

Motivational Level Of Cagayan State University Faculty Debunking On Their Educational Philosophy

DR. ROLANDO ALEGRE PAGADOR

Cagayan State University, Carig Campus

rolando.pagador@csucarig.edu.ph

Abstract

Motivation plays a vital role in academic endeavors among faculty in any academic community. A well-motivated teacher can be very goal oriented in his personal and professional life. This radiates further in how he does his teaching duties and responsibilities and his relationship with his students and colleagues. This study enlightens the pool of faculty by exploring their motivational level in performing their responsibilities as educators. The researcher utilized the correlational method in the study. Thus, those who longer stay in the university tend to have higher motivational scores than those who have shorter stay in the university. The most important intrinsic motivator of the faculty members of CSU is seeing the students learn while their most essential extrinsic motivator is taking the challenge of teaching job. The university officials may harness the strong motivation and great sense of organizational commitment of the teachers by providing avenues for the dissemination of the findings of the study as regards teachers' philosophical orientation of the faculty of the different colleges and campuses.

Keyword: motivational level intrinsic, extrinsic, educational philosophy

Introduction

Teachers don't only educate with a philosophy in mind. Numerous variables also drive them. They can be motivated by a higher salary, a school's reward system, or personal and intrinsic factors such as a passion for teaching and a desire to help students form and transform. Intrinsic and extrinsic variables may affect the instructors' motivating levels together. Importantly, highly motivated teachers can accomplish a great deal for themselves, their students, their school, and their community. In both his personal and professional life, a well-motivated teacher, for example, may be extremely goal-oriented. This is reflected in the way he performs his teaching duties and responsibilities, as well as his interactions with students and coworkers. Teacher motivation is critical, according to Mustafa and Othman (2010), because it improves teachers' skills and knowledge while also having a direct impact on student achievement.

Motivation is also essential for instructors since it helps them accomplish their goals in a more effective manner. Teacher motivation is important because it enhances instructors' abilities and knowledge and has a direct impact on students' performance (Mustafa, and Othman, 2010). As a result, motivation is described as a driving force that drives a person to do particular activities in order to accomplish certain objectives. The explanation for teachers' low motivation is that they are paid less than other professions, work in a bad atmosphere, have little decision-making power, and are not given

opportunities to further their careers. Teachers, not administrators or politicians, are the ones who interact with kids on a daily basis. Change must come from people on the front lines if we are to see it. If we educate teachers how to change, we will see a transformational revolution.

It is a general tendency to believe that motivation is a personal trait. Some do it and the others don't. In practice, some are labeled to be lazy because they do not display an outward sign of motivation. However, individuals differ in their basic motivational drives. It also depends upon their areas of interest. The concept of motivation is situational and its level varies between different individuals and at different times. If the people understand what motivates people, the people have at your command the most powerful tool for dealing with them.

To motivate others is one of the most important management tasks. It comprises to understand what drives people, to communicate, to involve, challenging, to encourage, setting an example, to develop and coach, to obtain feedback and to provide a just reward. Motivation is about cultivating your human capital. The challenge lies not in the work itself, but in you, the person who creates and manages the work environment (Cook, 2010). There are many factors that determine people's behavior to motivate them. These are psychological needs, physiological drives, survival, urges, emotions, hurts, impulses, fears, threats, rewards (money, friendship, status), possessions, wishes, intentions, values, mastery, freedom, intrinsic satisfaction, self-satisfaction, interests, pleasure, dislikes, established habits, goals, ambitions and so on. People who are motivated exert a greater effort to perform than those who are not motivated. We know that fear and money are not the only ways to motivate people to work. Human beings have reasons for the things that they do. Our behavior is not always. Human motivation then, is the process whereby the behavior of an individual is energized, sustained, and directed in order to meet individual needs and achieve organization objectives.

It is for this reason that the fundamental purpose of the study is to explore the motivational level of the faculty of Cagayan State University and to see the significant difference in the educational philosophy and the profile of the respondents.

Statement of the Problem

1. What is the motivation level of the respondents along intrinsic and extrinsic factors?
2. Is there a significant difference in the educational philosophy, motivational level and organizational commitment of the respondents when grouped according to their profile?

Related Literature

The foregoing concepts about educational philosophy, motivational level is related concepts and that they are essential topics to uncover. This ushered the researcher to study the concept of educational philosophy, motivational level and organizational commitment specifically in Cagayan State University. For many years, educational philosophy has been discussed from collegiate to graduate level but no one in the university studied the educational philosophy of the faculty members. This is not to mention, that there is paucity of studies along educational philosophy in the Philippines based on the culled review of related literature and studies. Inasmuch as educational philosophy is also very much related to motivational level and organizational commitment, it has also been the interest of the researcher if educational philosophies are factors that explain motivational level and organizational commitment. This was conceived because for six years of stay of the researcher in the university, he

observed differences in the motivational level of teachers and their organizational commitment. Such is reflected in the way regular and part-time teachers perform their teaching duties and responsibilities. For this reason, he was interested to determine what factors may influence or explain differences in the motivational level and organizational commitment of the faculty members. However, he was interested to use educational philosophy as a significant variable at its backdrop of analysis.

