Teachers of both universities share the common view that the teaching profession contributes to their self-development and advancement. There is an increased responsibility involved and may lead to maturity in the job and towards the self.

Continuous learning is a form of self-development where one's intellectual growth is increasing. As mentioned by an ADMU professor, this profession becomes a constant learning process because of the interaction with students. He stressed that it is not only the students who learn from the interaction; teachers gain new insights too from the former. Often, ideas presented by students are very stimulating to a professor's intellect.

According to a UP professor, the responsibility to educate the youth challenges her to do her best. She always prepares herself for her next lesson and sees to it that both she and her students learn from her subject. Another interviewee of the same university stated that his intellect and personality have developed through his interactions with different types of students and teachers, and this has made him a well-rounded

person. He also has acquired emotional, psychological and physical stability, which he believes resulted from and are significant to one's self-development.

Table 9

B. PRESTIGE ATTACHED TO THE UNIVERSITY

	ADMU		UPM		Total	
	Mean	SD	Mean	SD	Mean	SD
5. I am proud to be part of this university.	4.57	.68	4.57	.56	4.57	.62
16. I am honoured to be teaching in this prestigious university.	4.17	.59	4.30	.46	4.23	.53
23. I feel that this university is the best in the country.	4.43	.47	4.23	.84	4.30	.82
Total	4.39	.17	4.37	.15	4.38	.16

Prestige attached to the university does play an important role in the respondents' behavior. It has a positive effect on their actions. As an extrinsic reward, this factor promotes a feeling of pride and self-importance. This motivator shows resemblance to intrinsic rewards which may explain its high rating as a motivator for teachers of both universities.

The prestige attached to a person or an

organization is conferred by the society. It is sort of an unwritten definition of the reputation and influence derived from past achievements and associations (Reader's Digest Dictionary, 1978). It is evident that this factor is a strong influence and a high motivator for the professionals of ADMU and UPM.

In an interview with an ADMU teacher, he voiced how privileged he feels to be teaching in Ateneo because of the high status associated with the school (item 16). He believes himself fortunate to be qualified as an ADMU professor. However, he expressed that he would not mind teaching in other prestigious universities in the Philippines.

A UPM instructor declared that great national leaders are products of the University of the Philippines. He is proud to be part of the academe which produced such influential individuals (item 5). As part of the premiere state university, it is the teachers responsibility to offer the best education to the youth. According to him, this would ensure the maintenance of the quality of education UP is known for.

Table 10

C. ENJOYMENT OF THE JOB

	ADMU		UPM		Total	
	Mean	SD	Mean	SD	Mean	SD
4. My work is very challenging.	4.60	.62	4.07	.77	4.33	.75
20. I enjoy teaching.	4.63	.49	4.43	.50	4.53	.50
22. I am bored with my work.	4.30	.54	4.10	.47	4.20	.51
Total	4.51	.15	4.20	.16	4.36	.22

The pleasure derived from this profession is a relatively high intrinsic motivator. An individual stimulated by such experiences gratification in his job. Feeling good about his job makes him want to continue doing it as long as he is happy. Enjoyment from the teaching profession intrinsically motivates the respondents of the study. This factor attained a high mean implying that teachers are highly motivated by this variable.

Teachers of both universities do not experience boredom in their work and in fact find their work challenging (item 4 and 22). They find their work very interesting and stimulating. The enjoyment acquired from it greatly motivates them. A faculty of the ADMU views her job as challenging (item

4), and for her this means more enjoyment with her job. Another interviewee philosophised that the ultimate goal in life is to be happy. Happiness, however is relative. For him, teaching brings happiness and enjoyment (item 20).

The UPM respondents agree that there is delight in the teaching profession. According to an instructor, an individual will not stay in his job if he is bored with it. In his case, he sees his present profession as a stepping stone for occupational advancement. Since he still enjoys teaching he will not leave it yet.

Table 11

D. ACADEMIC FREEDOM

	ADMU		UPM		Total	
	Mean	SD	Mean	SD	Mean	SD
12. I am free to conduct my classes in any way I want to.	4.40	.68	4.07	.85	4.23	.79
29. The university gives me the liberty in handling my classes.	4.33	.61	4.53	.49	4.37	.55
Total	4.37	.04	4.30	.23	4.33	.17

The academic freedom practiced by professors of ADMU and UPM highly motivate them in their profession. The freedom given to them may show the administration's confidence

and belief in the capabilities of each one. In turn, the teachers feel honored to be entrusted with such a responsibility, hence increasing their self-esteem. This extrinsic motivator may be interrelated with intrinsic rewards which may explain the high rate accorded to it.

