

TEACHERS' MOTIVATIONAL NEEDS AND LEADERSHIP STYLES
OF ELEMENTARY SCHOOL ADMINISTRATORS: THEIR
RELATION TO JOB SATISFACTIONS

A Thesis
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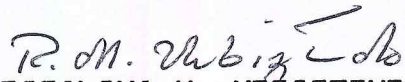
In Partial Fulfillment
of the Requirement for the Degree
Master of Arts in Administration and Supervision

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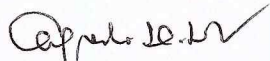
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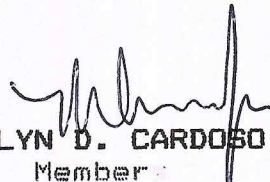
This thesis entitled "TEACHERS' MOTIVATIONAL AND LEADERSHIP STYLES OF ELEMENTARY SCHOOL ADMINISTRATORS: THEIR RELATION TO JOB SATISFACTIONS" has been prepared and submitted by CRISTITO I. CODOY, who having passed the comprehensive examination, is hereby recommended for oral examination.

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possible.

Above all I give my thanks to the Almighty GOD for
without HIM this endeavor would not have been made possible.

Cristito Codoy

DEDICATION

This work is humbly dedicated

to my wife

Troping,

my daughter and her husband,

Emy and Jepong

my mother,

Meling

and to my granddaughter,

Andrea Luisa

CIC

ABSTRACT

This study attempted to find out the motivational needs of elementary school teachers, as well as, the leadership styles of school administrators in the four school districts of Catbalogan, Division of Samar and determined their relationship to job satisfaction. This study used the normative-descriptive research design with the questionnaire as the chief instrument used in data gathering. It tried to investigate the motivational needs of the elementary school teachers and the leadership styles of their administrators and showed their relation to teachers job satisfaction. Various instruments were utilized in this study. These were the questionnaire, documentary analysis, interview and observation. The statistical tools used to test the hypothesis in this study were percentage, weighted mean, t-test for independent samples, one-way analysis of variance, Pearson R, correlation ratio, and Fisher's t. Based on the data gathered and the statistical instrument used in data processing as well as the analysis derived the following but not limited to: (1) the respondents were predominantly female, (2) there were 94.74 percent of administrators who are holders of the Masters degree, (3) the level of job satisfaction of the elementary teachers revealed an average weighted mean of 3.788, interpreted as "Very Satisfied", and (4) on the level of the leadership style of the school administrators, the leadership styles that are "always" employed by the school administrators are as follow: put the welfare of his unit above the welfare of any person in it; encourage after-duty services by persons in his unit; emphasizes meeting of deadlines; allow the persons under him do their work the way

they think is best. Based on the findings and conclusions, the following recommendations are drawn; (a) teachers should be motivated more to grow professionally, (b) a flexible salary scale together with other benefits be made, (c) school administrators should continue using the democratic style of leadership, and (d) that teachers be encouraged to set higher goals.

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Chapter 1

THE PROBLEM: ITS BACKGROUND

Introduction

Organizations today place great emphasis on the search for and the training of leaders at all levels -- from supervisors to presidents. Indeed, a major portion of all selection and training activity is devoted to leadership, since the success or failure of any organization depends, in large measure on the quality of its leaders. De Leon (1993:167) declared that the basic difference between a successful organization and an unsuccessful organization is its leadership and the motivational successes used on the organization.

Leadership styles create the condition for job satisfaction; a wholesome working atmosphere that enhances congenial relationship between the supervisor and the teachers and among teachers themselves. The success or failure of a school organization depends largely on the kind of a leader the school has. Leadership styles greatly affect the morale, attitudes, and job satisfaction of teachers.

Teachers and administrators who are satisfied with their jobs exhibit positive work attitudes and values

which are major contributing factors for high performance and productivity. On the other hand, teachers and administrators who are dissatisfied with their jobs manifest negative behavior that retards attainment of goals and objectives of the school system. If dissatisfaction in the school system continues unabated, it will cause more serious conditions that are altogether disadvantageous and inimical to the school organization. High rate of teacher turnover, frequent leave of absence, tardiness, and misunderstanding between the supervisor and supervisees and among the supervisees themselves are apparent manifestation work dissatisfaction and disenchantment.

For the purpose of enhancing performance and productivity, developing and sustaining conditions of wholesome working environment it is worthwhile investigating as to the factors that affect job satisfaction. Teachers have motivations that explain their behavior and attitude towards work. Through effective leadership styles a skillful school administrator elicit enthusiasm and psychological energy directed towards the satisfaction of motivational needs.

School administrator need to have a working knowledge about motivation. An individual who works hard has strong motives for his behavior. He may have advancement and recognition as goals and in the pursuit of his goal he

exhibits exemplary work attitudes and performance. On the other hand, an individual who does not perform as expected of him may have poor motivation caused by unfair management policies and anachronistic leadership styles which is no longer applicable to recent leadership situation.

Performance is assumed to be a function of ability and motivation hence a supervisor or educational manager needs to understand motivation from the point of view of his subordinates. Through a working knowledge of needs, goals, reinforcement, equity, aspirations, idiosyncracies and concepts of expectancy, a supervisor may be able to influence these aspects of motivation. Therefore, when a teacher is unmotivated the low performance that results may be attributed to the supervisor for it is within the province of his function, duties and responsibilities to give guidance and encouragement to his subordinates. The relationship of the leader and his followers is aptly stated by Haplin (1959:345) that "the behavior of the leaders and the behavior of the group members are inextricably interwoven; the behavior of both is determined to a great degree by the formal requirements imposed by the school of which the group is a part."

The administrator, as a leader in the school should understand that teachers as human beings have motivational

needs -- from the basic needs which are the physiological needs to the highest need of self-actualization or psychological needs. McGregor (1960:36) describes man as a perpetually wanting form of animal. Thus man tries to satisfy the basic needs first before the second or psychological needs. Expectedly the determination of relationship between motivational needs and job satisfactions of teachers and leadership styles of school administrators can guide the school administrator to the awareness of, and solutions for problems besetting teachers of the educational system.

The school administrator encounters problem from day to day such as problems regarding teachers and other personnel, for which he has to find solutions being, the leader of the school system. As a leader, the role of the school administrator is to guide, to inspire, to boost morale, to arbitrate, to counsel, and to maintain harmonious working relationship between him and his subordinates and among subordinate themselves.

This researcher was motivated to undertake this study because the knowledge and insights will be useful to him and other school administrators in the performance of his leadership roles particularly in the choice of leadership styles that will bring out the best, in the teachers.

Teachers who give out their best produce highly motivated and highly performing learners. Such teachers make full use of their potentials and exert their best efforts for the attainment of objectives and goals of the school system

Statement of the Problem

This study attempted to find out the motivational needs of elementary school teachers, as well as the leadership styles of school administrators in the four school district of Catbalogan, Division of Samar and to determine their relationship to job satisfaction.

Specifically, this study sought answers to the following questions:

1. What is the profile of the teachers and administrators as to:

- 1.1 Age and sex;
- 1.2 Civil status;
- 1.3 Socio-economic status;
- 1.4 Teaching experience;
- 1.5 Present position;
- 1.6 Educational qualification and;
- 1.7 In-service training?

2. What are the motivational needs of elementary school teachers in the four school districts of Catbalogan, Division of Samar?

3. Is there a significant difference between the motivational needs of elementary school teachers in relation to:

- 3.1 Age and sex;
- 3.2 Civil status;
- 3.3 Socio-economic status;
- 3.4 Teaching experience;
- 3.5 Presents position;
- 3.6 Educational qualification and;
- 3.7 In-service training.

4. What is the level of job satisfaction of elementary schools teachers?

5. What are the leadership styles of school administrators?

6. Is there a significant relationship between the level of job satisfaction of elementary school teachers and the following variables:

- 6.1 motivational needs of teachers.
- 6.2 leadership styles of school administrators.

Null Hypothesis

Based on the problems presented the following are the hypotheses of the study:

1. There is no significant difference between the motivational needs of elementary school teachers in relation

to:

- 1.1 Age and sex
- 1.2 Civil status
- 1.3 Socio-economic status
- 1.4 Teaching experience
- 1.5 Present position
- 1.6 Educational qualification
- 1.7 In-service training

2. There is no significant relationship between the level of job satisfaction of elementary school teachers and the following variables:

- 2.1 motivational needs of teachers
- 2.2 leadership styles of school administrators

Theoretical Framework

One of the most pressing problems facing organizations today is how to motivate employees to work more productively and to increase their feelings of satisfaction and involvement with their jobs. In today's society, money no longer serves as the sole motivating force, since workers nowadays are better educated and thus have higher ideals.

This study is anchored on Maslow's Hierarchy of Needs (Maslow, 1954:362-364) which states that employees' needs emerge in a hierarchical fashion. According to Maslow

people constantly desire better opportunities: they always want what they do not yet have. Consequently, needs that have been satisfied are no longer capable of motivating behavior and a new need arises to prominence. Lower level needs must be satisfied before attentions can be paid to higher level needs. Maslow's category of needs from the lowest to highest are: Physiological needs, safety needs, belonging and love needs, esteem needs and self-actualization needs.

Maslow's hierarchy of needs though, have received little research support but continues to be popular among managers, executives and administrators, who have accepted as a motivating force the need for self-actualization.

The new crop of workers that have emerged today are better educated and have set their own personal goals to be achieved. Another theory looked into by this study is that of Edwin Locks (Manson, 1984:332) goal-setting theory of motivation. This theory has a common-sense appeal and is clearly relevant to the world of work. Locke argues that our primary motivation in a work situation can be defined in terms of our desire to achieve a particular goal. The goal represents what we intend to do at a given time in the future. Goals are important in any endeavor; motivating and guiding our behavior so that we perform in the most

effective way.

Goals facilitate job performance and satisfaction in four ways: they direct attention and action; they mobilize energy and effort; they increase persistence, and they motivate the development of the behaviors that are appropriate and necessary to attain the goals.

Leadership is the ability to decide what is to be done, and then to get others to want to do it (Boteman, 1993:430). The most effective leaders change their style of leadership according to the situation they face. Leadership is certainly not the sole determinant of productivity. Technology, motivational factors and subordinate skills must surely be considered. Leaders sometimes produce improvements in work method through the cooperation and motivation they induce in subordinates.

Conceptual Framework

The conceptual framework of this study is shown in Figure 1. It depicts the totality of how the study was conducted within the research environment of the four elementary school districts of Catbalogan I, Catbalogan II, Catbalogan III and Catbalogan IV in the municipality of Catbalogan, Division of Samar. The study delved into the perception of the teachers and administrators in terms of how motivational needs of the teachers and leadership styles

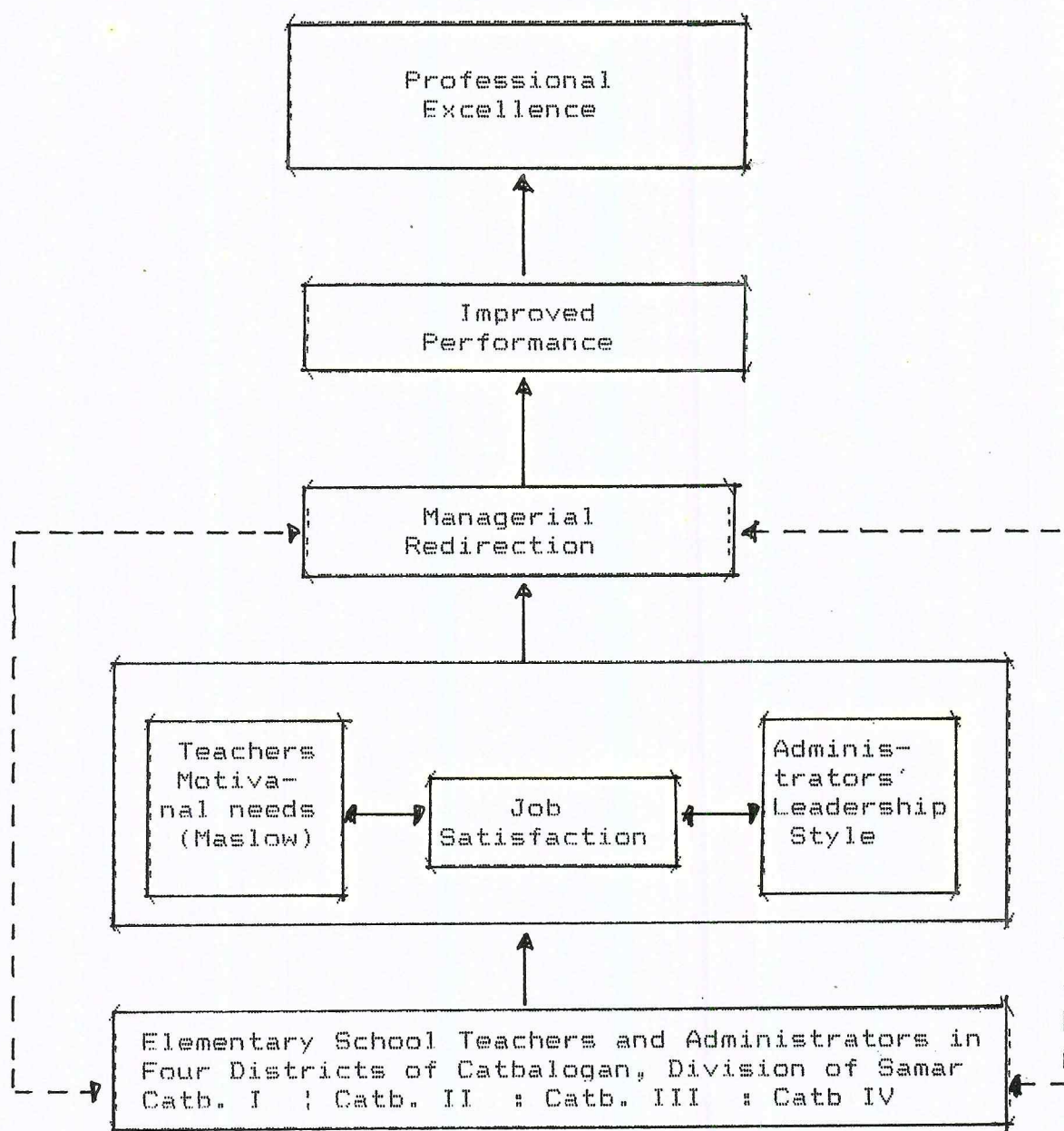


Figure 1 Schematic diagram of the conceptual framework depicting the research environment, respondents and the totality of how the study was conducted.

of administrators relates to job satisfaction of teachers.

To improve teachers' performance the result of the study must be applied where existing problems may be solved. It was envisioned that teachers perform best when they are satisfied with their job. Efforts of administrators through improved leadership styles will somehow lead to effective job satisfaction. Result of this study will lead to managerial redirection and thus improve the performance of teachers which may eventually lead to professional excellence.

Significance of the Study

This study is significant to policy makers, school administrators, teachers, pupils, the community in general and future/prospective researchers.

If the school fails to attain its goals and objectives the root cause of such failure may be traced to factors which deal with interrelationship of school administrators and teachers.

This study will give educational policy makers such knowledge particularly on the motivational needs of teachers and leadership styles of administrators as they relate to job satisfactions of teachers. Such knowledge will be useful for management to redirect its efforts towards job satisfaction of teachers via improvement of the administra-

tors' leadership styles and fulfillment of teachers' motivational needs.

The leadership theories and principles embodied herein will serve as guide for the school administrator in the performance of their leadership roles. Such leadership theories and principles may be applied in different leadership environment. The school administrator who desires to improve his effectiveness in leadership will benefit from the leadership styles that are found to be effective in different leadership situations such as those obtained in different schools or districts covered by this study. Moreover, this study will guide the school administrator in self-evaluating and improving his leadership styles to enhance his effectiveness as an educational leader.

This study is likewise significant for the teachers for the reason that job satisfaction is realized to the extent that their motivational needs are satisfied. Job dissatisfaction is a consequence of continuing failure to satisfy motivational needs. Teachers who derive satisfaction with their jobs perform better than those who are dissatisfied. This study will somehow guide the teachers in directing their efforts towards the satisfaction of their motivational needs.