Intrinsic Factors

Several factors are believed to influence a person's desire to perform work or behave in a certain way. The need-based theories explained these desires; they explained motivation primarily as a phenomenon that occurs intrinsically, or within an individual. We can widely recognize two need-based theorists and their theories: Maslow's hierarchy of needs and Herzberg *et al.*'s two factor theory. Abraham Maslow's need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories.

According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs include the needs of being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development. It can be called the pinnacle of one's calling. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy.

The passion to teach has been identified as one of the most critical factors for the future success of education and schools (Huberman, 2013). It is closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students' achievement in, and attitudes toward school (Tsui & Cheng, 2009). The traditional view of teacher commitment considers it to refer to external referents. However, there is a growing body of literature that draws a strong connection between teacher commitment and the very intimate element of passion for the work of teaching. The level of teachers' commitment is considered to be as a key factor in the success of current educational reform agenda as it heavily influences teachers' willingness to engage in cooperative, reflective and critical practice. Thus, the findings of this study could be particularly significant for school leaders as they engage teachers in school initiatives and educational reform, and teachers themselves as they struggle to find a balance between the personal and the professional.

Quite often philosophy has been characterized and stereotyped as an activity of the mind. However, due to its connection to our lived experiences and emotions, it is also an activity of the heart. The philosopher's pedagogy works to correct some of the shortcomings of our contemporary school system by providing students with the space and tools to sharpen their cognitive abilities, as well as their growth as individuals, which is what His Holiness the Dalai Lama (2009) refers to as an "education of the heart"....*our current education system, rather than cultivating our sense of openness and engagement, instead heightens our feelings of isolation and insulation. Schooling, especially as inculturation, builds up preconceptions, expectations, and rigid notions of order and behavior. It*

breaks down our experience of an alive whole into an endless array of categories, taxonomies, concepts, criteria, and evaluative judgments... Children and adults should continue to learn and grow throughout their lives, eventually becoming what some traditions refer to as elders or keepers of wisdom.

Teaching is complex and demanding work and there is a daily need for teachers to fully engage in that work with not only their heads, but also their hearts (Day, 2014). It appears to be a professional necessity for teachers to be emotionally committed to their work, for without this emotional connection teachers face the constant danger of burn-out in an increasingly intensified work environment. As Day (2014) states, a passion for teaching cannot be considered to be a 'luxury, a frill, or a quality possessed by just a few teachers, instead he argues, a sense of passion is 'essential to all good teaching.'

Organization's success can only be achieved by the satisfaction and passion of employees (Danish, & Usman, 2010). Satisfaction and passion are another very important things in terms of motivation of employees with their job in four clusters of motivators, namely:

1. Teachers who were motivated by their students;
2. Teachers who were motivated by teaching;
3. Teachers who were motivated by school administrators;
4. Teachers who were motivated because of their religious belief.

Job motivation is an affective reaction to an individual's work situation. It can be defined as an overall feeling about one's job or career or in terms of specific facets of the job or career (e.g., compensation, autonomy, coworkers) and it can be related to specific outcomes, such as productivity (Gentile and McFarlin, 2010). With teachers, satisfaction with their career may have strong implications for student learning. Specifically, a teacher's satisfaction with his or her career may influence the quality and stability of instruction given to students. Some researchers argue that teachers who do not feel supported in their work may be less motivated to do their best work in the classroom (Ostroff, 2012; and Ashton and Webb, 2006). In addition, highly satisfied teachers are less likely to change schools or to leave the teaching profession altogether than those who are dissatisfied with many areas of their work life (Choy et al., 2013). Although satisfaction seemed to be more associated with personal factors, the influence of environmental factors cannot be ruled out.

Employee motivation can be studied through several broad approaches *vis-à-vis* content or need based theories, process theories and reinforcement theories. According to Hoy and Miskel (2007) employee motivation is the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. In short, Dessler (2010) defined motivation as the intensity of a person's desire to engage in some activity. From the above definitions, some issues are brought to mind that deal with what starts and energizes human behavior, how those forces are directed and sustained as well as the outcomes they bring about (performance). It follows therefore that there is a relationship between motivation and job satisfaction, which is paramount in any organization's existence. However, the concepts of motivation and job satisfaction are often confused with one another. Peretomode (2010) citing Gibson, *et al.* pointed out

that the two terms are related but are not synonymous. They acknowledged that job satisfaction is one part of the motivational process.