Teachers are aware of the authority they exercise over their work. They are boss of their own time and experience relative freedom in organizing and conducting their work. As noted in the table above, the respondents enjoy academic liberalization (item 12) and do not suffer from monotony.

An ADMU teacher explained his manner of teaching as unconventional where he often conducts his classes outside the classroom. He innovates and uses his creative mind in his classes to refrain from boring his students. Usually, at the beginning of each semester a curriculum or syllabus is presented to the department head or committee of the subjects to be taught. He concluded that teachers have their own styles in meeting their objectives at the end of the semester.

The same degree of academic freedom is shared by UPM professors. As recounted by one teacher, when students are not interested with the subject matter, they become bored easily. Hence, it is up to the teacher to devise techniques to liven up the class. It stimulates his mind to think of improvisations to make his students interested, which is very much supported by his

department. He stressed that although the department is lax in the system (item 29), the standard of education is still preserved.

Table 12

E. SELF ESTEEM

	ADMU		UPM		Total	
	Mean	SD	Mean	SD	Mean	SD
11. I find personal fulfillment in my work.	4.50	.68	4.23	.50	4.37	.61
14. Teaching gives me the confidence I need.	3.90	.66	4.10	.54	4.00	.61
37. When I am teaching, I feel good.	4.57	.50	4.37	.48	4.47	.50
39. I take the evaluation of my students on my performance seriously.	4.30	.60	4.37	.60	4.37	.61
Total	4.32	.26	4.27	.11	4.29	.20

Most of the people who have a high level of self-esteem feel good, feel they are competent, and have a stable and high evaluation of themselves (Muchinsky, 1989). In the teaching profession, one of the rewards received by the teacher is the intrinsic motivator self-esteem. For the respondents of both schools, self-esteem is a factor that highly motivates them

in their profession. The teachers agree that self-esteem results from the nature of the job.

An interviewee from the ADMU narrated that her profession enhanced her sense of worth, and this contributed to the satisfaction of her self-esteem needs. Another instructor justified that a person's decision in entering the teaching profession must be made voluntarily and wholeheartedly and not because there is no other job left. When one's action is greatly impelled by such factors, the individual will feel good (item 37) about his job and experience a sense of fulfillment from it. In this light, the teacher will stay on in his profession.

UPM professors maintained that through teaching their self-confidence is significantly developed. A teacher proudly boasts of his ability in comfortably relating with others. He is able to project himself better and can handle any situation that may arise. Another teacher finds fulfillment in his work where he readily sees the fruits of his labor in the skills and knowledge of his students (item 11). According to him, he feels good knowing that he is useful to society.

Table 13

F. SMOOTH INTERPERSONAL RELATIONSHIP WITH CO-WORKERS

	ADMU		UPM		Total	
	Mean	SD	Mean	SD	Mean	SD
7. I have a harmonious relationship with my colleagues.	4.43	.68	4.27	.73	4.35	.71
17. I can relate well with my colleagues.	4.43	.63	4.13	.67	4.28	.67
26. I ask my co-teachers for advice.	4.30	.79	3.73	.77	4.02	.83
Total	4.39	.06	4.04	.23	4.22	.24

Intrinsic factors are closely related to this factor. The self-development and self-esteem of the respondents are improved through their interaction with their colleagues. Smooth interpersonal relationship with co-workers was found to be a strong extrinsic motivator.

There exists a harmonious relationship between teachers of each university. This type of atmosphere ensures a prosperous working environment. According to Maslow's Social Need an individual has a desire to exist in harmony with others (Muchinsky, 1989). This need causes the person to seek affiliation, companionship and camaraderie among his co-workers.

An ADMU teacher described the working atmosphere

in his department, where his colleagues consult each other on professional as well as on personal matters. A good working relationship may be observed among his co-teachers. Often, they engage in activities where they share ideas and exchange insights that contribute to their personal and intellectual growth, such as seminars, talks and workshops. According to another professor, assistance is readily given to anyone who seeks it. Praises come easily from his superiors and co-workers. This shows that each one is regarded as a professional in which his skills and knowledge in the field are acknowledged. Furthermore, he concluded that the recognition given by his peers greatly increase his self-esteem and self-confidence in his job.

Professors of the UPM are likewise highly motivated by this factor. A slight difference however is noted between the mean of the UPM and ADMU. This may be attributed to the kind of relationship that exists. A professional of the UPM relates well with her colleagues only on a professional level. It does not go deeper into a personal one. Another interviewee cited that the difference of ideas among teachers broadened his perspective on certain things. This exchanging of ideas contributed to his ability to relate better with others by respecting whatever differences of opinions they have.