It will generate high pupil achievements through high performing teachers who are satisfied with their jobs. Moreover, some implications may be derived from the teaching-learning environment that is managed by a happy and satisfied teacher: that her mood, dispositions, and attitude will cause a happy learning relationship between the teacher and her pupils.

It will provide community members with knowledge of the motivational needs of man. It will likewise give insights into the behavior of teachers and other professionals and workers in various fields of endeavor and finally a guide on how to become an effective leader.

To prospective researchers it is likewise significant for this may be used as reference, and this may encourage them to undertake a similar study with a different research environment.

Scope and Delimitation of the Study

This study focused on the motivational needs of elementary school teachers and leadership styles of the school administrators as it relates to job satisfaction.

This study covered four school district in Catbalogan Catbalogan I, Catbalogan II, Catbalogan III, Catbalogan IV. Only 13 complete elementary schools in these districts

headed by a principal, head teachers or a teacher-in-charge were included in this study.

It involved 242 respondents, 19 administrators and 223 elementary school teachers.

The study was conducted in the school year 1997-1998.

Table 1

Administrators and Teacher Respondents

| ===== | | | | | | | | | |
|---|-----|-----|--------|-----|-----|--------|-----|-----|--------|
| Respondents: Administrators: Teachers : Total | | | | | | | | | |
| | : N | : n | : % | : N | : n | : % | : N | : n | : |
| <hr/> | | | | | | | | | |
| Catb. I | 4 | 4 | 21.05 | 129 | 57 | 25.56 | 133 | 61 | 25.21 |
| Catb. II | 6 | 6 | 31.58 | 156 | 69 | 30.94 | 162 | 75 | 30.99 |
| Catb. III | 4 | 4 | 21.05 | 118 | 52 | 23.32 | 122 | 56 | 23.14 |
| Catb. IV | 5 | 5 | 26.32 | 102 | 45 | 20.18 | 107 | 50 | 20.66 |
| <hr/> | | | | | | | | | |
| Total | 19 | 19 | 100.00 | 505 | 223 | 100.00 | 524 | 242 | 100.00 |
| ===== | | | | | | | | | |

Definition of Terms.

For clarity and better understanding the following terms are herein defined conceptually and operationally within the context of effective motivation and job satisfaction.

Administrator. Administrators is a generic term that refers to a person responsible for the total management of

an educational system, institution or division (Good 1973: 15). In this study it refers to the head of a school or district such as District Supervisor, Principal, Head Teacher and Teacher-in-Charge.

Excellence. This term refers to a fact or state of excellence; superiority (Thorndike and Bloomfield:499). In this study it is specifically described as professional excellence which means superior professional performance of teachers who have been motivated efficiently and effectively by school administrators, who endeavored to work for a highest professional standard.

Job Satisfaction. In essence, job satisfaction represents the constellation of a person's attitude towards or about a job as a whole. It is a function of satisfaction with different aspects of the job (supervision, pay, the work itself) and of the particular weight or importance one attaches to these component (Bateman; 1986:338). In this study, job satisfaction refers to the teachers feeling of satisfaction towards their work in such aspects as the working condition, chances for advancement, salary etc.

Leadership. Leadership is defined as an interpersonal influence exercised in situation, and directed through the communication process, towards the attainment of a specified goal or goals (Gouldner, 1950:35). In this study it refers

to the influence that school administrators have, encouraging teachers to work for and to give their best effort individually or collectively for the attainment of objectives and goals of the school system, and for the fulfillment of their motivational needs and job satisfaction. Such influence is generated to teachers through the administrator's leadership styles.

Leadership Style. Mode of performance of an educational official whose performance may be judged according to various models such as charismatic leader, authoritarian leader and therapeutic leader. In this study it refers to the manner of acting or doing by school administrator while performing his duties and functions. Some examples are: He tries out his own idea in his unit, criticize poor work; and encourage after-duty services by persons in his unit, etc.

Management. Management is a distinct process consisting of planning, organizing, and controlling; performed to determine and accomplish the objectives, by the use of people and resources (Meine, 1961:40).

Morale. This term refers to the general level or tone of the attitudes of personnel in an institution (Good, 1973:373). In this study it refers to the enthusiasm and attitudes of teachers and administrators in a school or district.

. Motivation. This term refers to forces that energizes, direct and sustain a person's efforts. It is a combination of psychological forces which initiate, direct and sustain behavior towards successful attainment of some goals, which provide a sense of significance (Bateman, 1993:443). In this study it refers to the process of arousing and sustaining enthusiasm in activities geared towards the achievement of educational and personal goals.

Need. A requirement of an organism for survival, growth, reproduction, health, social acceptance, etc. (Good, 1973:383). In this study it is specifically described as teachers' motivational needs which refer to individual needs that motivate teacher behavior towards its fulfillment such as need for recognition, status, advancement etc.

Performance. This term means the actual accomplishment as distinguished from potential ability (Good 1973:414). In this study it refers to teachers' actual accomplishment Vis-a-vis the goals and objectives of the school system. It is also the expected result, if through management redirection teachers motivational needs are met and they are satisfied with their jobs.

Professional. A professional is one who has acquired learned skills and conforms to ethical standard of the profession in which he practices the skills (Good, 1973:440)

Socio-economic. This term relates to income and social position considered as a single factor. (Gove, 1986). In this study socio-economic status is defined operationally as family income.

Teacher-in-Charge. Usually a teacher responsible for the instructional activities and minor administrative procedures in a given department (Good, 1973:277). In this study it refers to a teacher who is officially designated by the District Supervisor or the School Division Superintendent to function as school head in the absence of a Principal or Head Teacher.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

To guide the researcher in coming up with the study and to give it meaning and substance, a review of related literature and studies was done. For this purpose the researcher perused and organized concepts and studies from books, unpublished masters thesis and dissertations from the Philippines and from other countries.

Related Literature

One of the most pressing problems facing organization today is how to motivate employees to work more productively and effectively, and to increase their feelings of satisfaction and involvement with their jobs.

Human motivation is most complex. Individuals seldom behave or respond to a particular situation because of a single motive. According to De Leon (1993:214) individuals are driven by a variety of needs and desires, some complimentary and others conflicting. The evidence is clear that many people work to satisfy a lot of inner needs. Of course, people have different needs: the work that satisfies the needs of one may frustrate the needs of another.

McGregor (1960:36) describes man as a perpetually wanting animal. Thus man tries to satisfy a need only to find the emergence of a second need after satisfying the first. Administrators who are acquainted with motivational factors in job situations are more effective and successful managers than those who are not. McGregor believes that behind every managerial decision or action are assumptions about human nature and human behavior particularly when at work. He theorized that management thinking and activity is related to a base in theory assumption embodied in Theory X and Theory y.

Theory X assumes that an average human being has an inherent dislike for work and tendency to avoid it. To make him work to achieve organizational goals he must be controlled, directed and threatened with punishment. He has little ambition; wishes to avoid responsibility and he wants security above all. Managers who believe in Theory X use threats and exercise all authority to make people work.

On the other hand Theory Y assumes that work is as natural as play or rest. External control and threat are not the only means for achieving organizational objectives, that the more humane way is through rewards associated with achievement. The most significant of such rewards are those that satisfy self-actualization. Under proper

conditions human beings learn not only to accept but to seek responsibility. Theory Y subscribes to the capacity of human beings to exercise a relatively high degree of imagination, ingenuity and creativity in the solution to administrative problems and the utilization of his intellectual potentialities.

Argyris (1953:32) emphasized that man at birth is constructed with the Maslow needs and Y potentials but from that point on, man is in the direction of maturation. From immaturization, Argyris presents several dimensions through which an individual passes to achieve mental health. These are: 1) being passive, 2) being dependent, 3) being unaware of self, 4) being subordinate, 5) possessing a short time perspective, having casual and shallow interests, and (6) being capable of behaving in only few ways.

When one has matured, however, there is an increasing activity, independence, awareness of and over self, aspiring to occupy a superior position, having long term perspective, developing interest and being capable of behaving in ways to satisfy human needs.

Bausner and Synderman (1981:496-497) propounded the Two-Factors Theory of Motivation. These two factors are the motivational factors and the hygiene or maintenance factors.

The following are the motivational factors which

motivate employees to do superior performance: (1) Achievement. This is a feeling of personal accomplishment or the feeling of having a job well done; (2) Recognition. This is the state recognized for a job well done such as being complemented by the boss, receiving reward, promotions or salary increase; (3) Participation. This refers to being personally involved in one's work; having some responsibility for making decisions about one's job; (4) Growth. This applies to challenges of the job itself and the chances to learn skills, acquire knowledge, achieve development and advancement. When more varied tasks are included under a job enrichment program, the work is made more interesting and challenging, the job becomes more satisfying and the employee becomes more productive.

The hygiene or maintenance factors which motivates employees to work are the following: 1) company policy and administration; 2) Supervision; 3) Interpersonal relations; and 4) Working conditions.

Likert (1961:282) developed a motivational approach. He emphasized the motivator rather than the person to be motivated.

In supervisor-teacher relationship for example this theory focuses on the motivational techniques of the supervisor rather than the factors that cause a teacher to

become highly motivated.

Thus the supervisor employs many motivational techniques such as incentive plans, words and special recognition, ceremonies, as well as, stimulating the workers' curiosity or desire to be creative.

Zeithamel (1993:445) reiterated that effective managers or administrators will facilitate performance by providing the things employees need to do their jobs. Managers can give their people proper training. The necessary tools and equipment, adequate budget and support staff, and enough authority and information to perform their jobs well. Without these things, even motivated employees will not perform well. If employees have everything they need to perform well, they shall be able to do the job, but they must also be willing.

People are willing to work hard if there is a reason to do so. Something must happen in their work environment that will prompt them to work. Thus, effective managers will take action that stimulate and facilitate performance.

Vroom (1964 :202) has come up with a motivative approach, which is more of an explanation of behavior and motivation than a concrete plan for motivating behavior. In this, the worker will have definite idea about the preferred outcome. A person may believe that a particular

outcome is very important, but unless personal actions can bring the desired result, the more will there be a need for greater motivation.

Katz and Khan (1965:282) came up with their belief that money is a good motivator. He said that money is something like magic in society. People are encouraged to collect as much as they can. But when one look behind the uproar, it is not money itself that one strives for but things money can buy. What a person really seek is security, independence, social status and a sense of accomplishment.

Motivation is perceived as the key to creativity. Innovation is the use of present knowledge to solve a problem that has never been solved before. It is widely agreed that creativity arises when there is a problem to be solved and the problem is seen in the light of the critical variables and their relationship.

In encouraging creativity within an enterprise, certain things need to be recognized: 1.) Creativity is not as sometimes thought of as rare human quality, although socially significant, creativity is a much more rare achievement; 2.) Creativity is largely a matter of placing a person in an environment where he can recognize the existence of problem, and where he will have the organizational authority and resources to solve them; that

is the freedom to innovate and create.

Schuler (1983:16) said that after employees are on the job it becomes necessary to determine, how well they are doing and to reward them if they are doing well. If they are not doing well, it becomes necessary to determine why. This determination may indicate that the reward structure needs to be change. It may also indicate that employee training is necessary or that some type of motivation may be provided. To this end this function incorpoarate two activities: 1) Appraising and evaluating employee behavior, 2) Analyzing and motivating employee behavior.

Although performance appraisal can be painful to both supervisor and employee it is a critical activity. It is especially critical since legal compliance dictates that employment decision be made on the basis of performance.

According to Flippo (1980"341-341) specific wants of employees are: pay to satisfy his psychological needs, security of jobs, credit for work done which can be supplied by management through verbal praise for excellent work, public recognition and monetary rewards, a meaningful job, an appportunity to advance, comfortable, safe, attractive working conditions, competent and fair leadership, reasonable orders, and direction and a socially relevant organization.

These wants are corroborated by Herman (1991:57-101) in his book "Keeping Good People". He stated that what good people want are: status, rewards, opportunities, recognition and similar returns for their investment of time and energy.

In order to keep good people working in an organization the leader has to consider motivational factors such as good working conditions, feeling "in" on things, tactful disciplining, full appreciation of work done, management, loyalty to workers, good wages, promotion and growth, help on personal problems, job security and interesting work.

Herman also cited that the strongest motivators for workers to perform to the best of their ability, is to receive feedback on how they are doing; they want to feel involved in the job, to the point of designing the job and designing goals and objectives and in the want for help on personal problems. The organizations who provide for the wants of their employees will attract and keep good people who are productive and committed and who make lasting valuable contributions.

Aside from compensation people shift their loyalties to new employers due to the absence of non monetary factors such as recognition and attention. The way people are treated by their managers will determine their satisfaction, productivity and longevity.

Some strategies in keeping good people were cited by the author foremost of them are: sharing a common vision, valuing each individual, having a set of guiding principles, prohibiting discrimination of any kind, being honest and fair, celebrating birthdays, achievements and other occasions, providing advancement opportunities, responding to complaints with solutions, and a commitment by management, that people are most important.

According to Sison (1981:420-421) motivation has the following effects: 1) That employee who are sufficiently motivated, move and act to follow the direction desired by management; 2) That the motivated employee achieve high output and produce good quality products and services; 3) That the employees who are properly motivated are more careful in the use and care of equipment, avoid or prevent accidents, and minimize or prevent losses or wastes; 4) That employees accept willingly the changes management introduces, provided that the changes to be made have been previously explained and understood by them. Proper training is provided to adjust them to change; 5) That the motivated employees willingly respond in time of emergencies or during rush period or occasions requiring special effort, overtime and the like; 6) That with the motivated employees, problems of discipline are minimized.

Barnard (1957:128) distinguished effectiveness and efficiency of cooperative action. Cooperation in an agency depends upon effectiveness and efficiency of the leader. When common goal of an institution is accomplished by the group, there is an effective leadership and when after the accomplishment of goals of an institution the group has been satisfied, there is an efficient leadership. In Barnard's terms, the leader must contribute cooperative action that is both effective and efficient. This means that the leader or Principal must be strong in both dimension of the educational theory of administration.

In order to provide guidance for a more effective leadership Covey (1991:13-20) emphasized leadership rooted upon natural laws to be more effective and enduring leadership. He advised against leadership habits based upon varying degrees of dependency. He said, "Give a man a fish, and you feed him for a day. Teach him how to fish and you feed him for a lifetime".

The use of heavy-handed means of a leader to justify virtuous ends are leadership habits not in consonance with natural laws. Covey elaborated: "Our Effectiveness is based upon certain inviolate principles- natural laws in the human dimension, that are just as real as unchanging as laws such as gravity in the physical dimension. These principles

are woven into the fabric of every civilized society, and constitute the roots of every family and institution that has endured and prospered.

Principles are not invented by society. They are laws of the universe that pertain to human relationships and organizations. People should live in harmony with such basic principles as fairness, equity, justice, integrity, honesty and trust.

Leadership with these basic principles moves towards survival and stability. Ignorance of these principles on the other hand leads to disintegration and destruction.

Cohen (1990:12) in his book, "The Art of the Leader" suggested some rules for effective leadership to wit: If you want people to follow, you make them feel important. If you have a vision and you communicate it to others you will succeed though the odds are against you. Treat them as you would like to be treated yourself and put the welfare of those you lead above your own welfare, and take responsibility of your actions and adjust your mistakes. Praise in public, criticize in private, take time to see and be seen and use competition to make striving a game.

Leadership styles may be effectively employed if leadership situations are taken into consideration. Leadership situation vary, and such factors as environment,

culture, and organization bear influence to the leadership situation.

Koontz (1988:667) cited Fielders Contingency Approach to Leadership. It theorizes that the ability of the leader to exercise influence depends upon the group task situation and the degree to which the leader's style, personality, and approach fit the group. People become leaders not only because of the attributes of their personality but also because of motivational factors and the interaction between the leader and the situation.

Some critical dimensions of leadership situation were likewise stated: 1.) Position power. This is the degree to which power of the position enables a leader to comply with directions; 2.) Task structure. The extent to which tasks can clearly be spelled out and the people held responsible. Leader-member relations. It has something to do with the extent that the members like and trust the leader and are willing to follow him.