While motivation is primarily concerned with goal-directed behavior, job satisfaction refers to the fulfillment acquired by experiencing various job activities and rewards. It is possible that an employee may display low motivation from the organization's perspective yet enjoy every aspect of the job. This represents high job satisfaction. Peretomode (2010) also argued that a highly motivated employee might also be dissatisfied with every aspect of his or her job. Ifinedo (2013) demonstrated that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals.

Extrinsic Factors

A social identity is the portion of an individual's self-concept derived from perceived membership in a relevant social group. As originally formulated by Henri Tajfel and John Turner in the 1970s and the 1980s, social identity theory introduced the concept of a social identity as a way in which to explain intergroup behavior. Social identity theory (SIT) is best described as a theory that predicts certain intergroup behaviors on the basis of perceived group status differences, the perceived legitimacy and stability of those status differences, and the perceived ability to move from one group to another. This contrasts with occasions where the term "social identity theory" (SIT) is used to refer to general theorizing about human social selves. SIT is a simple approach holding that all human beings want to increase their self-worth by being connected to a specific organization or group. This does not negate behavioral approaches, but rather wants to get behind the specific ingredients to this kind of commitment. Identity theory argues that a positive self-concept is at least in part created by having positive associations for a group that is attached to your very person. An example might be a man working for a social service organization. The group might have strong positive social associations, which, in turn, reflect on this worker as a man.

SCT holds that the self is constructed through these organizational ties and that people can view themselves on several different levels. You can see yourself as an individual, but this, in part, is connected with the social groups to which you belong. You then become a "subordinated individual" or a person whose identity derives in part from these social connections such as working in a certain place or living in a certain area. The point is that organizational commitment is largely based on how a person has constructed her/his identity. If the groups to which she belongs are a large part of this identity, then you can expect a great deal of commitment.

Today, the accessibility of financial assistance, incentives and bonuses extended by the educational institution to teachers are evidently provided. This financial assistance could be in the form of faculty development programs such as grants, free seminars and trainings, tuition free discounts to the teachers' siblings and incentives and bonuses. Incentives could include scholarships and fellowships, expected earnings, expected risks of unemployment and the like. The impact of incentives would vary at different points in the career path, yet the decision for a teacher with particular characteristics to attend such an institution in the first place would well be more strongly influenced by incentives. Henceforth, a long range plan of teaching a certain course would look into the incentives of employment later such as loan program, incremental salary increase and a chance to travel abroad.

Likewise, benefits and promotions would allow individuals to maximize their effort in performing their duties and responsibilities for the welfare of the particular institution.

The effects of unemployment levels impact on likelihood of entering teaching differently for different groups. For example, Chevalier et al. (2007) found that the effect of unemployment levels was seven times greater for women than for men. They suggest this indicates either greater risk aversion on the part of women, or a lower set of alternatives for women when labor market conditions are poor. Similarly, they reported that higher subject-specific unemployment levels had a positive effect on the probability of becoming a teacher, but that this was only marginally significant overall.

Labor economics research has also focused on the impact of teachers' pay relative to that of alternative occupations in the decision to enter teaching. Overall, it has shown that entry to teaching is higher when the relative salary in teaching is higher. This is the case for both men and women, though men have been found to be more sensitive to relative salary, presumably because they are more often the main earners in a family. Nevertheless, Dolton, reported that for women, the choice of teaching was significantly affected by relative pay: 'An increase in the earnings a female graduate receives as a teacher relative to the earnings she receives as a non-teacher increases the probability that she will become a teacher.' However, they also showed that the choice of teaching as a career among women was strongly related to the decision to participate in the labor market; given the same level of family commitments, women outside teaching were less likely to be in employment. Women also give more weight than men to non-pecuniary factors in their career choices.

A systematic review of research about reasons for entering teaching (Edmonds et al. 2012) concluded that key reasons for entering teaching are working with children, intellectual fulfillment, and making a contribution to society. It is seen as a secure job. Similarly, Hobson et al. (2014) found that the reasons for teaching most frequently identified as important by a sample of student teachers were 'helping young people to learn', and 'working with children or young people', while 'teachers' morale' and 'salary' were the most frequently identified deterrents. However, the relationship between all stages of entry to teaching (from application to training to starting work as a teacher) has been shown to be linked to the economic cycle, and the key factors in this appear to be both unemployment levels in alternative occupations and relative pay levels in teaching. The economic factor impacting most strongly on teacher attrition is wage levels relative to comparable occupations.