Table 14

G. ACHIEVEMENT

	ADMU		UPM		Total	
	Mean	SD	Mean	SD	Mean	SD
32. I feel that students learn from my course.	4.37	.62	4.37	.48	4.37	.55
36. At the end of each semester, the objectives of the courses I teach are met.	4.03	.72	4.30	.64	4.17	.69
40. I view my profession as a success in my life.	4.13	.68	4.00	.82	4.07	.76
Total	4.18	.14	4.22	.16	4.20	.15

Individual who are motivated by the achievement factor spends time thinking about doing a better job, accomplishing something unusual and important to advance their career (Steers and Porter, 1975). They will seek the opportunity to accomplish something worthwhile wherein personal likes and dislikes are set aside. For both universities, this factor presents a relatively high mean to signify a good motivator to the respondents.

ADMU teachers view their profession as a success in their lives (item 40). According to an interviewee, he considers it an achievement to be qualified as a teacher, more so as a member of the ADMU faculty. At a more specific level, when

he perceives that his efforts are productive in the sense that his students learn from his course, he regards it as an achievement.

A UPM professor set his simple goal at the beginning of each semester. He stated that his behavior is guided by his goal, which is to see that the objectives he presents to his students are realized. It is an achievement for him when this happens. He also mentioned that he views his work as a success in his life. He feels a sense of achievement because not all are capable of being good teachers.

Table 15

H. SMOOTH INTERPERSONAL RELATIONSHIP WITH STUDENTS

	ADMU		UPM		Total	
	Mean	SD	Mean	SD	Mean	SD
2. My students challenge me to do my best.	4.30	.76	3.97	.66	4.15	.73
31. I can relate well with my students.	4.30	.54	4.23	.42	4.27	.48
Total	4.30	0	4.10	.13	4.20	.14

A relatively high mean was obtained for this factor to signify the existence of a smooth interpersonal relationship between teachers and students. A smooth

interpersonal relationship with students promotes a feeling of well-being among teachers. This may facilitate a speedy learning process. Extrinsically rewarding for professors of both universities the factor SIR with students. This student teacher relationship is not confined within the classroom walls.

An interviewee from the ADMU maintains a professional and a personal association with her students. There is willingness to work with students (item 31). Another teacher of the same university shares his joy and pleasure in getting to know and being friends with his students. He feels glad when his students do not hesitate to come to him for consultation, whether academically or personally. He sees himself as a father and teacher to his students. An instructor who has just graduated mentioned that he treats his students as friends because of the minor difference in their age. He does not mind being called by his first name outside the classroom.

A faculty of the UPM observes a harmonious relationship between her and her students. She is challenged by her students to present an interesting class discussion (item 2). She has high expectations of her students which she helps them meet. She assures them of her enthusiasm in helping them with their academics and/or personal problems.

Table 16

I. JOB SECURITY

	ADMU		UPM		Total	
	Mean	SD	Mean	SD	Mean	SD
13. The university terminates employees without due process.	4.00	.86	3.87	.76	3.93	.81
34. I am confident of keeping of my job.	4.17	.59	4.20	.75	4.12	.77
35. As one of my rights as a teacher, I am entitled to a security of tenure.	4.03	.78	4.20	.75	4.12	.77
Total	4.07	.08	3.43	.88	3.74	.71

Feeling of security in one's job is generated by the stability of that job where there is a steady income. The teaching profession offers job security but not in terms of monetary compensation. The teacher's job is secured by the Civil Service rules on tenure, which indicates that qualified/eligible employees may not be removed without sufficient cause.

ADMU results show a high mean to indicate that the faculty are relatively motivated by this factor. A teacher explained that the only security obtained from this profession is the knowledge of having a job and the confidence of keeping it (item 34).

However, a UPM teacher expounded that saving for the future is not feasible in this profession. Retirement from teaching would not ensure a comfortable way of living afterwards. This explains the average mean calculated for this factor from UPM. The respondents of UPM are only slightly motivated by this extrinsic reward. Their behavior on their job may or may not be influenced by the security offered by their profession.

Table 17

J. WORKING ENVIRONMENT

	ADMU		UPM		Total	
	Mean	SD	Mean	SD	Mean	SD
8. It is convenient for me to go to my place of work.	3.87	1.14	2.87	1.43	3.37	1.39
25. The classrooms where I hold my classes are well-lit.	4.43	.68	3.00	1.03	3.72	1.14
33. The classrooms are well-ventilated.	4.40	.72	2.83	1.21	3.62	1.28
Total	4.23	.26	2.90	.07	3.57	.70

A worker's preference for good working conditions greatly influence his performance on the job. He favors working

conditions which are not dangerous and uncomfortable, one close to home, clean, and has adequate tools and equipment. However, an individual's perception of a good working environment is subjective; conditions pleasant for one may be unsafe for others.