These critical dimension of leadership situation are indispensable as contributing factors for effective leadership of school administrators, considering the fact that two of them: position power and task structure are mandated by higher authorities of the Philippine Educational System.

Related Studies

A perusal of master's theses and dissertations on motivational needs, leadership styles and job satisfaction is presented in order that this study will have authoritative references to support its concepts and assumptions.

Jorge Abreau (1980) studied Herzbergs motivational factors that contribute to job satisfaction among the faculty members of the school on education in the state of Michigan, USA. His study was centered on finding out, if there is a significant relation between the motivational factors such as the responsibility, job itself, achievement, advancement and recognition to the reaction of the participating faculty members towards their job. It was found out that there was a significant relation between the motivational factors and the reaction of the faculty members towards their job. Abreau's study also included a relation between Herzberg's environmental factors and items expressing job dissatisfactions. These environmental factors were: salary, job security, possibility of growth, institutional policy, working conditions, interpersonal relations, status, technical supervision and personal life.

The findings of Abreau support Herzbergs's conclusion that feelings of dissatisfaction is determined by the

perception one has about motivational factors. Feelings of job dissatisfaction are affected by the perception one has about factors related but external to the job.

Abreau's study has relationship to the present study as both looked into the motivational factors that promote job satisfaction. However, the study of Abreau is limited to the motivational factors as suggested by Herzbergs while the present study delved into the relationship of motivational factors and leadership styles as it promotes job satisfaction. Moreover the environmental factors in Abreau's study are likewise included among the motivational needs and job satisfaction in the present study. This dissimilarities lies in the fact that the present study do not have items expressing job dissatisfactions while Abreau's study includes such items that are related to environmental factors.

In a study, conducted by Cañete (1994), he found out that there is positive significant relationship between leadership styles of school administrators and parental involvement in school-community activities. He recommended that in school-community activities there should be a congenial interrelationship between teachers and people in the community.

Cañete's study is related to the present study because the leadership styles are mostly similar. The administrators' leadership styles has something to do with the interrelationship of his teachers and the people in the community where congenial interrelationship existed between the teachers and the people in Pastrana Leyte. Similarly in this study the leadership styles of school administrators are being looked into as to whether it bears relationship to the job satisfaction and motivational needs of teachers. It can be perceived that the leaders' leadership style has something to do with relationship between the leader and the follower: be it in school, in the community or in any organization where there is a leader.

Chicano-Bolano (1992) made a study on the "Relationship of Principal's Personal characteristics, Instructional Leadership and Management Styles to Teachers' Performance in the Division of Eastern Samar. Among his findings are the following:

1. There is no significant relationship between instructional leadership and personal qualities of the principal such as sex, educational qualification and experience. Experience is no guarantee for high instructional leadership. However, there is a significant relationship between instructional leadership and age of the

principal. Apparently age is the only factor that has significant relationship with instructional leadership.

2. On the management style and personal characteristics of the principal, it was found out that there is no significant relationship between management styles and personal qualities of the principal such as age, sex, educational qualification and experience. Further it was found out that there is no significant relationship between the principal's autocratic management and experience.

3. Management style of principal is not related to teachers performance.

Only the democratic style of management has a strong relationship with instructional leadership. Chicano-Bolano came up with the following recommendations:

1. For effective instructional leadership the school principal employs the democratic type of management. Discrimination and playing favorites must be avoided. The welfare of the many should be considered over and above the welfare of a few.

2. Transparency should be observed in the school principal's performance of administrative and supervisory functions. When there is a vacancy or an opportunity for promotion the vacancy should be made known before not after

it is filled.

The study of Chicano-Bolano is related to the present study only because both studies looked into how leadership styles affect performance of teachers.

Villarejo (1990) made a study on leadership styles of Public Elementary School Administrators in Relations to Teacher's Morale. The findings of the study were:

1. The leadership styles commonly exhibited by school administrators in the towns of Northwestern Leyte: San Isidro, Tabango North, Tabango South, Villaba North, Villaba South as perceived by teachers as monothetics, transactional and ideographic.

2. That the morale of teachers was indicated to be on the average.

3. That there is a significant relationship between the morale level of teachers and the leadership styles of school administrators.

Villarejo's study is similar to the present study as both studies tried to consider the influence of administrator's leadership styles on teachers. However, Villarejo study placed emphasis on teachers' morale while the present study was more on job satisfaction.

Abrenzosa (1983) studied the factors related to the level of morale of elementary school teachers in Eastern

Samar. These factors were classified into two categories: the factors related to high morale and the factors related to low morale.

The factors related to high morale were: 1) Teachers rapport with school administrators; 2) Job satisfaction, 3) Rapport among teachers; 4) Curriculum; 5) Community support for education.

Factors related to low morale are the following: 1) Both teachers and administrators are little concerned with prestige, security and benefits; 2) Teachers salary; 3) Job satisfaction is high for teachers but low for school administrators; 4) Teacher's load.

Generally, morale of teachers in Eastern Samar Division is average while that of school administrators is below average.

The factors related to difference in morale between school administrators and teachers are salary and teachers' rapport with school administrators.

The previous study is related to the present study as both studies were concerned on how to boost teachers morale and job satisfaction.

Legion (1995) made a research on administrator's tasks and teachers' tasks as they relate to school effectiveness.

The administrators's task referred to are planning and

organizing work, utilization of resources, problem analysis and decision making, promptness and accuracy in the submission of required reports, personnel management and community relations.

The teachers' tasks are: pupils' achievement, teachers' competence, teachers' personality and human relations. The findings of the study are as follows:

1. That performance of administrator's tasks directly influence school performance and that performance of administrators tasks indirectly through the teachers does not have a meaningful effect in school performance.

Generally, performances of the school administrators of the six tasks previously mentioned have greater direct effects on school performance rather than indirect effects through the performance of teachers.

It was recommended that school administrators and teachers work together to improve the task within their control such that the magnitude of influence of their performance is strongly felt and vividly seen in school effectiveness.

This study is related to the present study because administrator's tasks involve the exercises of leadership styles which are inherent in his position as a leader of the school system.

Jabinar (1989) in her study on Motivational Practices of Elementary School Principals in relation to the Functions of Management" made the following conclusions:

1. Subordinates generally subscribe to the motivational practices of the principal in accordance with the concept of Theory Y. She recommended that to be effective in performing management functions, elementary school Principals employ motivational practices patterned with the concept of Theory Y.

It was recommended that the Principal exert more effort in performing the four major functions of management because from both perceptions of teachers and principals the indicators of the principal's motivational practices is anchored only at "sometimes".

Jabinar's study bears relationship with the present study in some aspect, as the motivational practices are similar with leadership styles indicators in this study. Jabinar contributed to the identification of various indicators of leadership styles.

Abella (1982) conducted a study on "The Relationship of Leadership Styles in Classroom Supervision Among Principals in Catbalogan District to Teacher Performance in Classroom Instructional Competence". She opined that there is a significant relationship of leadership styles in classroom

supervision to teachers' performance.

That the leadership styles employed by principals are the autocratic type or initiating structure, the democratic type or consideration and the laissez faire type.

That the style used by principals vary from one situation to another. Principals do not use purely one leadership style. However, consideration of the democratic type is more prevalent than the other types of leadership styles.

Abellas' study have bearings on the present study since both investigated the influence of leadership styles. They differ on the fact that the present study also involved motivational factors of teachers.

Legaspi (1992) on her study on the Job Satisfaction among elementary school teachers of Leyte Division identified as job content satisfiers, the following: Achievement, recognition, responsibility, advancement, work interest and personal growth. She found out that job content satisfiers varies with reference to age, with reference to sex, with reference to civil status and with reference to place of assignment.

1. With reference to age. It reveals a room for enrichment in achievement responsibility and personal growth. There is high level of job satisfaction in work

interest.

2. With reference to sex, both male and female had a high level of job satisfaction in advancement and in personal growth. They feel they have to grow professionally regardless of sex.

3. With reference to civil status there is room for enrichment in all job content satisfiers. Married teachers have high level of job satisfaction in advancement and work interest.

4. With reference to place of assignment, there is room for enrichment in all job content satisfiers except in advancement.

It was recommended that school administrators should do something worthwhile , something they can be proud of.

Abella, Burchel and Legaspi's study bears relationship with the present study, specifically on the variables of age, sex, socio-economic status and civil status, which were related to their job satisfaction and motivational needs. The study differ on the respondents and the job satisfiers used in the present study.

According to Trinidad (1988), there is no consistent relationship between satisfaction and productivity. Further, she pointed out researches that shows the following findings.

1. Instead of high employees' job satisfaction leading to high job performance, the reverse may be true. High performance is more likely to lead high job satisfaction through rewards that the employees receive for performance which he perceives as equitable. If rewards therefore are believed to be unrelated to high job performance, dissatisfaction results.

2. Extrinsic rewards (pay and benefits) may be less important rewards for high performance than the intrinsic rewards of higher self-esteem and prestige, greater autonomy on one's work, opportunity for growth and development, feeling of accomplishment and fulfillment of self-actualization in general.

3. Managers need to recognize that the nature of production technology and the consequent organization of the work affect leadership styles.

Trinidad's study is concerned on the job satisfaction and production of employees and workers, while the present study is focused on the teacher's motivational needs, leadership styles of administrators, and their job satisfactions.

The relationship between Job performance leading to high job satisfaction was further revealed in a study by Baklein (July 1980:84). It was found out that a moderate,

and reciprocal relationship between job satisfaction and performance existed. Job satisfaction caused good performance and performance-caused satisfaction, although the strongest direction was from Job Performance to Job satisfaction, rather than satisfaction to performance.

Bebiano (1980), in his study about administrator's attitudes towards their job concluded that salary and educational qualification are some of the factors that influences teachers behavior towards their profession. When teachers feel that they are educationally behind and their salaries are low, dissatisfaction may likely be felt.

Zerda (1980), on his study on administrator-teacher relationship affecting job satisfactions found out that in the Division of Surigao City the existing relationship between the administration and the teachers was insignificant. Hence, job satisfaction was less satisfactory.

Trinidad (1980) on her study on job satisfaction and performance of secondary school teachers in Region 8 revealed that teachers feel happy when they are getting ahead of their work and when they are managed by competent and knowledgeable administrators. Job satisfaction of secondary school teachers is significantly related to job performance. Teachers performed very satisfactorily when

they are satisfied with their jobs. The reason for their satisfaction were: getting ahead professionally, getting ahead in the organization, good and competent superiors, decision-making freedom and responsibility, nature of the organization, influencing decisions and the exercising power, fringe benefits, opportunity to grow professionally, availability of support, importance of work, prestige in the organization, good relations, salary, respect of co-workers, prestige in the community and security in the job.

The present study is similar to the study of Baklein, Bebiano, Zerda, and Trinidad on the aspect of relating the job satisfaction of teachers to the leadership styles of their administrators. They differ on the type of respondents, the job satisfiers and leadership style used in the conduct of the present study.

Espinosa (1983) in his study related to job performance of teachers advised that school heads in assigning teacher to an endeavor field or specialization according to major subject taken should be given priority. Promotion should come from within the rank and file based on merit accomplishment. Teachers should be notified about opportunities or vacancies for promotion earlier rather than when the vacancy is already filled up. Worthy accomplishments should be given rewards. When subordinates

present problems about their work, school heads should not show a feeling of indifference. Teachers should be treated equally and fairly well and be given the opportunity to participate in policy making, especially those affecting their jobs.

Fiji (1988), in her study on Value Alternatives and Job Content Satisfiers of Educational administrators emphasized that the value alternatives referred to are purpose in life and social responsibility. This study determined the relationship between the commitment to value alternative and the job content satisfaction of educational administrators. The factors for job satisfaction were those stated in Herzberg's Motivation Theory.

Some employees believe that high wages is an accurate indication of one's motivation in his job. The literature reviewed however, showed that a good salary alone will not motivate one to work well. But it was noted that these were satisfying factors on the job even with unpleasant environmental condition which explains why there are employees who will stick to a job even with poor environmental conditions.

Fiji's study bears relationship to the present study as both involved motivational factors on teachers job satisfaction. The present study differ on the type of

respondents involved and the motivational factors included in Fiji's study.

Chapter 3

METHODOLOGY

This chapter discusses the methods and procedures employed in the conduct of the study including the research design, instrumentation, validation of the instruments, sampling procedure and the statistical methods.

Research Design

This study used the normative-descriptive research design with the questionnaire as the chief instrument used in data gathering. It tried to investigate the motivational needs and job satisfactions of the elementary school teachers and the leadership styles of their administrators. This was supplemented by interviews and documentary analysis on the in-service training, length of service, position and educational qualifications of the respondents.

Instrumentation

Various instruments were utilized in this study. These were the questionnaire, documentary analysis, interview and observation. The use of several instruments was very necessary in order to get a valid and reliable data that will support this investigation.

Questionnaire. The principal instrument in this study

was the questionnaire. There were two sets of questionnaires, one for the teachers and another for the administrators.

The teachers' questionnaire was composed of three parts, namely: Part I - Personal Information of the respondents. Part II on the teachers motivational needs and Part III was on the Job Satisfaction.

The questionnaire for the school administrators were of two parts: Part I calls for Personal Information and Part II on the Leadership Styles of school administrators. Leadership styles of school administrators was adapted from the study of Tajo (1973), on Perceived Leadership Styles. It consist of behavior of school administrators in relation to his subordinates as he performs his official functions and duties. It contains 40 descriptive statements intended to bring out the school administrators' leadership styles.

Documentary analysis. This technique was used to scrutenize records on in-service trainings, socio-economic status and other vital documents to tap valid information that served as data for this study. These were as follows: Biodata of teacher which included their training/seminars attended, educational qualification, age, and position. The service record of respondents were also looked into. The socio-economic status, the payroll and the BIR individual

Income Tax Return were considered.

Interview. In order to validate information and to supplement information gathered from the questionnaire and from actual observation, unstructured interviews were employed to supplement the responses made by the respondents.

Observation. An on-the-spot observation of the research environment and the respondents in their place of work were done in order to see some outward manifestations of teachers and administrators' behavior which bear some relevance to this study. Teacher's job satisfaction was apparently observe on the teaching-learning environment of the school, together with the harmonious relationship, cooperation and effectiveness of the school administrator's leadership styles.

Validation of Instrument

To insure the reliability and validity of the questionnaire, it was first submitted to an expert group, the doctoral and masteral students who were specializing in educational management in Samar State Polytechnic College. The questionnaire was also tried-out in a dry-run among elementary school teachers and administrators outside of Catbalogan, which has same number of teachers to that of

district that were chosen as respondents.

After the retrieval of the questionnaire, necessary revisions on the questionnaire were made based on the comments and suggestions from the teachers and administrators involved in the validation. The final questionnaire incorporated the suggestions and comments on the dry-run. The questionnaire was so formulated to enable the respondents to answer the questionnaire with maximum ease and facility. The questionnaire was finalized only after the comments and suggestions of the adviser were sought for and considered. Then the final questionnaires were distributed to the respondents.

The questionnaire on leadership style was adapted from Dr. Tajo's Study on Leadership Style of Administrators in the Division of Leyte, hence there is no more need for the validation of the instrument.

Sampling Procedure

There were two groups of respondents in this study: the teachers and the administrators. The school administrators included the district supervisors, the principals, the head teachers and teacher-in-charge. The total enumeration process was used. This means that all the administrators in the four district of Catbalogan were taken as respondents.

For the classroom teachers, the Sloven's formula (Sevilla, 1990:182-183) was applied as presented below.

$$n = \frac{N}{1 + N_e^2}$$

Where: n --> sample size

N --> total population

1 --> constant number

e --> margin of error (0.05)

The computed sample size or respondents were all of the 19 school administrators and 223 teachers. The lottery or fish bowl technique was used in the selection of teachers respondents in the four school district of Catbalogan.

Treatment of Data

The data gathered through the use of the questionnaire were tabulated and properly evaluated, analyzed and interpreted qualitatively and quantitatively using the appropriate statistical measures and procedures.