According to research on teachers' motivations for leaving the profession, such issues are the most common reasons for quitting. Smithers and Robinson (2013) found that 85% of their sample of teachers leaving the field (other than for retirement or maternity) cited unfavorable elements of teaching (push factors) as the primary reason for leaving, with just 15% citing the appeal of alternative professions. One explanation for these results may be that many of individuals who leave teaching do not seek other jobs. According to Dolton (2013), one shortcoming of many research that attempt to examine the economic aspects in teachers' choices to quit the profession is an inability to differentiate between various destinations and reasons for leaving. Salary may be unimportant for individuals who quit teaching to pursue other opportunities (which is the case for many women who leave to have children).

However, even teachers who claim to be shifting into other job sectors may not be impacted by relative salaries, since many studies have shown that teachers are more likely to go into self-employment than employment. Smithers and Robinson (2013) observed that the majority of the teachers they identified as leaving the classroom were becoming self-employed, such as by establishing consulting or advising firms, becoming freelance musicians or authors, or operating hotels or pubs. In such situations, it seems that work satisfaction is a more significant incentive than income level.

While pay was shown to be a very minor influence in studies of teachers leaving the profession, it ranked considerably higher in studies that gathered teachers' opinions on the most suitable policy measures to promote retention in the profession. The impact of these variables will differ based on the gender and qualifications of prospective teachers, as well as the local labor markets. Dolton noted that instructors with various educational backgrounds, gender, socioeconomic status, and so on had 'differential turnover propensities.' Overall, women are more likely than males to quit teaching, owing to maternity and child-care leave.

However, there was a positive and significant relationship between aggregate unemployment and the number of female re-entrants; as unemployment rises, so does the number of women re-entering teaching, implying that female teachers value their teaching positions when employment conditions deteriorate. However, the same study found that other factors, such as financial obligations for their children's higher education, had an impact on retirement plans. For example, many of the older teachers interviewed said they were unable to retire early due to financial obligations such as paying fees for their children's higher education. There is some indication that some instructors may postpone retiring during a recession due to worries about their capacity to meet financial obligations.

Decisions regarding hiring, firing, and transferring teachers in some universities have long been made fundamentally by the central school administration. Hiring, promotion, and salary increments depend mostly on education and experience, rather than job performance. Teachers have strong civil service and union protection, and are difficult to fire. In rare cases, poorly performing teachers are transferred to undesirable locations. A bonus payment to teachers can improve student academic performance — but only when it is given upfront, on the condition that part of the money must be returned if student performance fails to improve, research at the University of Chicago shows by William Harms (2012). The study showed that students gained as much as a 10 percentile increase in their scores compared to students with similar backgrounds — if their teacher received a bonus at the beginning of the year, with conditions attached. There was no gain for students when teachers were offered the bonus at the end of the school year, the research found.

The rigid single salary schedules, which dictate the compensation received by most public school teachers, have been nearly universal in public schools for well over half of a century. However, throughout this period, there have also been frequent state and local efforts to provide teachers with “merit pay” incentives of various types (Springer 2009). These initiatives have included teacher rewards for student performance (e.g., test scores or graduation rates), for acquiring skills and certification and for assuming additional professional responsibilities (i.e., “career ladders”) as well as differentiated compensation for teachers of high-need subjects and in hard-to-staff schools.

This literature review focuses on the impact of the wider economic influence on teachers' career decisions, and specifically on their decisions to remain in or leave teaching during recession and recovery from recession. Like most other public sector jobs, teaching is often identified as 'recession-proof' because the demand for teachers does not generally change in response to the wider economic factors. This contrasts with private sector jobs, which are much more vulnerable in times of recession because the market declines. The impact of the wider economic situation on teachers' career decisions is an important issue for workforce planning, but is an area about which there has been only limited research. In fact, Dolton et al. (2003) reported that there is very little research literature focusing on the extent to which the economic cycle affects the supply of workers to any specific occupation.

The labor economics studies that consider relative wages for teachers have selected various groups for comparison: average non-manual pay; 'professional' earnings; graduate pay (often by gender); and pay levels achieved by those who have a teaching qualification but are not teaching (Chevalier et al., 2007). There is also variation in whether the pay levels chosen are pay on entry, average pay for the profession, or estimated lifetime earnings. There are a number of limitations to research from a labor economics perspective. In particular, it ignores the complexity of individual employment decisions, and focuses only on economic factors. It does not examine the role of non-pecuniary factors (workload, stress, pupil behavior, etc.), though many authors acknowledge that they play a significant role in teachers' career decisions.

While labor economics research has found links between numbers entering teaching or applying to teach and levels of GDP, unemployment and relative salary, other research has not identified economic factors as having major importance in the decision to teach. A systematic review of research about reasons for entering teaching (Edmonds et al., 2002) concluded that key reasons for entering teaching are working with children, intellectual fulfillment, and making a contribution to society. It is seen as a secure job. However, but most studies included in this review found pay level to be a deterrent rather than an attraction. Similarly, Hobson et al. (2004) found that the reasons for teaching most frequently identified as important by a sample of student teachers were 'helping young people to learn', and 'working with children or young people', while 'teachers' morale' and 'salary' were the most frequently identified deterrents.