The working conditions for ADMU professors are highly motivating. An instructor boasts of the schoolgrounds, which is very conducive for learning. He describes the classrooms as well-ventilated (item 33) because of the trees that surround the buildings. The huge windows of the classrooms permit sunlight to enter, thus classes are not disrupted in the occurrence of brownouts (item 25).

A marked difference may be noted between UPM and ADMU assessment of the working environment. A moderate mean was calculated for this factor in UPM. Teachers in this university constantly complain of the stuffy and dark classrooms. When the brownouts take place, a teacher laments that no light and air enter the small and crowded classrooms. She also relates of the outdated and shortage of equipment in her department. Another teacher frets that the university is situated in a very unsafe area. Since most of her classes are held at night, the more endangered it is.

Working environment varies from person to person. Physical comfort is given prime importance based on the needs of the individual. ADMU professors are highly motivated by their working environment because of several factors (i.e. quality of

illumination, ventilation, proximity of work place, etc.). For UPM teachers, the working environment only slightly motivates them. This may or may not act as a motivating factor for the UPM faculty.

Table 18

K. PROMOTION

	ADMU		UPM		Total	
	Mean	SD	Mean	SD	Mean	SD
3. I have an equal chance of promotion as my co-teachers.	3.83	1.21	3.40	1.20	3.62	1.22
18. It is difficult to get a promotion in this university.	3.03	1.18	2.13	.76	2.58	1.09
24. I should be promoted for my performance.	3.72	.91	4.07	.63	3.90	.80
Total	3.53	.35	3.20	.80	3.36	.65

The rate of promotion of an individual may be based on the level of performance. This is the advancement to a position higher than the present one (Reader's Digest Dictionary, 1978). It may also be based on seniority and merit. The difficulty in advancing one's career in the teaching profession moderately motivates teachers of both universities.

Several factors are given attention which some teachers lack (i.e. higher educational attainment, longer years in service, etc.). This factor's strength in motivating the respondents is only average.

In ADMU, promotions of the teachers observe the same criteria. Promotion takes considerable time to be approved. It would mean an increase in teacher's salary. Hence, the slow process is due to budget constraints. According to a professor, it is difficult to get promoted because of personal biases. Favoritism is subtly practiced by his superiors in choosing the candidates for promotion (item 18).

The promotional system in UPM is as slow as a turtle's pace. A professor narrated that he has been in his position for 3 years and was due for promotion last year. As a public university, he complained about the red tape practiced in the institution. He insisted that the administration should review the guidelines regarding this process.

Aside from deliberating on the teacher's performance, the number of years in service is also considered. Another factor to be weighed is the educational attainment, where the higher the degree of education the faster the promotion.

Table 19

L. BENEFITS

	ADMU		UPM		Total	
	Mean	SD	Mean	SD	Mean	SD
9. I am entitled to sick leave with pay.	4.07	.91	3.65	1.15	3.86	1.06
21. My employer offers health insurance.	4.13	.68	2.63	1.02	3.38	1.15
19. I am contented with the benefits I get from the university.	3.00	1.14	2.30	.99	2.70	1.12
Total	3.73	.52	2.86	.57	3.30	.70

Aside from the salary teachers receive from their job, they are rewarded with fringe benefits. These privileges include sick/maternity leave with pay, health insurance, bonuses, free tuition for their children, retirement pay, housing facilities, etc. These are the incentives that ideally should be offered to teachers. Educational institutions in the Philippines do not provide them with the aforementioned.

Not much importance is given to the incentives offered by the respondents of both universities. They are not hopeful in getting benefits other than their salary. This factor as a source of motivation for the respondents is moderately rated.

This extrinsic factor plays a relatively moderate role in motivating teachers of ADMU and UPM. When asked to enumerate the benefits they are entitled to, a teacher of ADMU was only aware of her right to sick leave with pay. She showed her indifference to the other benefits because of the slow process involved in acquiring them.

The same problem is experienced by teachers of UPM. They are ignorant of the benefits they should receive. A faculty member complained of the red tape typical of a government agency such as UP. Releasing of the benefits are always delayed, she added.