For the table, a five-point scale of assessment was used. For the motivational needs of teachers, the following descriptive and numerical scales were arbitrarily developed by the researcher to suit the purpose of the study.

| | | | |
|-------------------|--------|-----------|---|
| Strongly Agree | (SA) | | 5 |
| Agree | (A) | | 4 |
| Slightly Agree | (Sl A) | | 3 |
| Disagree | (D) | | 2 |
| Strongly Disagree | (SD) | | 1 |

To measure the job satisfaction of the respondents, the following descriptive and numerical scales were developed.

| | | | |
|--------------------|------|-----------|---|
| Fully Satisfied | (FS) | | 5 |
| Very Satisfied | (VS) | | 4 |
| Satisfied | (S) | | 3 |
| Slightly Satisfied | (SS) | | 2 |
| Not Satisfied | (NS) | | 1 |

To measure the leadership styles of the school administrators the Likert scale was used for the interpretation of the weighted mean.

| | | | |
|-------------------|--------|-----------|-------------|
| Strongly Agree | (SA) | | 5.00 - 4.51 |
| Agree | (A) | | 4.50 - 3.51 |
| Slightly Agree | (Sl A) | | 3.50 - 2.51 |
| Disagree | (D) | | 2.50 - 1.51 |
| Strongly Disagree | (SD) | | 1.50 - 1.00 |

The same numerical range of interpretation was used for motivational needs and job satisfactions.

The statistical formula were used to compute the means and the numerical relationship that this study seeks to find in accordance with the specific questions.

1. The specific question no 1, on the profile of the respondents such as age, civil status, socio economic status, teaching experience, present position, educational qualification and in-service training, the percentage of each variable was computed with the use of the formula below.

$$\% = \frac{n}{N} \times 100$$

Where: % --> percent

n --> no. of cases on each variable

N --> number of cases

2. To answer the first null hypotheses which state that there is no significant difference between the motivational need of teachers according to: age, sex, civil status, socio-economic status, teaching experience, present position, educational qualification and in-service training, were determined, using the t-test formula for independent samples. (Downie & Health:1984)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(Ex_1^2 + Ex_2^2)(\frac{1}{N_1} + \frac{1}{N_2})}{(N_1 + N_2 - 2)(\frac{1}{N_1} + \frac{1}{N_2})}}}$$

Where: \bar{X}_1 = mean of sample 1

\bar{X}_2 = mean of sample 2

N_1 = number cases on sample 1

N_2 = number cases on sample 2

For data which involves more than two variable the One Way Analysis of variance was applied. If the null hypothesis was rejected a further test using t-test was used to

$$F = \frac{MSb}{MSw}$$

Where: F --> the computed statistical value

MSb --> the mean square between and

$$MSb = \frac{\text{Sum of Square Between Mean}}{\text{Degree of Freedom}}$$

MSw --> the mean square within

$$MSw = \frac{\text{Sum of Square Within Mean}}{\text{Degree of Freedom}}$$

determine further where the significant of difference lies.

Before applying the foregoing formula, the following steps with their corresponding formulas were used;

$$SSt = EX^2 - \frac{(EX)^2}{N}$$

$$SSb = \frac{(EX_1^2)}{n} + \frac{(EX_2^2)}{n} - \frac{(EX)^2}{N}$$

$$SSw = SSt - SSb$$

Where: SSt --> the total sum of squares of the variables

SSb --> the sum of squares between

SSw --> the sum of squares within

X_1 --> category one

X_2 --> category two

n = number of cases under such category

N = Total number of cases.

The Scheffes' test used to test the significant difference between the two means has the following formula.

$$F = \frac{X_1 - X_2}{MSS/N_1 + N_2 - 2}$$

3. For the second null hypotheses wherein the relationship between job satisfaction and the motivational

need of the elementary teacher; leadership styles of school administrators and the job satisfaction were computed using the Correlation ratio with the following formula: (Pagoso, 1983: 300)

$$E_2 = \frac{\bar{E}N_iY_i^2 - NY^2}{E_rE_c \times Y_i^2 - NY^2}$$

Where: X = mean of motivational needs responses

Z = mean of job satisfaction responses

N = number of cases

E_2 = Correlation ratio of X and Z

The interpretation of the values of r is shown on the table below:

| Computer r | Interpretation |
|--------------|--|
| 0.00 to 0.20 | denotes negligible relationship |
| 0.21 to 0.40 | denotes low correlation present |
| 0.41 to 0.70 | denotes substabtial or moderate relationship |
| 0.71 to 1.00 | denotes high to very high relationship |

To determine the significant difference of the relationship the Fisher's t-test was employed with the

following formula:

$$t = \frac{r \sqrt{n - 2}}{\sqrt{1 - r^2}}$$

Where: $r \rightarrow$ correlation

$n \rightarrow$ number of cases

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains a detailed presentation, analysis and interpretation of data in accordance with the specific questions posed in this study. The data are presented in tables followed by their descriptive interpretation. The presentation starts with the profile of the respondents, the motivational needs of the elementary teachers and their job satisfaction. This is followed by the leadership styles of their school administrators.

Profile of the Respondents

In this study the profile of the elementary teachers and their supervisors as to sex, age, civil status, socio-economic status, educational qualification, position/designation, experience and in-service training were gathered.

Sex and Age of the Respondents. The sex of the respondents can be gleaned in Table 2. There were 7 males or 36.83 percent and 12 or 63.16 percent females from among the administrators while the teacher respondents were composed of 32 or 14.35 percent males and 191 or 85.65 percent females.

Table 2

Age and Sex Profile of the Respondents

| ===== | | | | | | | | | | | | | |
|----------|--|----------------|-------|---------|-------|----------|-------|---------|-------|---------|-------|---------|-------|
| Age | | Administrators | | | | Teachers | | | | Total | | | |
| Bracket: | | Male | | Female | | Male | | Female | | Male | | Female | |
| | | : N : % | | : N : % | | : N : % | | : N : % | | : N : % | | : N : % | |
| ----- | | | | | | | | | | | | | |
| 20-29 | | | | | | 3 | 9.37 | 13 | 6.80 | 3 | 7.69 | 13 | 6.40 |
| 30-39 | | | | | | 8 | 25.00 | 36 | 18.85 | 8 | 20.52 | 36 | 17.74 |
| 40-49 | | 2 | 28.57 | 4 | 33.33 | 4 | 12.50 | 59 | 30.89 | 6 | 15.38 | 63 | 31.03 |
| 50-65 | | 5 | 71.43 | 8 | 66.67 | 17 | 53.13 | 83 | 43.45 | 22 | 56.41 | 91 | 44.83 |
| Total | | 7 | 100 | 12 | 100 | 32 | 100 | 191 | 100 | 39 | 100 | 203 | 100 |
| ----- | | | | | | | | | | | | | |
| Average | | | | | | | | | | | | | |
| Age | | 53.78 | | 53.16 | | 47.03 | | 46.90 | | 48.07 | | 47.27 | |
| ----- | | | | | | | | | | | | | |

The distribution of the respondents' ages and sex reveals that of the 19 administrators, two (2) or 28.57 percent were male in the age group of 40-49 years, five (5) or 71.43 percent were in the 30-39 age level, On the other hand 4 or 33.33 percent female administrators in the 40-49 age group and 8 or 66.67 percent in 50-65 age level. The average age level of female administrators was 53.16 while that of the male were 53.78. As observed in the table the average age of the male and female administrators were more or less the same. This shows that the administrators was in their middle age bracket and were considered to be matured.

In the teachers respondents group, 106 or 47.54 percent were in the age level of 50-65; 64 or 28.69 percent in 30-39; and 11 or 4.93 percent belonged to the 20-29 age group. The average age of the female teacher was 46.90 years old while those of the male was 47.03 years old. This implies that majority of the teacher respondents were natured enough for their job. The data showed that the administrators were older than the teachers under them.

Civil Status of administrators and elementary teachers.

The civil status of the administrators and teacher respondents is reflected in Table 3. The table reveals that all the 19 administrators were married. Majority of the teacher respondents were married totalling to 200 or 89.69 percent and only 23 or 10.31 percent were single. The data implies that most of our teachers were married. Being married they are responsible and therefore, can handle

Table 3

Civil Status of the Respondents

| Respondents | Married | | Single | | Total | |
|----------------|---------|--------|--------|-------|-------|-----|
| | N | % | N | % | N | % |
| Administrators | 19 | 100.00 | 0 | 0 | 19 | 100 |
| Teachers | 200 | 89.69 | 23 | 10.31 | 223 | 100 |
| Total | 219 | | 23 | | 19 | |

responsibilities attached to their jobs.

Length of Service of Administrator and Teachers

Respondents Table 4 showed the length of service of the administrators and teacher respondents. There were 14 or 73.68 percent administrators who have work experience from 1-9 years and 5 or 26.32 percent with 10-19 years being an administrator. As shown in the table, the average work experience as an administrator is 7.5 years.

Table 4

Teaching Experience of the Respondents

| ===== | | | | | | | | |
|------------------|----------------|-----|---|----------|---|-------|---|--------|
| Work Experience: | Administrators | | : | Teachers | | | | |
| | : | N | : | % | : | N | : | % |
| ----- | | | | | | | | |
| 1 - 9 | | 14 | | 73.68 | | 30 | | 13.45 |
| 10 - 19 | | 5 | | 26.32 | | 59 | | 26.46 |
| 20 - 29 | | 0 | | 00.00 | | 80 | | 35.87 |
| 30 - 39 | | 0 | | 00.00 | | 54 | | 24.22 |
| Total | | 19 | | 100.00 | | 223 | | 100.00 |
| Average | | | | | | | | |
| Experience | | 7.5 | | | | 21.65 | | |
| ===== | | | | | | | | |

This implies that administrators have enough experiences to handle their managerial responsibilities.

For the teacher respondents there were 80 or 35.87 percent who had work experiences for 20-29 years; 59 or 26.46 percent for 10-19 years; 54 or 24.22 with 30-39 years,

and 30 or 13.45 percent for 1-9 years. The average length of service of this teacher was 21.65 years. The data revealed that most of the elementary school teachers of the Division of Samar have been teaching for a time. This implies that the teachers have enough experience in their respective jobs and further show that they can handle their job with ease due to their years of teaching experiences.

Educational Qualification of Administrators and Elementary School Teachers. Table 5 shows the educational qualifications of the elementary school administrators and teacher respondents in the study. Majority of the 19 administrators were Masters degree holders and 18 have completed all the academic requirement for Master's Degree. Only one is a holder of a Doctorate degree. The data

Table 5

Educational Qualification of Administrators
and Elementary Teachers Respondents

| ===== | | | | | |
|-----------------|---|----------------|---|----------|---|
| Educational | | Administrators | | Teachers | |
| Qualification | : | N | : | N | : |
| ----- | | | | | |
| Doctoral Degree | : | 1 | : | 4 | : |
| Doctoral CAR | : | | : | | : |
| Masteral Degree | : | 18 | : | 41 | : |
| Masteral CAR | : | | : | | : |
| BS w/ MA. Units | : | | : | 178 | : |
| Bachelor Degree | : | | : | | : |
| Total | : | 19 | : | 223 | : |
| ===== | | | | | |

implies that those with doctorate degree and masters degree are either the heads of the school or personnel who occupy key positions in the school and they are knowledgeable on the different management styles and practices.

The table also revealed the educational qualification of the elementary teacher respondents. Majority (178 or 72.82 percent) of the teachers were holders of a bachelor's degree with an average of 20 masters units. Forty one, 41 or 18.39 percent were Master's degree holders while some have completed the academic requirement leading to a masters degree. Only 4 or 1.79 percent were holders of a Doctorate degree, or have completed academic requirement leading to a Doctor in Philosophy (Ph. D) and to a Masters degree with units for a Doctorate Degree.

The data imply that there is an urgent need and awareness among teachers, of the need to pursue graduate studies, thus upgrade their teaching competencies.

Designation of Administrators and Teacher Respondent.

The positions and designations of the administrators and teacher are reflected in Table 6.

There were seven or 36.84 percent Teacher-In-Charge; one or 5.26 percent Head Teacher; seven or 36.84 percent Principal 1; 2 or 10.53 percent Principal 2 and two or

10.53 percent Principal 3.

The teachers position were catagorized into five groups. These are as follow: Teacher I Teacher II, Teacher III, Master Teacher I and Master Teachers 2. Among the teachers, 132 or 59.20 percent were Teacher I; 31 or 13.90

Table 6

Position/Designation of School
Administrators and Teachers Respondents

| ===== | | | | | |
|-------------------|----------------|--------|----------|--------|--|
| Position | Administrators | | Teachers | | |
| | N | % | N | % | |
| ----- | | | | | |
| Teacher-In-Charge | 7 | 36.84 | | | |
| Head Teacher | 1 | 5.26 | | | |
| Principal I | 7 | 36.84 | | | |
| Principal II | 2 | 10.53 | | | |
| Principal III | 2 | 10.53 | | | |
| | | | | | |
| Master Teacher I | | | 26 | 11.66 | |
| Master Teacher II | | | 7 | 3.14 | |
| Teacher I | | | 132 | 59.20 | |
| Teacher II | | | 31 | 13.90 | |
| Teacher III | | | 27 | 12.10 | |
| | | | | | |
| Total | 19 | 100.00 | 223 | 100.00 | |
| ===== | | | | | |

percent were Teacher 2; 27 or 12.11 were Teacher III; 26 or 11.66 percent were Master Teacher 1 and only seven or 3.14 percent were Master Teacher II.

This implies that promotion and recognition of meritorious accomplishments of teachers are attended to by administration. It also implies that the respondents were

occupying appropriate positions as to their educational qualifications which gives the study the reliable data on the motivational needs and job satisfactions of the respondents.

Socio Economic Status of the Administrators and Teacher Respondents. Table 7 reveals the socio-economic status of the respondents which were divided into three categories: High Income, Middle Income and Low Income. The table reflected that on the administrators group majority belonged to the middle income, (12 or 63.16 percent). There were seven or 36.84 percent of the administrators group who belonged to the High income level.

On the teachers group there were 129 or 57.85 percent who belonged to the low income group, 60 or 26.90 percent in the Middle Income group, and 34 or 15.25 percent to the High income group. The table showed that majority of the teacher

Table 7

Socio Economic Status of the Respondents

| Respondents | :High Income: | | Average | | :Low Income: | | Total | |
|----------------|---------------|-------|---------|-------|--------------|-------|-------|-----|
| | : N : | % | : N : | % | : N : | % | : N : | % |
| Administrators | 7 | 36.84 | 12 | 63.16 | 0 | 0 | 19 | 100 |
| Teachers | 34 | 15.25 | 60 | 26.90 | 129 | 57.85 | 223 | 100 |

respondents are on the poverty line, thus their motivational needs are still in the basic level. This implies that the socio-economic status of the school administrators are higher than those of the teachers and that majority of the teachers belong to the low income group.

Motivational Needs of Elementary Teachers Relative to Age

The motivational needs of the respondents according to age were classified into four. These were between those who were 20 to 29; 30 - 39; 40 - 49; and 50-65 years age brackets.

Table 8 also revealed the comparative analysis of the motivational needs of the elementary teachers relative to age. As shown in the table, there were seven motivational needs that were rated by the elementary teachers aged 20-29 years, as "Strongly Agree." These were as follows: 1.) Their present job gives them the opportunity to make full use of their capabilities (4.54); 2.) Individual recognition for worthy accomplishments and above standard performance boost teachers' morale (4.54); 3.) A supervisor should give a good deal of attention to the physical working condition of his teachers (4.73); 4.) As a professional the teacher should be given more independence or leeway on planning for classroom activities to, attain expected accomplishment

(4.54); 5.) The supervisor should work hard to promote congenial and harmonious relations between him and his teachers, and among teachers themselves (4.64); 6.) Their work as teachers make them feel inspired and encouraged to aspire for professional advancement (4.36); and 7.) Evaluation of performance should be objective and fair (4.64)

There were on the otherhand 12 motivational needs that they rated "Agree". These are as follows: 1.) The present salary and other benefits is sufficient to satisfy their needs for food (4.09); 2.) Dwelling (3.64); 3.) Clothing (3.91) and 4.) education (3.73); 5.) The DECS programs for salary standardization, retirement and other benefits encourage teachers to stay in their jobs (4.27), 6.) The work as teachers is in line with their capabilities and interests (4.45), 7.) The teacher is regarded in high esteem by the people in the community where he lives (4.45); 8.) The teacher's social and economic status is at par with other professionals in the community where he lives (4.27), 9.) Their job as teachers gives them favorable conditions and opportunities for continued self-development (4.45); 10.) The work as teachers make them feel that they are doing the noblest job in promoting human well-being and development (4.54); 11) Their superiors help them in getting

ahead with their jobs (4.27); and 12.) Visibility at work by higher authorities is important to the teacher (4.36). There was only one motivational need which they rated "Slightly Agree". This was on the sufficiency of the benefit for hospitalization (3.45).