Dolton (2013) discovered a strong connection between relative salaries and the probability of quitting teaching; the greater the relative earnings in teaching, the less likely instructors are to leave the field. Men, on the other hand, are considerably more prone than women to be affected by wage levels. Based on a sample of 1980 graduates in their first seven years of employment, they developed a model that distinguished between departures for other employment and non-employment, and used econometric analysis to relate the rate of leaving to factors such as the individual's potential earnings in the teaching and non-teaching sectors, regional labor market conditions, and the teachers' education and family. Their findings revealed the significance of relative wages in the choices of instructors departing for other jobs. The greater the relative earnings outside of teaching at any given moment, the more likely instructors in their early phases of their careers are to quit teaching for another profession. Furthermore, the greater the salary inside teaching, the less likely the teacher is to leave teaching to pursue 'non-employment' (generally assumed to be maternity and childcare).

motivational level of cagayan state university faculty debunking on their educational philosophy

The economic element most significantly influencing teacher attrition is relative salaries; the lower the relative incomes within teaching, the more likely instructors in the early stages of their careers are to quit, with males being more heavily affected by pay levels than women. However, the data on total attrition rates is less clear, with one research showing that male attrition is greater when relative earnings in teaching are higher. Evidence on the reasons instructors leave indicates that only a tiny proportion cite pay as a factor in their choice; working circumstances (workload, student conduct, etc.) within teaching are considerably more often recognized. There is some indication that some instructors may postpone retirement during economic downturns due to worries about their capacity to meet financial obligations.

Statement of the Problem

1. What is the motivation level of the respondents along intrinsic and extrinsic factors?
2. Is there a significant difference in the educational philosophy, motivational level of the respondents when grouped according to their profile?

Research Hypotheses

This research tested the following hypotheses:

1. There is no significant difference in the educational philosophy and motivational level of the respondents when grouped according to their profile.

METHODOLOGY

Research Design

The researcher utilized the descriptive correlational method in this study. The descriptive aspect of the study is determining the profile of the respondents, the educational philosophy and motivational factors. The correlational component of the study is reflected in the determination of whether or not there is a significant relationship between motivational level and organizational commitment by educational philosophy of the respondents.

Locale of the Study

This research was carried out on Cagayan State University's eight (8) campuses (CSU). Andrews, Aparri, Carig, Gonzaga, Lallo, Lasam, Piat, and Sanchez Mira were among the eight (8) campuses covered. However, it does not include post-baccalaureate degrees, such as those offered by the College of Law and the College of Medicine, both of which are situated on the Andrews and Carig campuses, respectively.

Respondents and Sampling Procedures

The study's participants were CSU full-time and part-time professors. The research includes part-time faculty members since they make up a larger percentage of the CSU teaching workforce. The following are the inclusion requirements for part-time faculty members as respondents: For starters, they have at least three years of service to the institution. According to Allen and Meyer, it takes years to establish organizational commitment and three years to develop organizational attachment (2007). Two, they

have taken a normal load of 21 units each semester since starting university. The rationale for limiting the number of units to 21 is based on the fact that they spend more time teaching at the institution. This is crucial in determining their degree of motivation and organizational commitment. In order to determine the number of responders per campus and college, stratified-randomized sampling was used. The research utilized a total of 207 people as participants. The distribution of responders by campus assignment is shown in Table 1.

Table 1. Distribution of Respondents Per Campus

Campus	Regular		Part-time		Total Sample
	Population	Sample	Population	Sample	
Andrews	116	31	206	6	37
Aparri	61	15	55	9	24
Carig	141	38	231	18	56
Gonzaga	35	15	36	3	18
Lallo	28	13	29	5	18
Lasam	12	5	16	4	9
Piat	34	15	20	1	16
Sanchez Mira	34	13	102	16	29
Total	461	145	694	62	207

The identification of respondents was done using the list of the CSU Management Information System (MIS) and CSU Human Resource Management Office (HRMO).

Research Instruments

The Motivation Questionnaire from McNeil, O. was used to assess the respondents' motivational level. (2007). There are twenty-five (25) questions in this questionnaire, sixteen (16) for intrinsic motivation and nine (9) for extrinsic motivation. The first two (2) assertions are internal motives, followed by an extrinsic motivation statement.

Moreover, the questionnaire used a Five-point Likert Scale ranging from 1 (Strongly Disagree); 2 (Disagree); 3 (Neutral); 4 (Agree) and 5 (Strongly Agree).