Table 20

L. LOYALTY

	ADMU		UPM		Total	
	Mean	SD	Mean	SD	Mean	SD
10. I cannot imagine myself teaching in any other university.	2.47	1.20	3.03	1.20	2.75	1.24
15. I want to teach in this university until I retire.	3.33	1.06	3.43	.99	3.38	1.03
30. I will teach in no other university except this one.	2.83	1.12	2.87	1.02	2.85	1.07
Total	2.88	.35	3.11	.24	2.99	.32

Loyalty is defined as being faithful and true in allegiance (Reader's Digest Dictionary, 1978). Lipardo (1986) wrote that an individual's commitment to his job may be measured by the length of service one has rendered to the organization. Loyalty falls slightly below the average as an extrinsic motivator for the respondents of both universities. This may be explained by the number of years the respondents have been teaching in their respective universities. Majority of ADMU teachers have been in service for only 6 months to 2 years, while most of UPM respondents have been teaching in UP for 3 to 5 years only.

As mentioned in an interview with an ADMU instructor, staying in the teaching profession and in the university is not a lifetime commitment (item 15). He plans on securing a job that can ably support a family. Another researcher stressed that he would not mind teaching in UP or DLSU, which he considers prestigious universities aside from ADMU (item 10).

For a UPM instructor, loyalty is not vital in the attainment of her personal goal, that of educating the youth. She explained that her objectives can be met in other universities as well. However, for another instructor, teaching in another university for her is highly improbable (item 30). Although if offered to teach abroad, she will readily take the opportunity.

Table 21

N. PAY

	ADMU		UPM		Total	
	Mean	SD	Mean	SD	Mean	SD
1. The monthly wage I receive is enough to provide for my needs.	2.53	1.12	2.10	1.14	2.36	1.16
28. The administration should increase the teachers' monthly wage.	1.37	.49	1.13	.34	1.25	.39
Total	1.94	.58	1.62	.49	1.78	.56

Every year for several years now teachers have protested the inadequacy of the salaries allocated for them. They have engaged in protests and strikes in the hope that the government will alleviate their plight. It has become evident that their condition is worsening with the massive exodus of teachers to promising opportunities elsewhere. Those who remain have sought other means of increasing their income.

Apparently, pay as an extrinsic factor least motivates respondents from both universities. It does not provide external rewards to the teachers, hence a poor motivator.

An ADMU professor rationalized that money does not solely determine one's choice of career. The satisfaction he earns from his job does not come from the salary he receives. Another interviewee compared his salary to teachers of other

universities. He contended that his salary is comparable and competitive to others in the academe. However, if contrasted with those in the non-teaching profession, no point of comparison may be established. According to another interviewee, the teaching profession is not a job for a family man since the income is not sufficient for the family's needs. He concluded that the administration should increase the teachers' salary (item 27).

Respondents from both universities agree that the pay they receive does not in any way influence their decision to stay in their profession. Money, according to a UPM teacher is not everything but just a material representation and has purely an economic function. It is only a secondary need. Luxury, he added is one thing he can do without because the pay alone is barely enough to meet his basic needs (item 1). Another teacher of the same school admitted that she still relies on her parents for financial support.

More than half of the respondents of both universities (65%) confessed to having other sources of income. Usually, they are consultants to private firms and government agencies. Income they receive outside the university ranges from about P40,000 to P50,000 annually.

C. Comparison of Responses:

A t-test was also employed in obtaining the

difference in responses among teachers of both universities on each item. An item with ** is significant at .01, while * indicates significance at .05 (see Table 12). Items that have values greater than the critical value illustrate that a difference is observed in responses of teachers of both universities.

Table 12

DERIVED T-TEST OF EACH ITEM

Item	t	sig
1. The monthly wage I receive is enough to provide for my needs.	1.92	**
2. My students challenge me to do my best.	1.84	**
3. I have an equal chance of promotion as my co-teachers.	2.36	*
4. My work is very challenging	.39	**
5. I am proud to be part of this university.	0	**
6. Teaching contributes to my intellectual growth.	.30	**
7. I have a harmonious relationship with my colleagues.	.90	**
8. It is convenient for me to go to my place of work.	3.06	
9. I am entitled to sick leave with pay.	1.59	**
10. I cannot imagine myself teaching in any other university.	-1.85	**