For teacher respondent with 30 to 39 years of age the table revealed that only one motivational need was rated as "Strongly Agree", this is on the evaluation of performance should be objective and fair (4.67), while there were 14 motivational needs that they rated, as "agree". These are the following: 1.) Their present jobs give them the opportunity to make full use of their capabilities (4.09); 2.) Individual recognition for worthy accomplishment and above standard performance boost employees' morale (4.05); 3.) A supervisor should give a good deal of attention to the physical working condition of his teachers (4.38); 4.) Their work as teacher is in line with their interest and capabilities (4.36); 5.) The teacher is regarded in high esteem by the people in the community where he lives (4.21); 6.) The teachers' social and economic status is at par with other professionals (3.79); 7.) As a professional the teacher should be given more independence or leeway on planning for classroom activities to attain expected accomplishments (4.29); 8.) The supervisor should work hard

to promote congenial and harmonious relation between him and his teachers and among teachers themselves (4.07); 9.) Their job as a teacher gives them favorable conditions and opportunities for continued self-development (4.36); 10) Their work as a teacher make them feel inspired and encouraged to aspire for professional advancement (4.43); 11.) Their work as teachers make them feel that they are doing the noblest job in promoting human well-being and development (4.43); 12.) Their superiors help them in getting ahead with their job (3.83); 13.) The DECS program for salary standardization, retirement and other benefits encourages teachers to stay in their job (3.88); and 14.) Visibility at work by higher authorities is important to the teacher (3.81). On the other hand five motivational needs were considered "Slightly Agree". These are as follows: 1.) Their present salary and other benefits is sufficient to satisfy their need for food (3.31); 2.) Dwelling (3.18); 3.) Clothing (3.14); 4.) Education (3.14) and 5.) Hospitalization/medical services (3.17). This implies that teachers aged 30-39 were moderately motivated in their incentives to satisfy their basic physical needs.

For elementary school teacher under the age bracket of 40 to 49 years old the table revealed, that 14 motivational needs were rated "Agree", and six were rated "Slightly

Agree".

The motivational needs that were rated agree were as follows: 1.) Their present jobs give them the opportunity to make full use of their capabilities (3.98); 2.) Individual recognition for worthy accomplishment and above standard performance boost employees' morale (4.03); 3.) A supervisor should give a good deal of attention to the physical working condition of his teachers (4.22); 4.) The DECS program for salary standardization, retirement and other benefits encourage teachers to stay in their job (4.08); 5.) Their work as teachers is in line with their interest and capabilities (4.30); 6.) The teacher is regarded in high esteem by the people in the community where he lives (4.25); 7.) The teachers' social and economic status is at par with other professionals, in the community where he lives (4.00); 8.) As a professional the teacher should be given more independence or leeway on planning for classroom activities, to attain expected accomplishments (4.34); 9.) The supervisor should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves (4.31); 10.) Their job as teachers give them favorable conditions and opportunities for continued self-development (4.30); 11) Their work as teachers make them feel that they are doing the noblest job in promoting

Table 8

Motivational Needs of Elementary School
Teachers Relative to Age

| ===== | | | | | |
|--|---------|--|---------|---------|---------|
| Motivational Needs | Age | | Bracket | | |
| | 20-29 | | 30-39 | | |
| | | | 40-49 | | 50-65 |
| ----- | | | | | |
| 1-5 Your present salary and other benefit is sufficient to satisfy your basic physical needs for: | | | | | |
| 1. Food | 4.09 A | | 4.09 S1 | 3.08 S1 | 3.28 S1 |
| 2. Dwelling | 3.64 A | | 3.11 S1 | 3.09 S1 | 3.24 S1 |
| 3. Clothing | 3.91 A | | 3.14 S1 | 3.12 S1 | 3.47 S1 |
| 4. Education | 3.73 A | | 3.17 S1 | 2.95 S1 | 3.11 S1 |
| 5. Hospitalization/medical service | 3.45 S1 | | 3.17 S1 | 3.03 S1 | 3.06 S1 |
| 6. Your present job gives you the opportunity to make full use of your capabilities. | 4.54 SA | | 4.09 A | 3.98 A | 3.92 A |
| 7. Individual recognition for worthy accomplishments and above-standard performance boosts employee morale. | 4.54 SA | | 4.05 A | 4.03 A | 4.16 A |
| 8. A supervisor should give a good deal of attention to the physical working condition of his teachers | 4.73 SA | | 4.38 A | 4.22 A | 4.42 A |
| 9. The DECS Program for salary Standardization retirement and other benefits encourage teachers to stay in their jobs. | 4.27 A | | 3.88 A | 4.08 A | 4.13 A |
| 10. Your work as a teacher is in line with your interest and capabilities | 4.45 A | | 4.36 A | 4.30 A | 4.37 A |
| 11. The teachers' is regarded in high munity where he lives. | 4.45 A | | 4.21 A | 4.25 A | 4.31 A |
| 12. The teachers' social & economic status is at par with other professionals in the community where | 4.27 A | | 3.79 A | 4.00 A | 4.40 SA |
| 13. As a professional the teacher needs to be given more independence or leeway on activitiess to attain expected accomplishments. | 4.54 SA | | 4.29 A | 4.34 A | 4.24 A |
| 14. The supervisor should work hard to promote congenial and harmonious relation between him & his teachers and among teachers themselves. | 4.64 SA | | 4.07 A | 4.31 A | 4.32 A |
| 15. Your Job as a teachers gives you favorable conditions and opportunities for continued self-development | 4.45 A | | 4.36 A | 4.30 A | 4.33 A |
| 16. Your work as a teacher makes you feel that you are doing the noblest job in promoting human wellbeing and development. | 4.54 SA | | 4.07 A | 3.36 S1 | 4.15 SA |
| 17. Your job as a teacher makes you feel inspired and encouraged to aspire for professional advancement. | 4.36 A | | 4.43 A | 4.41 A | 4.51 SA |
| 18. Your superior help you in getting ahead with your job. | 4.27 A | | 3.83 A | 4.23 A | 4.24 A |
| 19. Visibility at work by higher authorities is important to the teachers. | 4.36 A | | 3.81 A | 4.09 A | 4.31 A |
| 20. Evaluation of performance should be obiective and fair | 4.64 SA | | 4.67 SA | 4.39 A | 4.90 SA |

Legend:

| | | | |
|-------------|------------------------|-------------|---------------------------|
| 5.00 - 4.51 | -> Strongly Agree (SA) | 2.50 - 1.51 | -> Disagree Agree (SA) |
| 4.50 - 3.51 | -> Agree (A) | 1.50 - 1.00 | -> Strongly Disagree (SD) |
| 3.50 - 2.51 | -> Slightly Agree (S1) | | |

human well-being and development (4.41); 12.) Their superiors help them in getting ahead with their job (3.83); and 13.) Visibility at work by higher authorities is important to the teacher and evaluation of performance should be objective and fair (4.39). While the six motivational needs that were rated "Slightly Agree" were as follows: 1.) Their present salary and other benefits is sufficient to satisfy their needs for food - 3.08; 2.) Dwelling -3.09; 3.) Clothing - 3.12; 4.) Education - 2.95; 5.) Hospitalization/medical services (3.08) and 6.) Their work as teachers make them feel inspired and encouraged to aspire for professional advancement. This implies that teachers aged 40 to 49 were of similar level in their feelings towards their job condition as mentioned in the implications of the responses given by those aged 30-39.

The motivational needs of teachers whose age bracket range from 50 to 65 years old revealed that out of the 20 motivational needs, 13 were rated "Agree", five were rated "Slightly Agreed"; and 2 were rated "Strongly agreed".

The motivational needs that they rated as "Strongly Agree" were as follows: Their job as teachers make them feel that they are doing the noblest job in promoting human well-being and development and Evaluation and Performance should be objectives and fair which had a weighted mean of

4.51 and 4.90 respectively. While the 13 motivation needs that were rated "Agree" are as follows: 1.) Their present jobs give them the opportunity to make full use of their capabilities (3.92); 2.) Individual recognition for worthy accomplishment and above standard performance boost employees' morale (4.16); 3.) A supervisor should give a good deal of attention to the physical working condition of his teachers (4.42); 4.) The DECS program for salary standardization, retirement and other benefits encourages teachers to stay in their job (4.13); 5.) Their work as teachers is in line with their interest and capabilities (4.37); 6.) The teacher is regarded in high esteem by the people in the community where he lives (4.31); 7.) The teachers' social and economic status is at par with other professionals in the community where he lives (4.40); 8.) As a professional the teacher should be given more independence or leeway on planning for classroom activities, to attain expected accomplishments (4.24); 9.) The supervisor should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves (4.32); 10.) Their job as teachers gives them favorable conditions and opportunities for continued self-development (4.33); 11) Their work as teachers make them feel that they are doing the noblest job in promoting

human well-being and development (4.15); 12.) Their superiors help them in getting ahead with their job (4.24); and 13.) Visibility at work by higher authorities is important to the teacher (4.31). While the motivational need which was rated "Slightly Agree" are as follows: Their present salary and benefits is sufficient to satisfy their needs for food - 3.28; dwelling - 3.24; clothing - 3.47; education -3.11 and hospitalization and medical services - 3.06.

This implies that majority of the elementary school teachers agree to the 20 motivational need. This implies further that teachers aged 50 to 65 have the stronger appreciation response to the abstract emotional value of teaching being noble, more than those teachers of the younger brackets. However, all age bracket agree that their present monetary rate and benefits cannot cope with the demands for their basic needs, that they are not satisfying, hence are not the strong factors to motivate them to do their job.

This implies further that even if majority of the elementary school teachers agree with the 20 motivational needs, it does not suggest that they are highly enthusiastic with the present relationship between management and their job satisfaction, though they seem to express that they are

not really much oppressed, their responses being "agree" to most of the listed motivational needs which would mean that their conditions are still tolerable.

Table 9 revealed the statistical analysis, that as to age, quantitatively the mean score of the group with aged bracket 20-29 years of age got the highest mean of 4.27 as compared to the other group. Statistical analysis with the use of One-way-Analysis of Variance (ANOVA) resulted to F computed of 1.432 which is less than the critical value of F of 2.67 at df (3, 223) and 0.05 percent level of significancen, hence the null hypothesis that "there is no significant difference between the four aged level on their motivational needs" is accepted. Thus this implies that motivational needs do not differ according to the ages of

Table 9

Result of ANOVA of Motivational Needs of
Elementary Teachers Relative to Age.

| Source of : Variation : | df : | Sum of : Square : | Mean of : Square : | F- computed : | F Value : | Interpre- tation |
|----------------------------|------|----------------------|-----------------------|------------------|--------------|---------------------|
| Between Age Level | 3 | 1.9203 | 0.6401 | 1.432 | 2.67 | Accepted |
| Within Age Level | 76 | 33.9781 | 0.447 | | | |
| Total | 79 | 35.8984 | | | | |

the respondents. This further implies that the respondents agreed on the same motivational needs regardless of age.

Motivational Needs of the Elementary Teachers Relative to Sex

Table 10 revealed the motivational needs of male and female elementary teachers. As shown in the table, the male elementary teachers "Strongly Agree" that as a professional, the teachers should be given more independence or leeway on planning for classroom activities, to attain expected accomplishment, and their work as a teachers makes them feel inspired and encouraged to aspire for professional advancement with a rating of 4.53. The items that were rated "Agree" were as follows: 1.) Their present job gives them the opportunity to make full use of their capabilities (4.03); 2.) Individual recognition for worthy accomplishments and above standard performance boost teacher morale (4.41); 3.) A supervisor should give a good deal of attention to the physical working condition of his teachers (4.31); 4.) The DECS programs for salary standardization, retirement and other benefits encourage teachers to stay in their jobs (3.80); 5.) Their work as teachers is in line with their capabilities and interests (4.45); 6.) The teacher is regarded in high esteem by the people in the community where he lives (3.97); 7.) The

teacher's social and economic status is at par with other professionals in the community where he lives (4.27); 8.) The supervisor should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves (4.44); 9.) Their job as a teacher gives them favorable conditions and opportunities for continued self-development (4.09); 10.) The work as teachers makes them feel encouraged and inspired to aspire for professional advancement (4.34) ; 11.) Their superiors help them in getting ahead with their job (4.13); and 12.) Visibility at work by higher authorities is important to the teacher - 4.14. 13.) Evaluation of performance should be objective and fair.

On the other hand the items which were rated "Slightly Agree" were as follows 1.) The present salary and other benefits is sufficient to satisfy their needs for food (3.31); 2.) Dwelling (3.39); 3.) Clothing (3.38) and 4.) education (3.06); and hospitalization/medication - 2.94.

The responses of the male teachers showed their strong attitude in answer to the challenges in the field of teaching. They showed that they are idealists, hence are strongly motivated to go back to school and grow professionally. They strongly expressed, that freedom to do their teacher's job is a must, to motivate them to work

Table 10

Motivational Needs of Elementary
Teachers Relative to Sex

| Motivational Needs | Male | | Female | |
|--|------|----|--------|----|
| 1-5 Your present salary and other benefit is sufficient to satisfy your basic physical needs for: | | | | |
| 1. Food | 3.31 | SI | 4.09 | A |
| 2. Dwelling | 3.34 | SI | 3.29 | SI |
| 3. Clothing | 3.38 | SI | 3.25 | SI |
| 4. Education | 3.06 | SI | 3.17 | SI |
| 5. Hospitalization/medical service | 2.97 | SI | 2.99 | SI |
| 6. Your present job gives you the opportunity to make full use of your capabilities | 4.03 | A | 4.08 | A |
| 7. Individual recognition for worthy accomplishments and above-standard performance boosts employee morale. | 4.41 | A | 4.51 | SA |
| 8. A supervisor should give a good deal of attention to the physical working condition of his teachers | 4.31 | A | 4.09 | A |
| 9. The DECS Program for salary standardization retirement and other benefits encourage teachers to stay in their jobs. | 3.81 | A | 4.06 | A |
| 10. Your work as a teacher is in line with your interest and capabilities | 4.09 | A | 4.30 | A |
| 11. The teachers' is regarded in high esteem by the people in the community where he lives. | 4.16 | A | 4.24 | A |
| 12. The teachers' social & economic status is at par with other professionals in the community where he lives. | 3.97 | A | 4.57 | SA |
| 13. As a professional the teacher needs to be given more independence or leeway on activities to attain expected accomplishments. | 4.53 | SA | 4.23 | A |
| 14. The supervisor should work hard to promote congenial and harmonious relation between him & his teachers & among teachers themselves. | 4.44 | A | 4.46 | A |
| 15. Your Job as a teachers gives you favorable conditions and opportunities for continued self-development. | 4.09 | A | 4.33 | A |
| 16. Your work as a teacher makes you feel that you are doing the noblest job in promoting human wellbeing and development. | 4.34 | A | 4.27 | A |
| 17. Your job as a teacher makes you feel inspired & encouraged to aspire for prof. advancement | 4.53 | SA | 4.93 | SA |
| 18. Your superior help you in getting ahead with your job. | 4.03 | A | 4.24 | A |
| 19. Visibility at work by higher authorities is important to the teachers. | 4.19 | A | 4.47 | A |
| 20. Evaluation of performance should be objective and fair | 4.50 | A | 4.63 | SA |
| Legend: 5.00 - 4.51 -> Strongly Agree (SA) 2.50 - 1.51 -> Disagree (D) | | | | |
| 4.50 - 3.51 -> Agree (A) 1.50 - 1.00 -> Strongly Disagree (SD) | | | | |
| 3.50 - 2.51 -> Slightly Agree (SI) | | | | |

well.

Still, the feeling of inadequate economic, motivation that would answer their basic needs prevails among the male teachers.