Data Gathering Procedures

For the study's conduct, the researcher obtained approval from the University President. The Campus Executive Officers received the identical letter of authorization to use their faculty members as research responders. The letter was sent to the College Deans for the launching of the questionnaire once the CEOs approved it. To guarantee 100% retrieval, the researcher personally distributed the surveys to the instructors. The researcher requested from the deans one session with randomly chosen CSU Faculty to answer the questionnaire in order to speed up the data collection process. It took approximately a month for the researcher to collect all of the surveys.

Statistical Tool and Treatment

motivational level of cagayan state university faculty debunking on their educational philosophy

To enable the researcher to tally, tabulate, compute, analyze, and interpret the data collected, the following statistical techniques were used: Descriptive statistics were used to examine the respondents' socio-demographic characteristics and job-related variables (frequency count, percentage, and mean). The same descriptive data were used to determine the respondents' educational philosophy, motivational level, and organizational commitment.

The following scales and their descriptions were used for this purpose.

Motivational Level

	Arbitrary Scale	Descriptive Value
Strongly Disagree	1.0 - 1.79	Very Low Motivational Level
Disagree	1.8 - 2.59	Low Motivational Level
Neutral	2.6 - 3.39	Moderate Motivational Level
Agree	3.4 – 4.19	High Motivational Level
Strongly Agree	4.2 - 5.0	Very High Motivational Level

RESULTS AND DISCUSSION

Motivation Level of the Respondents in Teaching

Looking at Tables 1 and 2, which provide the data for the respondents' intrinsic and extrinsic motivational levels, it can be seen that the intrinsic motivational level is Very high, with an adjectival value of 4.22, and the extrinsic motivational level is High, with an adjectival value of 4.12.

However, when the intrinsic and extrinsic mean scores are added together, the respondents' motivational level is strong, with a grand mean of 4.17. As a result, it can be stated that Cagayan State University faculty members are more intrinsically driven than extrinsically motivated when it comes to carrying out their professional obligations and responsibilities. The faculty members' strong motivational levels also suggest that they have the required drive to accomplish their professional and organizational objectives.

Intrinsic Motivational Level of the Respondents

Perusing the different intrinsic motivational factors, the item “*I am inspired to teach because one of the best things about teaching is seeing the students learn*” with a mean score of 4.70 (Very High). This demonstrates that the greatest intrinsic motivation for CSU teachers is to see their students succeed. The ultimate goal of teaching for instructors is to help pupils learn. When pupils learn, they may claim to have provided successful and meaningful instruction. Being primarily motivated to teach indicates that the respondents think that no teaching can take place without the pupils learning anything. The results of several board exams may serve as an acid test for CSU instructors' commitment to their students' education. According to records from the Institution Planning and Development Office (2014), the university has regularly performed well on several board exams. In fact, the College of Medical Technology has been acknowledged as one of the Philippines' best

performing institutions. In addition, there were CSU students who excelled on national and regional licensing exams.

Another item that the respondents have rated Very High (4.68) is “*I am prompted to teach because I would like my students to learn more*”. The very high rating of the teachers along this statement implies their passion to effect desirable changes to their students. When they teach them more concepts, they also desire them to transform them in the way they think, behave and decide in life.

The third highest intrinsic motivation of the respondents is contained in the statement, “*I am inspired to teach because I am personally and partly responsible for the education of every student under my class*” (4.62- Very High). This very high rating of the teachers suggests that they take personal and professional accountability in the education of their students. This is in cognizance of their professional commitment that no student shall be left behind in learning the basic competencies in life. When these teachers take full accountability of their students’ education, then they also manifest genuine zeal of a teacher.

Finally, the statement, “*I am motivated to teach because I know I can be depended upon to do a good job*” with a mean score 4.47 and with an adjectival value of Very High. The very high rating of the respondents relative to this statement implies that they recognize that the students and administrators of the university are expecting much in terms of their teaching performance. They believe that they could do the expectations of these stakeholders and they are indeed pushed by this expectation to do better in their work. With the advent of Performance Based Bonus (PBB), in which employees are expected to contribute in the realization of university targets, teachers are motivated to perform better so as not to have higher rating only but also to contribute in the overall rating of the university among SUCs in the region.

Table 1. Intrinsic motivational factors of the faculty members

Indicators	Weighted Mean	Description
I am motivated to teach because I know I can be depended upon to do a good job.	4.47	Strongly Agree (Very High)
I am inspired to teach because I am personally and partly responsible for the education of every student under my class.	4.62	Strongly Agree (Very High)
I am inspired to teach because one of the best things about teaching is seeing the students learn.	4.70	Strongly Agree (Very High)
I am stimulated to teach because the dean for whom I have taught appreciated the effort I invested in teaching.	4.14	Agree (High)
I am inspired to teach because I have the support of my entire colleagues in doing my work.	4.03	Agree (High)
I am prompted to teach because I would like my students to learn more.	4.68	Strongly Agree (Very High)
I am prompted to teach because my attitude towards teaching is to work only as hard as I have to.	3.61	Agree (High)

motivational level of cagayan state university faculty debunking on their educational philosophy