Item	t	sig
11. I find personal fulfillment in my work.	1.79	**
12. I am free to conduct my classes in any way I want to.	1.69	**
13. The university terminates employees without due process.	.62	**
14. Teaching gives me the confidence I need.	-1.31	**
15. I want to teach in this university until I retire.		
16. I am honoured to be teaching in this prestigious university.	- .97	**
17. I can relate well with my colleagues.	1.83	**
18. It is difficult to get a promotion in this university.	3.56	
19. I am contented with the benefits I get from the university.	2.26	*
20. I enjoy teaching.	1.60	**
21. My employer offers health insurance.	6.85	
22. I am bored with my work.	1.54	**
23. I feel that this university is the best in the country.	.98	**
24. I should be promoted for my performance.	-2.11	*
25. The classrooms where I hold my classes are well-lit.	6.49	
26. I ask my co-teachers for advise.	2.09	*
27. The administration should increase the teachers' monthly wage.	1.96	**
28. Through teaching, learning becomes a continuous process.	.30	**

Item	t	sig
29. The university gives me the liberty in handling my classes.	-1.43	**
30. I will teach in no other university except this one.	.15	**
31. I can relate well with my students.	.57	**
32. I feel that students learn from my course.	0	**
33. The classrooms are well-ventilated.	6.24	
34. I am confident of keeping my job.	1.08	**
35. As one of my rights as a teacher, I am entitled to a security of tenure.	-.87	**
36. At the end of each semester, the objectives of the course I teach are met.	-1.57	**
37. When I am teaching, I feel good.	1.62	**
38. Teaching gives me the opportunity to become a well-rounded person.	-.46	**
39. I take the evaluation of my students on my performance seriously.	-1.07	**
40. I view my profession as a success in my life.	.68	**

Items that measure promotion as a motivator have different responses from teachers of both universities (item 3 and 19). Table 7 points out that majority of the respondents from ADMU have been in their current position between 6 months to 3 years. The difference in their responses may be attributed to the fact that more teachers of UPM have been in service for 4 to 6 years and still not promoted.

As discussed earlier in the study, different kinds of working environments are observed in ADMU and UPM. UPM teachers criticize their place of work; they constantly complain of the inadequate lighting and ventilation, the shortage and outdated equipment, and the polluted and dangerous area where the university is located. ADMU teachers on the other hand, describe their campus as safe, clean and conducive to learning. The results of the t-test reveal that there is indeed a contrast of opinions of the respondents of both universities on the working conditions. Items 9, 26, and 35 show that there is significant difference.

Item 27 measures the factor "Smooth Interpersonal Relationship" among co-teachers. This obtained a high t-test value to indicate the difference in responses of the respondents. Although a harmonious relationship exists among teachers of both universities, the difference may lie in the degree of relationship they have. It was mentioned by a UPM faculty that her relationship with her colleagues is only based on professional matters. She consults with her co-workers only on topics that are related to her work. ADMU teachers, on the other hand, enjoy professional as well as a personal relationship is practiced.

The t-test values computed for the items that pertain to the attitudes of the respondents to the benefits they receive note that there is a difference in their responses. UPM

teachers are not fully aware of the incentives that are offered or are just not interested in acquiring them. ADMU respondents are relatively contented with their benefits and more ADMU faculty know of the benefits they should receive. (Item 22 shows that ADMU offers more benefits than UPM).

Taken separately, ADMU respondents consider the enjoyment from their profession the prime motivator. They feel good about teaching, where a sense of pleasure is derived from it. UPM teachers ranked this factor as only the sixth motivator although it may still be considered as a relatively high motivating factor. For them self-development is very influential in their behavior towards their job. Interactions with their co-workers and students contributes to their psychological and intellectual growth. This rated as the highest motivator for UPM respondents. No marked difference is noted between UPM and ADMU rating on this factor. Faculty of the ADMU ranked this variable as the 2nd highest motivator.

The prestige attached to the university and the academic freedom enjoyed by the teachers received a high rating from the respondents of both universities. Only a slight distinction is observed from the responses of the teachers on these factors.

The researcher infers that responses from the ADMU faculty are geared towards establishing a better image of their school. This is probably due to the theory that human nature has

the tendency to protect one's reputation, especially from an outsider, such as the researcher. UPM respondents on the other hand, are straightforward in giving their opinions on the topics that were discussed. The researcher believes that since she belongs to their institution, she is equally aware of the actual prevailing environment within the university.

CHAPTER IV

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the findings of the study, and conclusion based on findings.

In seeking the motivational factors of teachers, the teaching faculty of the Ateneo de Manila, a private university and University of the Philippines, Manila, the state university were taken as respondents for the study. Motivation is the individual's desire to demonstrate a certain behavior and the willingness to expend effort (Muchinsky, 1989). In a work environment, an individual may be motivated by one or several factors. His performance may be extrinsically, in which external rewards are gained from the task. This includes pay, promotion, working conditions, financial benefits, loyalty, job security, prestige and interpersonal relationships. However, if rewards are obtained from within, the individual is intrinsically motivated. Such motivation generates a feeling of pleasure from the performance of a behavior. This condition involves self-development, personal sense of achievement, self-esteem, and enjoyment derived from the job.