The motivational needs of the females revealed that four out of twenty motivational needs were rated by the female teacher respondents as "Strongly Agree". These are as follows: 1.) Individual recognition for worthy accomplishment and above standard performance boost employees morale (4.51); 2.) The teachers social and economic status is at par with other professionals (4.57); 3.) Their work as teachers make them feel that they are doing the noblest job in promoting human well-being and development (4.93); and 4.) Evaluation of performance should be objective and fair (4.63). While 11 motivational needs were rated "Agree". These are the following: 1.) Their present jobs give them the opportunity to make full use of their capabilities (4.08); 2.) A supervisor should give a good deal of attention to the physical working condition of his teachers (4.09); 3.) The DECS programs for salary standardization, retirement and other benefits encourage teachers to stay in their job (4.06); 4.) Their work as teachers is in line with their interest and capabilities (4.30); 5.) The teacher is regarded in high esteem by the

people in the community where he lives (4.24); 6.) As a professional, the teacher should be given more independence or leeway on planning for classroom activities, to attain expected accomplishments (4.23); 7.) The supervisor should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves (4.46); 8.) Their job as a teacher gives them favorable conditions and opportunities for continued self-development (4.33); 9.) Their work as teachers make them feel inspired and encouraged to aspire for professional advancement (4.29); 12.) Their superiors help them in getting ahead with their job (4.24); and 14.) Visibility at work by higher authorities is important to the teacher (4.47). The remaining five items were considered "Slightly Agree". These are as follows: 1.) Their present salary and other benefits is sufficient to satisfy their need for food (3.30); 2.) Dwelling (3.29); 3.) Clothing (3.25); 4.) Education (3.17) and 5.) Hospitalization/ medical services (2.99).

Majority of the female teachers agrees to the same motivational needs are also maintain that majority's feeling of inadequate economic motivational needs. The female teachers as strongly proven themselves as females with their strong agreement to their self-satisfaction when recognized and judged fairly when rated of their work.

Table 11 showed the statistical analysis of the motivational needs of the elementary teachers relative to sex. The t-test was used to determine the significant difference between the preception of the male and female respondents. The result revealed a computed t of 0.593 which is less than the critical value of t 1.96 at df 222 and 0.05 level of significance, hence the null hypothesis that there is no significant difference between the male and female motivational needs is accepted. This implies that relative to sex, the motivational needs of the teacher respondents are the same or does not differ.

Table 11

Result of the t-test Between the Motivational Needs
of Male and Female Elementary Teachers

| Source of Variation : | Mean : | Standard Deviation : | t computed: | t Value | Interpre- station |
|--------------------------|--------|-------------------------|----------------|------------|----------------------|
| Male | 3.97 | 4.89 | | | |
| Female | 4.07 | 5.91 | 0.593 | 2.06 | Accepted |

Motivational Needs of the Respondents Relative to Civil Status

The civil status of the teacher respondents, were clasified only into two: married and the single. Their motivational needs were looked into and presented in table

12 which revealed that there were nine (9) motivational needs that were rated by single teacher respondents as "Strongly Agree". These are as follows: 1.) Individual recognition for worthy accomplishment and above standard performance boost employees morale (4.61); 2.) A supervisor should give a good deal of attention to the physical working condition of his teachers (4.52); 3.) The teacher is regarded in high esteem by the people in the community where he lives (4.56); 4.) As a professional the teacher should be given more independence or leeway on planning for classroom activities, to attain expected accomplishments (4.61); 5.) The supervisor should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves (4.52); 6.) Their job as a teacher gives them favorable conditions and opportunities for continued self-development (4.57); 7) Their work as teachers make them feel that they are doing the noblest job in promoting human well-being and development (4.70); 8.) Their job as teachers make them feel inspired and encourage them to aspire for professional advancement (4.52) and 8.) Evaluation and Performance should be objective and fair with a other professions - 4.70. Eight (8) motivational needs were rated "Agree". These are as follows: 1.) Their present salary and other benefits is

Table 12

Motivational Needs of Elementary Teachers
Relative to Civil Status

| Motivational Needs | Single | Married |
|---|---------|---------|
| 1-5 Your present salary and other benefit is sufficient to satisfy your basic physical needs for: | | |
| 1. Food | 3.26 SI | 3.28 SI |
| 2. Dwelling | 3.34 SI | 3.19 SI |
| 3. Clothing | 3.52 A | 3.22 SI |
| 4. Education | 3.26 SI | 3.09 SI |
| 5. Hospitalization/medical service | 3.57 A | 2.96 SI |
| 6. Your present job gives you the opportunity to make full use of your capabilities | 4.22 A | 4.06 A |
| 7. Individual recognition for worthy accomplishments and above-standard performance boosts employee morale. | 4.61 SA | 4.10 A |
| 8. A supervisor should give a good deal of attention to the physical working condition of his teachers | 4.52 SA | 4.76 SA |
| 9. The DECS Program for salary standardization retirement and other benefits encourage teachers to stay in their jobs. | 4.04 A | 4.02 A |
| 10. Your work as a teacher is in line with your interest and capabilities | 4.48 A | 4.28 A |
| 11. The teachers' is regarded in high esteem by the people in the community where he lives. | 4.56 SA | 4.23 A |
| 12. The teachers' social & economic status is at par with other professionals in the community where he lives. | 4.43 A | 3.93 A |
| 13. As a professional the teacher needs to be given more independence or leeway on activities to attain expected accomplishments. | 4.61 SA | 4.25 A |
| 14. The supervisor should work hard to promote congenial and harmonious relation between him & his teachers & among teachers themselves | 4.52 SA | 4.37 A |
| 15. Your Job as a teachers gives you favorable conditions and opportunities for continued self-development. | 4.57 SA | 4.34 A |
| 16. Your work as a teacher makes you feel that you are doing the noblest job in promoting human wellbeing and development. | 4.70 SA | 4.27 A |
| 17. Your job as a teacher makes you feel inspired & encouraged to aspire for prof. advancement | 4.52 SA | 4.47 A |
| 18. Your superior help you in getting ahead with your job. | 4.48 A | 4.12 A |
| 19. Visibility at work by higher authorities is important to the teachers. | 4.22 A | 4.21 A |
| 20. Evaluation of performance should be objective and fair | 4.70 SA | 4.48 A |

Legend:

5.00 - 4.51 -> Strongly Agree (SA) 2.50 - 1.51 -> Disagree (D)
 4.50 - 3.51 -> Agree (A) 1.50 - 1.00 -> Strongly Disagree (SD)
 3.50 - 2.51 -> Slightly Agree (SI)

sufficient to satisfy their needs for 1.) Clothing - 3.52; 2.) Hospitalization/medical services (3.57); 3.) Their present jobs give them the opportunity to make full use of their capabilities (4.22); 4.) The DECS program for salary standardization, retirement and other benefits encourage teachers to stay in their jobs (4.14); 5.) Their work as teachers is in line with their interest and capabilities (4.48); 6. The teachers' social and economic status is at par with other professionals in the community (4.43); 7.) Their superiors help them in getting ahead with their job (4.48); and 8.) Visibility at work by higher authorities is important to the teacher (4.22).

The responses of the single teachers implied that they are more idealistic on matters of administration and teachers relationships and are more aware of their rights and freedom to do their chosen activities to attain their teaching goals. It further implies that salary wise, and being single, they do not feel the need for better pay, as greatly as the married people do.

As to the motivational needs of married teacher respondents, ten motivational needs were rated "Strongly Agree". These are as follows: 1.) Individual recognition for worthy accomplishment and above standard performance boost employees' morale (4.10); 2.) A supervisor should give

a good deal of attention to the physical working condition of his teachers (4.76); 3.) The teachers' social and economic status is at par with other professionals in the community where he lives (3.93); 4.) As a professional, the teachers need to be given more independence or leeway on planning for classroom activities, to attain expected accomplishments - (4.25); 5.) The supervisor should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves (4.37); 6.) Their job as a teacher gives them favorable conditions and opportunities for continued self-development (4.34); 7.) Their work as teachers make them feel that they are doing the noblest job in promoting human well-being and development (4.27); 8.) Evaluation of performance should be objective and fair (4.48).

There were seven motivational needs that were rated "Agree" by the married teacher respondents as follows: 1. Their present salary and other benefits is sufficient to satisfy clothing needs; 2.) hospitalization and medical services; 3.) Their present job gives them the opportunities to make full use of their capabilities; 4.) The DECS programs for salary standardization, retirement and other benefits encourage teachers to stay in their jobs; 5.) Their work as teachers is in line with their interests and

capabilities; 6.) Their superiors help them in getting ahead with their job; and 7.) Visibility at work by higher authorities is important to the teachers. On the other hand three motivational needs were rated "Slightly Agree". These are as follows: 1. Their present salary and other benefits is sufficient to satisfy the need for food; 2.) dwelling; and 3.) Education.

Married teachers' responses has almost a balance between agree and strongly agree, showing then a more material outlook. It is however very noticeable, that the only statement they slightly agree is the satisfaction on the salary they receive which is very understandable being married, hence expected to have more dependents.

Table 13 showed the statistical analysis of the motivational needs of the elementary school teachers relative to civil status. Quantitatively the mean score of

Table 13

Result of the t-test Between the Motivational
Need of Married and Single Respondents

| Source of Variation : | Mean | : Standard : Deviation | : t : computed | : t : Value | : Interpre- : tation |
|--------------------------|--------|---------------------------|-------------------|----------------|-------------------------|
| Single | 4.2065 | 5.011 | | | |
| Married | 3.987 | 5.376 | 1.3276 | 2.06 | Accepted |

the two groups has a difference of 0.2195. This implies a negligible difference. Statistical computation using t-test showed the computed value of 1.3276 which is less than the critical value of t 2.06 at df 222 and 0.05 level of significant. Hence the null hypothesis that "there is no significant difference on the motivational needs relative to the civil status of the respondents is accepted. This implies that as to civil status, the motivational needs of the married and single respondents are the same.

Motivational Needs of the Elementary Teachers Respondents Relative Their Educational Qualification

Table 14 revealed the mean score of the respondents motivational needs relative to educational qualification which are categorize as Doctorate/CAR Doctorate; Masters/CAR-Masters and Bachelor degree.

For the Doctorate/CAR Doctorate table 14 showed there were seven (7) motivational needs that were rated "Strongly Agree". These are the following: 1. A superior should give a good deal of attention to the physical working condition of his teachers- 4.75; 2. The teacher is regarded in high esteem by the people in the community where he lives - 4.75; 3.) The supervisor should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves (5.00), 4.) Their

Table 14

Motivational Needs of Elementary Teachers
Relative to Educational Qualification

| Motivational Needs | | Doctoral CAR-Doctoral | | Masteral CAR-Masteral | | Bachelor Degree | |
|---|---|--------------------------|----|--------------------------|----|--------------------|----|
| 1-5 Your present salary and other benefit is sufficient to satisfy your basic physical needs for: | | | | | | | |
| 1. | Food | 4.00 | A | 3.36 | S | 3.18 | SI |
| 2. | Dwelling | 2.50 | D | 3.24 | S | 3.13 | SI |
| 3. | Clothing | 2.25 | D | 3.10 | S | 3.15 | SI |
| 4. | Education | 3.50 | SI | 3.15 | S | 3.16 | SI |
| 5. | Hospitalization/medical service | 3.50 | A | 3.12 | S | 2.99 | SI |
| 6. | Your present job gives you the opportunity to make full use of your capabilities | 4.00 | A | 4.07 | A | 3.98 | A |
| 7. | Individual recognition for worthy accomplishments and above-standard performance boost employees' morale. | 4.00 | A | 4.22 | A | 4.11 | A |
| 8. | A supervisor should give a good deal of attention to the physical working condition of his teachers | 4.75 | SA | 4.32 | A | 4.21 | A |
| 9. | The DECS Program for salary standardization retirement and other benefits encourage teachers to stay in their jobs. | 2.75 | SI | 4.05 | A | 4.12 | A |
| 10. | Your work as a teacher is in line with your interest and capabilities | 3.75 | SI | 4.27 | A | 4.29 | A |
| 11. | The teachers' is regarded in high esteem by the people in the community where he lives. | 4.75 | SA | 4.29 | A | 3.93 | A |
| 12. | The teachers' social & economic status is at par with other professionals in the community where he lives. | 4.75 | SA | 4.12 | A | 4.14 | A |
| 13. | As a professional the teacher needs to be given more independence or leeway on activities to attain expected accomplishments. | 4.50 | A | 4.44 | A | 4.25 | A |
| 14. | The supervisor should work hard to promote congenial & harmonious relation between him & his teachers & among teachers themselves | 4.50 | A | 4.51 | SA | 4.35 | A |
| 15. | Your Job as a teachers gives you favorable conditions and opportunities for continued self-development. | 4.75 | SA | 4.20 | A | 4.33 | A |
| 16. | Your work as a teacher makes you feel that you are doing the noblest job in promoting human wellbeing and development. | 4.50 | A | 4.39 | A | 4.32 | A |
| 17. | Your job as a teacher makes you feel inspired & encouraged to aspire for prof. advancement | 4.75 | SA | 4.39 | A | 4.44 | A |
| 18. | Your superior help you in getting ahead with your job. | 4.25 | A | 4.34 | A | 4.15 | A |
| 19. | Visibility at work by higher authorities is important to the teachers. | 4.75 | SA | 4.22 | A | 4.20 | A |
| 20. | Evaluation of performance should be objective and fair | 5.00 | SA | 4.56 | SA | 4.44 | SA |

Legend:

5.00 - 4.51 -> Strongly Agree (SA)
4.50 - 3.51 -> Agree (A)
3.50 - 2.51 -> Slightly Agree (SI)

2.50 - 1.51 -> Disagree (D)
1.50 - 1.00 -> Agree (A)

job as teachers give them favorable conditions and opportunities for continued self-development (4.75); 5.) Their work as teachers make them feel that they are doing the noblest job in promoting human well-being and development (4.75), 6.) Visibility at work by higher authorities is important to the teachers - 4.75; 7.) Evaluation of performance should be objective and fair (5.00). While 6 motivational needs were rated as "Agree". These are as follows: 1.) Their present salary and other benefits is sufficient to satisfy their needs for food - 4.00); 2.) Their present job gives them the opportunity to make full use of your capabilities (4.00); 3.) individual recognition for worthy accomplishment and above standard performance boost employee morale (4.00); 4.) As a professional, the teachers need to be given more independence or leeway on planning for classroom activities, to attain expected accomplishment (4.50); 5.) Their work as teachers make them feel inspired and encouraged to aspire for professional advancement (4.56); 6.) Their superiors help them in getting ahead with their jobs (4.25).

On the other hand, four motivational needs were rated "Slightly Agree". These are the following: 1.) Their present salary and other benefits is sufficient to satisfy their needs for hospitalization/medical service (3.50); 2.)

The DECS programs for salary standardization, retirement and other benefits encourage teachers to stay in their jobs (2.75); 3.) Their work as teachers is in line with their interest and capabilities (3.75); 4.) The teachers' social and economic status is at par with other professionals in the community where he lives (3.50). The remaining three motivational needs were rated as "Disagree". These are as follows: 1. Their present salary and other benefits is sufficient to satisfy your needs for dwelling (2.50); 2.) Clothing - 2.50; and 3.) Education - 2.25. This implies that majority respondents with Doctorate degree, strongly agree to the motivational need presented in this study.