I am inspired to teach because my students think I am a good teacher.	3.93	Agree (High)
I am motivated to teach because my dean values my educational opinion.	4.00	Agree (High)
I am prompted to teach because my workload is reasonable.	4.00	Agree (High)
I inspired to teach because I think teachers should be paid based on experience, merit and educational qualification.	4.00	Agree (High)
I am stimulated to teach because participating in opportunities for professional growth is important to me.	4.44	Strongly Agree (Very High)
Category Mean	4.22	Strongly Agree (Very High)

Legend:

- 1.00 – 1.79 Strongly Disagree (Very Low Motivation)
- 1.80 – 2.59 Disagree (Low Motivation)
- 2.60 – 3.39 Neutral (Moderate Motivation)
- 3.40 – 4.19 Agree (High Motivation)
- 4.20 – 5.00 Strongly Agree (Very High Motivation)

Extrinsic Motivational Level of the Respondents

Table 2 reveals the extrinsic motivational level of the respondents. Analyzing the level of extrinsic motivational factors of the respondents shows that the item “*I am encouraged to teach because teaching is a challenging job*” has the highest mean score of 4.53 (Very High). This goes to show that faculty members are extrinsically motivated by the challenge of their profession. They perceive their daily tasks as challenging with numerous stressors coming from the students, administrators, and colleagues. Although their job is challenging and stressful, the faculty members of the university find them not as problems without solutions. They are circumstances that can be solved with positive attitude of teachers.

The item “*I am motivated to teach because I set goals for myself and achieve them*” has the second highest mean score of 4.49 and with descriptive value of Very High. The faculty members' ratings suggest that they are goal-oriented professionals. The desire to accomplish the objectives they have set for themselves is what motivates them to work hard. In a nutshell, they are purpose-driven because they work for a reason rather than simply working. This goal-orientedness of the faculty members may be ascribed to the university's institutionalized processes and procedures. For instance, the NBC 461 is a merit-based advancement system for academic members. Teachers who scored better on the grading scale are promoted without having to compete with their peers. Another explanation for the faculty members' goal-orientedness may be ascribed to the Commission on Higher Education's mandated Outcomes Based Education. Because of the institutional graduate attribute, program graduate attribute, and course graduate attribute, there are objectives to be met in this educational

system. All of them are clearly stated in the course curriculum, and it is the responsibility of every instructor to be aware of them.

Another item that received very high rating is the statement, “*I am stimulated to teach because teaching is an important job*” with a mean score of 4.48. The very high rating of this statement suggests that the faculty members are extrinsically motivated because they find their job to be very essential. It is recognized that teaching is the mother of all professions. No one becomes an engineer, a doctor, accountant or any other professional without a teacher who transformed them to become one. The significance of the teaching profession is one thing that the faculty members have imbibed. Because they find their job very essential and valuable, they always think of means and ways to dignify their profession and make the most out of it.

The item “*I am aroused to teach because I like to spend a lot of energy to make my classes interesting*” was also rated Very High with a mean score of 4.42. The very high rating of this statement signifies that they make teaching and learning to be fun. They rightfully believe that effective teaching and learning do not happen when the class is boring and not engaging. Perhaps, the ability of the teachers to make their classes interesting is attributed to the fact that the faculty members are undergoing continuing professional development programs like seminars, conferences and fora where they learn not only the science of teaching but also the art of teaching. The item “*I am motivated to teach because I am satisfied with my salary*” with the lowest mean of 3.71 speaks of the weakest desire in extrinsic motivation to teach. In contrast with the highest mean of 4.53, teaching as challenging job makes teachers extrinsically motivated. They are encouraged push themselves to respond the demand and challenge in teaching.

Table 2 .Extrinsic motivational factors of the faculty members.

Indicators	Weighted Mean	Description
I am stimulated to teach because the policies of my school system allow me to do my job effectively.	4.03	Agree (High)
I am encouraged to teach because teaching is a challenging job.	4.53	Strongly Agree (Very High)
I am motivated to teach because I set goals for myself and achieve them.	4.49	Strongly Agree (Very High)
I am aroused to teach because I like to spend a lot of energy to make my classes interesting.	4.42	Strongly Agree (Very High)
I am stimulated to teach because teaching is an important job.	4.48	Strongly Agree (Very High)
I am motivated to teach because my job as a teacher requires too much of my time after the close of the regular school day.	3.80	Agree (High)
I am encouraged to teach because I believe positive aspects about teaching outweigh the negative aspects.	4.17	Agree (High)
I am stimulated to teach because I set tougher standards for myself than my dean sets for me.	3.80	Agree (High)

motivational level of cagayan state university faculty debunking on their educational philosophy