There were 60 respondents that participated in the data gathering. Thirty were taken from the Ateneo de Manila University, while the other 30 from the University of the

Philippines, Manila. In the analysis of the data, descriptive and inferential statistics were employed. An investigative research design was also drawn.

Factor	Total	ADMU	UPM
	Mean	Mean	Mean
A. Self-Development	4.54	4.50	4.58
B. Prestige	4.38	4.39	4.37
C. Enjoyment	4.36	4.51	4.20
D. Academic Freedom	4.33	4.37	4.30
E. Self-Esteem	4.29	4.32	4.27
F. Smooth Interpersonal Relationship with colleagues	4.22	4.39	4.04
G. Achievement	4.20	4.18	4.22
H. Smooth Interpersonal Relationship with students	4.20	4.30	4.10
I. Job Security	3.74	4.07	3.43
J. Working Environment	3.57	4.23	2.90
K. Promotion	3.36	3.53	3.20
L. Benefits	3.30	3.73	2.86
M. Loyalty	2.99	2.88	3.11
N. Pay	1.78	1.94	1.62

On the whole, the total number of respondents are intrinsically motivated by the factor self-development and growth. Their behavior is influenced by the self-reward they receive. The second factor that greatly affects their actions is the prestige attached to the university they teach in. Thirdly, the respondents consider the academic freedom they enjoy as a motivating variable. Self-Esteem and a personal sense of achievement rate as 4th and 5th motivators consecutively.

Results of the study revealed that the type of university affects teachers' motivation. Respondents of the private university are motivated by the enjoyment they get from their profession. ADMU respondents experience self-development in their job and are stimulated by it. Interpersonal relationship with their co-workers also play an important role in motivating them. The prestige attached to ADMU highly motivates the teachers. Academic freedom likewise influences ADMU teachers' behavior.

For UPM, they are motivated by the factors self-development, prestige attached to the university, academic freedom, self-esteem and a personal sense of achievement. Factors that affect the respondents of both universities are basically the same but differ in the order of influence. They are all primarily motivated by intrinsic factors. Extrinsic factors related to intrinsic rewards are also good motivators. No other motivational factors are found to affect respondents'

behavior aside from those presented in the study.

Intrinsic motivators are factors that greatly affect an individual's behavior toward his job. Based on the results of the study, respondents of both universities put considerable importance on the intrinsic rewards that are secured from their profession. Respondents evidently prefer intrinsic rewards over extrinsic ones. However, some extrinsic motivators (i.e prestige attached to the university, and academic freedom) are also highly motivating factors. This may be explained by its affinity and close relation to other intrinsic factors.

In the light of the conclusion drawn, the following are recommended:

- 1.) To conduct the study with a wider subject population so as to increase the study's validity;

- 2.) To further examine the established motivational factors as they affect teacher's attitudes toward the teaching profession;

- 3.) To use a more precise and conclusive research design in the data analysis so as to come up with accurate and significant findings;

- 4.) To explore and examine the presence of independent and dependent variables which could have affected the results or outcome of the study;

- 5.) A follow-up study be made concerning what

could be done now that motivational factors affecting teachers, and attitudes toward the teaching profession have been established.

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APPENDIX A

Dear Respondent:

I am Jessamyn Gonzalez, a Behavioral Science major of the University of the Philippines, Manila. As the main requirement in one of my courses, BS 200 (thesis), I am conducting a study entitled "A Comparative Study of Factors that Motivate Public and Private School Teachers, College Level". Your university has been chosen as one of the locales for my research. May I request your cooperation on this matter.

Thank you very much.

Kindly encircle the letter that best corresponds to your answer according to the following:

SD - Strongly Disagree

D - Disagree

N - Neutral

SA - Strongly Agree

- | | | | | | | |
|-----|---|----|---|---|---|----|
| 1. | The monthly wage I receive is enough to provide for my needs. | SD | D | N | A | SA |
| 2. | My students challenge me to do my best. | SD | D | N | A | SA |
| 3. | I have an equal chance of promotion as my co-teachers. | SD | D | N | A | SA |
| 4. | My work is very challenging. | SD | D | N | A | SA |
| 5. | I am proud to be part of this university. | SD | D | N | A | SA |
| 6. | Teaching contributes to my intellectual growth. | SD | D | N | A | SA |
| 7. | I have a harmonious relationship with my colleagues. | SD | D | N | A | SA |
| 8. | It is convenient for me to go to my place of work. | SD | D | N | A | SA |
| 9. | I am entitled to sick leave with pay. | SD | D | N | A | SA |
| 10. | I cannot imagine myself teaching in another university. | SD | D | N | A | SA |