As to the motivational needs of elementary teacher with Masters degree and Masters which completed academic requirement to the degree, two motivational needs were rated as "Strongly Agree". These are the following: The supervisor should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves with a weighted mean of 4.51; the second was the evaluation of performance should be objective and fair with a weighted mean of 4.56. Thirteen (13) were rated "agree". These are the following: 1.) Their present job gives the opportunity to make full use of their capabilities (3.12); 2.) Individual recognition for worthy

accomplishments and above standard performance boost teachers' morale (4.22); 3.) A supervisor should give a good deal of attention to the physical working condition of his teachers (4.32); 4.) The DECS programs for salary standardization, retirement and other benefits encourage teachers to stay in their jobs (4.05); 5.) Their work as a teacher is in line with their interests and capabilities (4.27); 6.) The teacher is regarded in high esteem by the people in the community where he lives (4.29); 7.) The teachers' social and economic status is at par with other professionals in the community where he lives (4.12); 8.) As a professional the teacher needs to be given more independence or leeway on planning for classroom activities, to attain expected accomplishment (4.44); 9.) Their job as teachers gives them favorable conditions and opportunities for continued self-development (4.20); 10.) Their work as teachers make them feel inspired and encourage to aspire for professional advancement (4.39); 11.) Their work as teachers make them feel they are doing the noblest job in promoting human well-being and development (4.39); 12.) Their superiors help them in getting ahead with their job (4.34); 13.) Visibility at work by higher authorities is important to the teacher (4.22). On the other hand there were five motivational needs that were rated "Slightly Agree". These

are the following: Their present salary and other benefits are sufficient to satisfy their needs for food (33.36), dwelling (3.24); clothing (3.10); education (3.15) and hospitalization and medication services (3.12)

The motivational needs of the elementary teachers with baccalauriat degree and teachers who have earned 20 or more MA unit was revealed to have 15 that were rated as "Agree", and 5 were rated "Slightly Agree". The following motivational needs that were rated "Agree" were as follows:

1. Their present job gives them the opportunity to make full use of their capabilities (3.98);
- 2.) Individual recognition for worthy accomplishment and above standard performance, boost teachers' morale (4.11).
- 3.) A supervisor should give a good deal of attention to the physical working condition of his teachers (4.21);
- 4.) The DECS program for salary standardization, retirement and other benefits encourage teachers to stay in their job (4.12);
- 5.) Their work as teachers is in line with their interest and capabilities (4.29);
- 6.) The teacher is regarded in high esteem by the people in the community where he lives (3.93);
- 7.) The teachers' social and economic status is at par with other professionals in the community where he lives (4.14);
- 8.) As a professional, the teacher needs to be given independence or leeway on planning for classroom

activities, to attain expected accomplishment (4.25); 9) The supervisor should work hard to promote congenial harmonious relations between him and his teachers and among teachers themselves (4.35); 10.) Their job as teachers give them favorable condition and opportunities for continued self-development (4.33); 11.) Their work as teachers make them feel inspired and encourage to aspire for professional advancement (4.32); 12.) Their work as teachers make them feel that they are doing the noblest job in promoting the human well being and development (4.44); 13.) Their superiors help them in getting ahead with their job (4.15); 14.) Visibility at work by higher authorities is important to the teacher (4.20); and (15) Evaluation of preformance should be objective and fair (4.44). There were five motivational needs that were rated "Slightly Agree": 1.) Their present salary and other benefits is sufficient to satisfy their needs for food (3.18); dwelling (3.13); clothing (3.15) education (3.11) and hospitalization and medical services (2.99)

Table 15 show the statistical analysis of the motivational needs relative to educational qualification which reveal the computed F- value of 0.087. This value was less than the critical value of 3.15 at $df(2,59)$ and 0.05 level of significance thus the null hypothesis that "there

Table 15

Result of ANOVA of Motivational Needs Relative
to Educational Qualification of Respondents

| Source of: Variation: | df | :Sum of :Square | :Mean of: :Square | F :Computed | : F :Value | :Interpre- :tation |
|--------------------------|----|--------------------|----------------------|----------------|---------------|-----------------------|
| Between Group | 2 | 0.0517 | 0.02585 | 0.087 | 3.15 | Accepted |
| Within Group | 57 | 16.9197 | 0.2968 | | | |
| Total | 59 | 16.868 | | | | |

is no significant difference in responses to the motivational needs of teachers relative to educational qualification is accepted. This implies that relative to educational qualification the motivational needs of the teacher respondents were more or less the same.

**Motivational Need of Elementary Teacher
Respondents Relative to their Socio-
economic Status**

The motivational needs of the high income group as revealed in Table 16 showed that only two motivational needs, were rated "Strongly Agree" these were on the idea that superior should give a good deal of attention to the physical working condition of his teachers and they must work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves

with a weighted mean of 4.53 and 4.62 respectively. On the other hand the 14 motivational needs that were rated "Agree" were as follows: 1.) Their present salary and other benefits is sufficient to satisfy the need for food - 3.70; 2.) Their present job gives you the opportunity to make full use of their capabilities (4.05); 3.) Individual recognition for worthy accomplishments and above standard performance boost teachers' morale (4.26); 4.) The DECS programs for salary standardization, retirement and other benefits encourage teachers to stay in their jobs (4.38); 5.) Their work as teachers is in line with their capabilities and interests (4.24); 6.) The teacher is regarded in high esteem by the people in the community where he lives (4.29); 7.) The teacher social and economic status is at par with other professionals in the community where he lives (4.26); 8.) As a professional the teacher should be given more independence or leeway on planning for classroom activities, to attain expected accomplishment (4.50). 9.) The job as teachers gives them favorable conditions and opportunities for continued self-development (4.24); 10.) The work as teacher makes them feel that they are doing the noblest job in promoting human well-being and development (4.50); 11.) Their superiors help them in getting ahead with their job (4.12); and 12.) Visibility at work by higher

Table 16

Motivational Needs of Elementary Teachers
Relative Socio Economic Status

| Motivational Needs | High Income | Middle Income | Low Income |
|---|----------------|------------------|---------------|
| 1-5 Your present salary and other benefit is sufficient to satisfy your basic physical needs for: | | | |
| 1. Food | 3.70 A | 3.25 SI A | 3.08 SI |
| 2. Dwelling | 3.38 SI | 3.25 SI | 3.12 SI |
| 3. Clothing | 3.29 SI | 3.20 SI | 3.16 SI |
| 4. Education | 3.41 SI | 3.10 SI | 2.95 SI |
| 5. Hospitalization/medical service | 3.15 SI | 3.78 A | 3.04 SI |
| 6. Your present job gives you the opportunity to make full use of your capabilities | 4.05 A | 3.97 A | 4.12 A |
| 7. Individual recognition for worthy accomplishments and above-standard performance boosts employee morale. | 4.26 A | 3.90 A | 4.15 A |
| 8. A supervisor should give a good deal of attention to the physical working condition of his teachers | 4.53 SA | 4.03 A | 4.29 A |
| 9. The DECS Program for salary standardization retirement and other benefits encourage teachers to stay in their jobs. | 4.38 SI | 3.97 A | 4.10 A |
| 10. Your work as a teacher is in line with your interest and capabilities | 4.24 A | 4.30 A | 4.10 A |
| 11. The teachers' is regarded in high esteem by the people in the community where he lives. | 4.29 A | 4.35 A | 4.17 A |
| 12. The teachers' social & economic status is at par with other professionals in the community where he lives. | 4.26 A | 4.02 A | 4.00 A |
| 13. As a professional the teacher needs to be given more independence or leeway on activities to attain expected accomplishments. | 4.50 A | 4.30 A | 4.22 A |
| 14. The supervisor should work hard to promote congenial & harmonious relation between him & his teachers & among teachers themselves | 4.62 SA | 4.85 SA | 4.43 A |
| 15. Your Job as a teachers gives you favorable conditions and opportunities for continued self-development. | 4.24 A | 4.23 A | 4.34 A |
| 16. Your work as a teacher makes you feel that you are doing the noblest job in promoting human wellbeing and development. | 4.50 A | 4.05 A | 4.32 A |
| 17. Your job as a teacher makes you feel inspired & encouraged to aspire for prof. advancement | 4.29 A | 4.60 SA | 4.36 A |
| 18. Your superior help you in getting ahead with your job. | 4.50 A | 3.85 A | 4.14 A |
| 19. Visibility at work by higher authorities is important to the teachers. | 4.32 A | 4.15 A | 4.18 A |
| 20. Evaluation of performance should be objective and fair | 4.32 A | 4.65 SA | 4.27 A |

Legend:

5.00 - 4.51 -> Strongly Agree (SA)
4.50 - 3.51 -> Agree (A)
3.50 - 2.51 -> Slightly Agree (SI)

2.50 - 1.51 -> Disagree (D)
1.50 - 1.00 -> Strongly Disagree (SD)

authorities is important to the teacher (4.32. 13.) Evaluation of performance should be objective and fair (4.32). The remaining four motivational needs that were rated "Slightly Agree" were as follows: 1.) The present salary and other benefits is sufficient to satisfy their needs for Dwelling (3.38); 3.) Clothing (3.29) and 4.) Education (3.41); and hospitalization/medication (3.41). This implies that majority of the high income teachers respondents agree to the motivational needs as mentioned in this study. It is evidence by the strong agreement of the high-income respondents to have a working place that is well equipped with facilities as compared to the middle and low income group of respondents

The motivational needs of the Middle Income teacher respondents showed that there were three motivational needs that were rated "Strongly Agree": 1.) The supervisor should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves (4.85); 2.) Their work as teachers makes them feel that they are doing the noblest job in promoting human well-being and development (4.60); and 3.) Evaluation of performance should be objective and fair (4.65). On the other hand, the motivational needs that were rated by this group as Slightly Agree were as follows: 1.) Their present salary and other

benefits is sufficient to satisfy their need for food (3.25); 2.) Dwelling (3.25); 3.) Clothing (3.20); 4.) Education (3.10). While the thirteen motivational need that were rated "Agree" were as follow: 1.) Their present salary and other benefits is sufficient to satisfy their need for hospitalization/medical service (3.78); 2.) A supervisor should give a good deal of attention to the physical working condition of his teachers (4.03); 3.) Individual recognition for worthy accomplishment and above standard performance boost employees' morale (3.90); 4.) Their present job give them the opportunity to make full use of their capabilities (3.97); 5.) The DECS programs for salary standardization, retirement and other benefits encourage teachers to stay in their job (3.97); 6.) Their work as a teacher is in line with their interest and capabilities (4.30); 7.) The teacher is regarded in high esteem by the people in the community where he lives (4.35); 8.) The teachers social and economic status is at par with other professionals (4.02); 9.) As a professional the teacher should be given more independence or leeway on planning for classroom activities to attain expected accomplishments (4.30); 10.) Their job as teachers gives them favorable conditions and opportunities for continued self-development (4.23); 11.) Their work as teachers makes them feel inspired and encouraged to aspire

for professional advancement (4.05); 12.) Their superiors help them in getting ahead with their job (4.05); and 13.) Visibility at work by higher authorities is important to the teacher (4.15). This implies that majority of the middle income respondents agree to the motivational needs as presented in the study. They strongly agree that there should be a harmonious relationship in the working place.

Among the low income group there were six of the twenty motivational needs that were rated "Slightly Agree" and the rest were rated as "Agree". The motivational need that were rated "Slightly Agree" were the following: 1. Their present salary and other benefits is sufficient to satisfy their need for food (3.09); 2.) Dwelling (3.12); 3.) Clothing (3.16); 4.) Education (2.95); hospitalization/medical service (3.04); and 6.) The teacher is regarded in high esteem by the people in the community where he lives (2.74). The rest of the motivational needs that were rated "agree" were as follows: 1.) Their present job give them the opportunity to make full use of their capabilities (4.12); 2.) Individual recognition for worthy accomplishment and above standard performance boost employees' morale (4.15); 3.) A supervisor should give a good deal of attention to the physical working condition of his teachers (4.29); 4.) The DECS program for salary standardization,

retirement and other benefits encourage teachers to stay in their job (4.10); 5.) Their work as teachers is in line with their interest and capabilities (4.10); 6.) The teachers social and economic status is at par with other professionals (4.00); 7.) As a professional, the teacher should be given more independence or leeway on planning for activities, to attain expected accomplishments (4.22); 8.) The supervisor should work hard to promote congenial and harmonious relations between him and his teachers and among teachers themselves (4.43); 9.) Their work as teachers makes them feel that they are doing the noblest job in promoting human well-being and development (4.36); 10.) Their superior help them in getting ahead with their job (4.14); and 11.) Visibility at work by higher authorities is important to the teacher (4.18); 12.) Evaluation of performance should be objective and fair (4.27).

This implies that the low income group of teachers, though agreeable to almost all the motivational needs listed, almost unanimously marked salary satisfaction as slightly agree which implies that though they are enthusiastic to work, lack of finances for basic needs may affect their work.

Table 17 show the statistical analysis of the motivational needs of the elementary teachers relative to

Table 17

Result of ANOVA of Motivational Needs of Elementary
Teacher Respondents Relative to Socio-Economic Status

| Source of: Variation: | df | :Sum of :Square | :Mean of: :Square | F :Computed | F :Value | :Interpre- :tation |
|--------------------------|----|--------------------|----------------------|----------------|-------------|-----------------------|
| Between Group | 2 | 0.5628 | 0.2814 | 1.4177 | 3.11 | Accepted |
| Within Group | 77 | 15.284 | 0.19849 | | | |
| Total | 79 | 15.284 | | | | |

socio-economic status. The computed F-value of 1.417 is less than the critical value of F at df (2,79) and 0.05 level of significance which is 3.11, hence the null hypothesis that "there is no significant difference between the responses of the High, Middle and Low income teacher respondents" is accepted. This implies that relative to socio-economic status, the motivational needs of the teacher respondents are the same or does not significantly differ.

**Motivational Need of Elementary Teacher
Respondents Relative to Experience**

The years of service or the teaching experience of the teacher respondents, as reflected in Table 18, were divided into four groups. These are from 1 to 9 yrs service; 10-19 years; 20-29 years and 30-39 years.

The motivational needs of the elementary teachers with 1-9 years experience showed that of the twenty motivational needs listed, there were six which were rated "Strongly Agree" and 11 were rated "Agree". The motivational needs which were rated "Strongly Agree" were as follows: 1. Their present job gives them the opportunity to make full use of their capabilities (4.87); 2.) A supervisor should give a good deal of attention to the physical working condition of his teachers (4.67); 3.) The teacher is regarded in high esteem by the people in the community where he lives (4.73); 4.) The supervisor should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves (4.63); 5.) Their work as teachers makes them feel that they are doing the noblest job in promoting human well-being and development (4.67); 6.) Evaluation of Performance should be objective and fair (4.76). On the other hand, the eleven (11) motivational needs that were rated "Agree" were as follows: 1.) Their present salary and other benefits is sufficient to satisfy their needs for food (3.70); 2.) Dwelling (3.67); 3.) Clothing (3.67); 4.) Education (3.60) and 5.) hospitalization/ medical service (3.53); 6.) Individual recognition for worthy accomplishment and above standard performance boost employees' morale (4.50); 7.) The DECS

Table 18

Motivational Needs of Elementary Teachers
Relative to Work Experience

| Motivational Needs | 1-9 years | | 10-19 years | | 20-29 years | | 30-39 years | |
|---|-----------|----|-------------|----|-------------|----|-------------|----|
| 1-5 Your present salary and other benefit is sufficient to satisfy your basic physical needs for: | | | | | | | | |
| 1. Food | 3.70 | A | 3.05 | SI | 3.18 | SI | 3.15 | SI |
| 2. Dwelling | 3.67 | A | 3.03 | SI | 3.17 | SI | 3.08 | SI |
| 3. Clothing | 3.67 | A | 3.14 | SI | 3.24 | SI | 3.08 | SI |
| 4. Education | 3.60 | A | 3.02 | SI | 3.07 | SI | 2.91 | SI |
| 5. Hospitalization/medical service | 3.53 | A | 2.78 | SI | 2.91 | SI | 2.85 | SI |
| 6. Your present job gives you the opportunity to make full use of your capabilities | 4.87 | SA | 4.17 | A | 3.98 | A | 4.09 | A |
| 7. Individual recognition for worthy accomplishments and above-standard performance boosts employee morale. | 4.50 | A | 3.90 | A | 3.98 | A | 4.08 | A |
| 8. A supervisor should give a good deal of attention to the physical working condition of his teachers | 4.67 | SA | 4.36 | A | 4.26 | A | 4.25 | A |
| 9. The DECS Program for salary standardization retirement and other benefits encourage teachers to stay in their jobs. | 4.27 | A | 3.81 | A | 3.98 | A | 4.04 | A |
| 10. Your work as a teacher is in line with your interest and capabilities | 4.40 | A | 4.35 | A | 4.21 | A | 4.31 | A |
| 11. The teachers' is regarded in high esteem by the people in the community where he lives. | 4.73 | SA | 4.15 | SA | 4.30 | A | 4.23 | A |
| 12. The teachers' social & economic status is at par with other professionals in the community where he lives. | 4.50 | A | 3.92 | A | 3.96 | A | 4.04 | A |
| 13. As a professional the teacher needs to be given more independence or leeway on activities to attain expected accomplishments. | 4.47 | A | 4.05 | A | 4.31 | SA | 4.80 | SA |
| 14. The supervisor should work hard to promote congenial & harmonious relation between him & his teachers & among teachers themselves | 4.63 | SA | 4.39 | A | 4.37 | A | 4.38 | A |
| 15. Your Job as a teachers gives you favorable conditions and opportunities for continued self development | 4.50 | A | 4.34 | A | 4.18 | A | 4.28 | A |
| 16. Your work as a teacher makes you feel that you are doing the noblest job in promoting human wellbeing and development. | 4.27 | A | 4.25 | A | 4.60 | SA | 4.60 | SA |
| 17. Your job as a teacher makes you feel inspired & encouraged to aspire for professional advancement. | 4.67 | SA | 4.51 | SA | 4.44 | A | 4.51 | SA |
| 18. Your superior help you in getting ahead with your job. | 4.07 | A | 4.08 | A | 3.89 | A | 4.35 | A |
| 19. Visibility at work by higher authorities is important to the teachers. | 4.17 | A | 4.12 | A | 4.02 | A | 4.32 | A |
| 20. Evaluation of performance should be objective and fair | 4.76 | SA | 4.51 | SA | 4.39 | A | 4.50 | A |