I am encouraged to teach because my colleagues respect my work.	4.17	Agree (High)
I am motivated to teach because I spend some of my free time on a regular basis for self-improvement for teaching by reading professional articles, attending workshops and meeting.	4.17	Agree (High)
I am motivated to teach because my colleagues think I am a good teacher.	3.88	Agree (High)
I am inspired to teach because my salary is reasonable for the amount of work I do.	3.86	Agree (High)
I am motivated to teach because I am satisfied with my salary.	3.71	Agree (High)
Category Mean	4.12	Agree (High)

Legend:

1.00 – 1.79 Strongly Disagree (Very Low Motivation)

1.80 – 2.59 Disagree (Low Motivation)

2.60 – 3.39 Neutral (Moderate Motivation)

3.40 – 4.19 Agree (High Motivation)

4.20 – 5.00 Strongly Agree (Very High Motivation)

Test of difference in the motivational factors of the respondents shows that campus assignment, sex, age, civil status, educational attainment, nature of teaching load, number of preparations per semester, and nature of employment do not show differences in the educational philosophy of the respondents. Thus, the null hypothesis is accepted at 0.05 level of significance. It is only number of years in CSU that shows difference in their motivational level. Thus, those who longer stay in the university tend to have higher motivational scores than those who have shorter stay in the university.

Conclusions

With respect to the motivational level of the CSU faculty members, combining the overall mean score of intrinsic and extrinsic shows that the motivational level of the respondents is high with a grand mean of 4.17. Respondents are more intrinsically motivated than extrinsically motivated. The most important intrinsic motivator of the faculty members of CSU is seeing the students learn while their most essential extrinsic motivator is taking the challenge of teaching job.

Recommendations

1.The university officials may harness the strong motivation and great sense of organizational commitment of the teachers by providing avenues for the dissemination of the findings of the stud as regards teachers' philosophical orientation o the faculty of the different colleges and campuses.

2. There is a need to strengthen the reward and incentive system in the university such as the granting of the Civil Service Commission PRAISE (Program on Awards and Incentive for Service Excellence) to reward faculty members from campuses and colleges.

References

1. Gutek, Gerald L. (2009). *New Perspectives on Philosophy and Education*. Pearson Education, Inc., USA.
2. Gutek, Gerald L. "Philosophical & Ideological Voice in Education." Pearson Education, Inc., USA, 2007
3. Gutek, G. (2005). *A history of western educational experience* (2nd ed.). Chicago: Waveland Press.
4. Hamm, Cornel M. (2009). *Philosophical Issues in Education: An Introduction*. London: Routledge Falmer Press.
5. Harms, William. (August 2012), (2nd ed.). *Experiencing Education*. Chicago: University of Chicago Laboratory Schools.
6. Haslam, A. S. (2010). *Psychology in Organizations*. London, SAGE Publications.
7. Honderich, Ted. "The Oxford Companion to Philosophy," Oxford University Press, USA, 2005.
8. Hornsey, M. J. (2006). In group critics and their influence on groups. In T. Postmes & J. Jetten (Eds.), *Individuality and the Group: Advances in Social Identity*. London: Sage.
9. Hoy, W.K., & Miskel, C.G. (5th ed.). (2007). *Educational Administration: Theory, Research, and Practice*. New York: McGraw-Hill, Inc.
10. Huberman, M. (2013). *The Lives of Teachers* (J. Neufeld, Trans.). London: Cassell Villiers House.
11. Ingersoll, R. (2010b). *Teacher turnover, teacher shortages, and the organization of schools*. Seattle, Washington: Center for the Study of Teaching and Policy, University of Washington.
12. Kaufman, Bruce E. (2010). *The Economics of Labor Markets*. 3rd Ed. Hinsdale, Illinois, USA: The Dryden Press.
13. Lacuesta, Manuel G. et. Al. "Historical, Philosophical & Legal Foundation of Education (Foundation of Education II), PAFTE & Katha Publishing C., Inc., Manila, Philippines, 2006.
14. Littler, Craig. (2012). *The Development of the Labor Process in Capitalist Societies: A Comparative Study of Work Organizations* (Heinman Educational Books).
15. McClelland, D.C. (2005). *Human Motivation*. Illinois: Scott, Foresman & Co.
16. Maslow, A. H. (2000). *Motivation and Personality*. 2nd edition, New York: Harper and Row.
17. Mifflin, (2005). *Management and Organization*. South-Western Publishing Co, New York, USA. P.122, 167.
18. Moore, Gary A. et al. (2013), *Labor and the Economy*, Cincinnati, Ohio: South Western Publishing Company.
19. Mowday, R.T., Steers, R.M., & Porter, L.W. (2012). *Employee-Organizational Linkages: The Psychology of Commitment, Turnover, and Absenteeism*. New York: Academic Press.