11.	I find personal fulfillment in my work.	SD	D	N	A	SA
12.	I am free to conduct my classes in any way I want to.	SD	D	N	A	SA
13.	The university terminates employees without due process.	SD	D	N	A	SA
14.	Teaching gives me the confidence I need.	SD	D	N	A	SA
15.	I want to teach in this university until I retire.	SD	D	N	A	SA
16.	I am honored to be teaching in this prestigious university.	SD	D	N	A	SA
17.	I can relate well with my colleagues.	SD	D	N	A	SA
18.	It is difficult to get a promotion in this university.	SD	D	N	A	SA
19.	I am contented with the benefits I get from this university.	SD	D	N	A	SA
20.	I enjoy teaching.	SD	D	N	A	SA
21.	My employer offers health insurance.	SD	D	N	A	SA
22.	I am bored with my work.	SD	D	N	A	SA
23.	I feel that this university is the best in the country.	SD	D	N	A	SA
24.	I should be promoted for my performance.	SD	D	N	A	SA
25.	The classrooms where I hold my classes are well-lit.	SD	D	N	A	SA
26.	I ask my co-teachers for advice.	SD	D	N	A	SA
27.	The administration should increase the teachers' monthly wage.	SD	D	N	A	SA
28.	Through teaching, learning becomes a continuous process.	SD	D	N	A	SA

29.	The university gives me the liberty in handling my classes.	SD	D	N	A	SA
30.	I will teach in no other university except this one.	SD	D	N	A	SA
31.	I can relate well with my students.	SD	D	N	A	SA
32.	I feel that students learn from my course.	SD	D	N	A	SA
33.	The classrooms are well-ventilated.	SD	D	N	A	SA
34.	I am confident of keeping my job.	SD	D	N	A	SA
35.	As one of my rights as a teacher, I am entitled to a security of tenure.	SD	D	N	A	SA
36.	At the end of each semester, the objectives of the courses I teach are met.	SD	D	N	A	SA
37.	When I am teaching, I feel good.	SD	D	N	A	SA
38.	Teaching gives the opportunity to become a well-rounded person.	SD	D	N	A	SA
39.	I take the evaluation of my students on my performance seriously.	SD	D	N	A	SA
40.	I view my profession as a success in my life.	SD	D	N	A	SA

APPENDIX B

1. Are you satisfied with your income as a teacher? If no, how do you make ends meet?
2. Do you have other sources of income?
3. Can you enumerate the benefits offered by the university?
4. Are contented with them?
5. Can you describe the promotional system of the university?
6. Are you satisfied with the process they follow?
7. Are you aware of your right to security of tenure?
8. Can you explain the hiring and firing policy practiced in the university?
9. Can you illustrate the working environment in your university?
10. Do you feel a sense of loyalty to the university?
11. Are you contented with the academic freedom you enjoy?
12. Do you consider the university prestigious?
13. Would you teach in other universities?
14. Describe the relationship you have with your co-teachers and with your students.
15. Do you enjoy doing your job?
16. Have you gained self-confidence in your profession? How?
17. Do you think you have grown in your profession (intellectually, psychologically, spiritually, etc.)?
18. Has your profession uplifted your self-esteem?
19. Do you consider your line of work as an achievement in your life?

APPENDIX C

Socio-Demographic Profile:

Name: (optional) _____

Highest Educational Attainment:

_____ BA/BS

_____ MA

_____ PhD

Gross Annual Income from:

A. University

_____ P 40,000 - below
_____ P 40,000 - 80,000
_____ P 80,000 - 120,000
_____ P 120,000 - 160,000
_____ P 160,000 - 200,000
_____ P 200,000 - 240,000

B. Other Sources

_____ P 10,000 - 20,000
_____ P 20,000 - 30,000
_____ P 30,000 - 40,000
_____ P 40,000 - 50,000
_____ P 50,000 - 60,000
_____ P 60,000 - above

Nature of the Job:

1. How long have you been teaching?
2. How long have you been teaching in this university?
3. What is your current position?

_____ Professor
_____ Associate Professor
_____ Assistant Professor

_____ Instructor
_____ Lecturer
others (specify) _____

4. How long have you been in your position?
5. What is the nature of your appointment?
_____ part-time _____ full-time
6. What is your average teaching load per semester?

_____ units