Legend:

5.00 - 4.51 --> Strongly Agree (SA)
 4.50 - 4.51 --> Agree (A)
 3.50 - 2.51 --> Slightly Agree (SI)

2.50 - 1.51 --> Disagree (D)
 1.50 - 1.00 --> Strongly Disagree (SD)

program for salary standardization, retirement and other benefits encourage teachers to stay in their jobs (4.27); 8.) Their work as teachers is in line with their interest and capabilities (4.40); 9). The teachers social and economic status is at par with other professionals in the community (4.50); 10.) As a professional, the teacher should be given more independence or leeway on planning for classroom activities, to attain expected accomplishments (4.47); 11.) Their job as teachers gives them favorable conditions and opportunities for continued self-development (4.50); 12.) Their work as teachers makes them feel inspired and encouraged to aspire for professional advancement (4.27); 13.) Their superiors help them in getting ahead with their job (4.07); and 14.) Visibility at work by higher authorities is important to the teacher (4.14). This implies that majority of the respondents with 1-9 years experience agree to the motivational needs presented in the study. They expressed moderate satisfaction with the value of their salary in relation to their basic needs.

The motivational needs of the teacher respondents with 10-19 years of experience revealed that of the twenty motivational needs, three were rated "Strongly Agree", five (5) "Slightly Agree" and 12 rated "Agree".

The three motivational needs that were rated "Strongly Agree" were as follows: 1. The teacher is regarded in high esteem by the people in the community where he lives (4.55); 2.) Their work as teachers make them feel that they are doing the noblest job in promoting human well-being and development (4.51); 3.) Evaluation of performance should be objective and fair (4.51). On the other hand the five motivational needs that were rated "Slightly Agree" by the group of teacher respondents were as follows: 1.) Their present salary and other benefits is sufficient to satisfy their needs for food (3.05) 2.) dwelling (3.03); 3.) clothing needs (3.14); 4.) Education (3.02); and 5.) hospitalization and medical services (2.78).

The (12) twelve motivational needs that were rated "Agree" were as follows: 1.) Their present job gives them the opportunities to make full use of their capabilities (4.17); 2.) Individual recognition for worthy accomplishment and above standard performance boost employees' morale (3.90); 3.) A supervisor should give a good deal of attention to the physical working condition of his teachers (4.36); 4.) The DECS programs for salary standardization, retirement and other benefits encourage teachers to stay in their jobs (3.81); 5.) Their work as teachers is in line with their interests and capabilities (4.35); 6.) The

teachers' social and economic status is at par with other professionals in the community where he lives (3.92); 7.) As a professional, the teachers need to be given more independence or leeway on planning for classroom activities, to attain expected accomplishments - (4.05); 8.) The supervisor should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves (4.39); 9.) Their job as teachers gives them favorable conditions and opportunities for continued self-development (4.34); 10.) Their work as teachers makes them feel that they are doing the noblest job in promoting human well being and development (4.25) 11.) Their job as teachers makes them feel inspired and encouraged to aspire for professional advancement (4.51); 12.) Their superiors help them in getting ahead with their job (4.00); and 13.) Visibility at work by higher authorities is important to the teachers (4.12). This implies that the majority of the respondents with 10-19 years experience agree to the motivational need presented in the study. They also agree on their salary today as a poor motivational factor to work well.

The motivational needs of the teacher respondents with 20-29 years of experience in their respective jobs revealed, that of the twenty motivational needs, three were rated

"Strongly Agree", five (5) were Slightly Agree and 12 were rated "Agree".

The three motivational needs that were rated "Strongly Agree" were as follows: 1.) As a professional, the teachers need to be given more independence or leeway on planning for classroom activities, to attain expected accomplishments - (4.80); 2.) Their work as teachers makes them feel inspired and encouraged to aspire for professional advancement (4.60); 3.) Their work as teachers makes them feel that they are doing the noblest job in promoting human well-being and development (4.51);

The 12 motivational needs that were rated "Agree" were as follows: 1.) Their present job gives them opportunities to make full use of their capabilities (4.09); 2.) Individual recognition for worthy accomplishment and above standard performance boost employees' morale (4.08); 3.) A supervisor should give a good deal of attention to the physical working condition of his teachers (4.25); 4.) The DECS programs for salary standardization, retirement and other benefits encourage teachers to stay in their jobs (4.04); 5.) Their work as teachers is in line with their interests and capabilities (4.31); 6. The teacher is regarded in high esteem by the people in the community where he lives (4.23); 7.) The teachers' social and economic

status is at par with other professionals in the community where he lives (4.04); 8.) Their job as teachers gives them favorable conditions and opportunities for continued self-development (4.28); 9.) Their superiors help them in getting ahead with their job (4.32); 10.) Visibility at work by higher authorities is important to the teacher (4.32); 11.) Evaluation of performance should be objective and fair (4.50).

On the other hand the five motivational needs that were rated the following motivational needs with "Slightly Agree": 1.) Their present salary and other benefits is sufficient to satisfy their needs for food (3.15) 2.) dwelling (3.08); 3.) clothing needs (3.08); 4.) Education (2.91); and 5.) hospitalization and medical services (2.85). This implies that respondents with 20-29 years experience agree to the motivational needs presented in the study, except that which points on their present salary.

The the motivational needs of the teacher respondents with 30-39 years of experience in their respective job as a teacher revealed that their were 15 motivational needs, that were rated "Agree" and five (5) were "Slightly Agree".

The five motivational needs that were rated "Slightly Agree" by these teacher respondents are: 1.) There present salary and other benefits is sufficient to satisfy their

needs for food (3.18) 2.) dwelling (3.17); 3.) clothing needs (3.24); 4.) Education (3.07); and 5.) hospitalization and medical services (2.91). The 15 motivational need that were rated "Agree" are as follows: 1.) Their present job gives them the opportunities to make full use of their capabilities (3.92); 2.) Individual recognition for worthy accomplishment and above standard performance boost employees' morale (3.98); 3.) A supervisor should give a good deal of attention to the physical working condition of his teachers (4.26); 4.) The DECS programs for salary standardization, retirement and other benefits encourage teachers to stay in their jobs (3.78); 5.) Their work as teachers is in line with their interests and capabilities (4.24); 6. The teacher is regarded in high esteem by the people in the community where he lives (4.30); 7.) The teachers' social and economic status is at par with other professionals in the community where he lives (3.96); 8.) As a professional, the teachers need to be given more independence or leeway on planning for classroom activities, to attain expected accomplishments (4.31); 9.) The supervisor should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves (4.37); 10.) Their job as teachers gives them favorable conditions and opportunities

for continued self-development (4.18); 11.) Their work as teachers makes them feel inspired and encouraged to aspire for professional advancement (4.24); 12.) Their work as teachers makes them feel that they are doing the noblest job in promoting human well-being and development (4.44); 13.) Their superiors help them in getting ahead with their job (3.89); 14.) Visibility at work by higher authorities is important to the teachers (4.02); 15.) Evaluation of performance should be objectives and fair (4.39). This implies that majority of the respondent with 30-39 years experience agree to the motivational needs agreed on by the other groups of respondents according to job experience.

Table 19 shows the statistical analysis of the motivational needs of the elementary school teachers relative to their work experience. Quantitatively, the mean score of 4.28; 3.82; 3.99 and 3.9 has a small difference. Statistical computation using the F-test (One-Way-Analysis of Variance) showed the computed value of 2.3286 which is less than the critical value of F of 2.72 at df (3,80) and 0.05 level of significance, hence the null hypothesis that "there is no significant difference on the motivational need relative to the work experience of the elementary teachers respondents is accepted. This implies that the number of job experience, does not cause any difference of responses between groups.

Table 19

Result of ANOVA of the Motivational Needs of
Respondents Relative to Work Experience

| Source of: Variation: | df | :Sum of :Square | :Mean of: :Square | F :Computed: | F :Value: | :Interpre- :tation |
|--------------------------|----|--------------------|----------------------|-----------------|--------------|-----------------------|
| Between Group | 3 | 1.97 | 0.6566 | 2.3286 | 2.72 | Accepted |
| Within Group | 76 | 21.43 | 0.28197 | | | |
| Total | 79 | 23.40 | | | | |

Motivational Need of Elementary
Teacher Respondents Relative to
Position

Table 20 revealed the motivational needs of the teacher respondents relative to position.

The motivational needs of respondents with position of Teacher I revealed that there were 14 motivational needs that were rated "Agree" while six were rated "Slightly Agree".

The six motivational needs were as follows: 1.) Their present job gives them the opportunity to make full use of their capabilities (3.98); 2.) Individual recognition for worthy accomplishment and above standard performance boost employees' morale (4.04); 3.) Superiors should give a good deal of attention to the physical working conditions of his

teachers (4.23; 4.) The DECS programs for salary standardization, retirement and other benefits encourage teachers to stay in their jobs (3.92); 5.) Their work as teachers is in line with their interest and capabilities (4.26); 6. The teacher is regarded in high esteem by the people in the community where he lives (4.17); 7.) As a professional, the teachers need to be given more independence on planning for classroom activities, to attain expected accomplishment (4.46); 8.) The superiors should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves (4.33); 9.) Their job as teachers gives them favorable conditions and opportunities for continued self-development (4.21); 10.) Their work as teachers makes them feel inspired and encouraged to aspire for professional advancement (4.24); 11.) Their work as teachers makes them feel that they are doing the noblest job in promoting human well-being and development (4.42); 12.) Their superiors help them in getting ahead with their jobs (4.14); 13.) Visibility at work by higher authorities is important to the teachers (4.17; 14.) Evaluation of performance should be objective and fair (4.44).

The six motivational needs that were rated "Slightly Agree" were as follows: 1.) Their present salary and other

benefits is sufficient to satisfy their needs for food - (3.29); 2.) dwelling (3.24); 3.) Clothing (3.20); 4.) Education (3.13); 5.) hospitalization/medical service (3.14); and 6.) The teachers' social and economic status is at par with other professional in the community where he lives (3.04). This implies that Teacher I respondents agree to the motivational needs presented in the study, except with the effects of their salary to the satisfaction of their basic needs.

The motivational needs of the Teacher II, teacher respondents revealed that there were 15 motivational needs that were rated "Agree", while only five were rated "Slightly Agree".

The 15 motivational need that were rated "Agree" were as follows: 1.) Their present job gives them the opportunity to make full use of their capabilities (4.10); 2.) Individual recognition for worthy accomplishment and above standard performance boost employee's morale (4.10); 3.) Superiors should give a good deal of attention to the physical working conditions of his teachers (4.06; 4.) The DECS programs for salary standardization, retirement and other benefits encourages teacher to stay in their jobs (3.71); 5.) Their work as teachers is in line with their

activities, to attain expected accomplishment (4.25); 9) The supervisor should work hard to promote congenial harmonious relations between him and his teachers and among teachers themselves (4.35); 10.) Their job as teachers give them favorable condition and opportunities for continued self-development (4.33); 11.) Their work as teachers make them feel inspired and encourage to aspire for professional advancement (4.32); 12.) Their work as teachers make them feel that they are doing the noblest job in promoting the human well being and development (4.44); 13.) Their superiors help them in getting ahead with their job (4.15); 14.) Visibility at work by higher authorities is important to the teacher (4.20); and (15) Evaluation of performance should be objective and fair (4.44). There were five motivational needs that were rated "Slightly Agree": 1.) Their present salary and other benefits is sufficient to satisfy their needs for food (3.18); dwelling (3.13); clothing (3.15) education (3.11) and hospitalization and medical services (2.99)

Table 15 show the statistical analysis of the motivational needs relative to educational qualification which reveal the computed F- value of 0.087. This value was less than the critical value of 3.15 at $df(2,59)$ and 0.05 level of significance thus the null hypothesis that "there

Motivational Needs of The Elementary Teachers Relative to Position

| Motivational Needs | | T1 | | T2 | | T3 | | MT1 | | MT2 | |
|---|---|------|----|------|----|------|----|------|----|------|----|
| 1-5 | Your present salary and other benefit is sufficient to satisfy your basic physical needs for: | | | | | | | | | | |
| 1. | Food | 3.29 | SI | 3.42 | SI | 3.44 | SI | 3.15 | SI | 3.71 | A |
| 2. | Dwelling | 3.24 | SI | 3.32 | SI | 3.44 | SI | 3.23 | SI | 3.14 | SI |
| 3. | Clothing | 3.20 | SI | 3.03 | SI | 3.33 | SI | 3.46 | SI | 3.57 | A |
| 4. | Education | 3.13 | SI | 2.90 | SI | 3.33 | SI | 2.92 | SI | 3.43 | SI |
| 5. | Hospitalization/medical service | 3.14 | SI | 2.84 | SI | 3.44 | SI | 2.85 | SI | 3.43 | SI |
| 6. | Your present job gives you the opportunity to make full use of your capabilities | 3.98 | A | 4.10 | A | 4.30 | A | 4.27 | A | 4.29 | A |
| 7. | Individual recognition for worthy accomplishments and above-standard performance boosts employee morale. | 4.04 | A | 4.10 | A | 4.07 | A | 4.04 | A | 4.57 | SA |
| 8. | A supervisor should give a good deal of attention to the physical working condition of his teachers | 4.23 | SA | 4.06 | A | 4.30 | A | 4.08 | A | 4.57 | SA |
| 9. | The DECS Program for salary standardization retirement & other benefits encourage teachers to stay in their jobs. | 3.92 | A | 3.71 | A | 4.26 | A | 3.88 | A | 3.00 | SI |
| 10. | Your work as a teacher is in line with your interest & capabilities. | 4.26 | A | 4.32 | A | 4.55 | A | 4.15 | A | 4.14 | A |
| 11. | The teachers' is regarded in high esteem by the people in the community where he lives. | 4.17 | A | 4.16 | SA | 4.37 | A | 4.04 | A | 4.57 | SA |
| 12. | The teachers' social & economic status is at par with other professionals in the community where he lives. | 3.04 | A | 4.06 | A | 4.22 | A | 3.58 | A | 4.00 | A |
| 13. | As a professional the teacher needs to be given more independence or leeway on activities to attain expected accomplishments. | 4.33 | A | 3.71 | A | 4.04 | A | 4.46 | A | 4.57 | SA |
| 14. | The supervisor should work hard to promote congenial & harmonious relation between him & his teachers & among teachers themselves | 4.33 | A | 4.32 | A | 4.63 | SA | 4.65 | SA | 5.00 | SA |
| 15. | Your Job as a teachers gives you favorable conditions & opportunities for continued self development | 4.21 | A | 4.03 | A | 4.56 | SA | 4.15 | A | 4.57 | SA |
| 16. | Your work as a teacher makes you feel that you are doing the noblest job in promoting human wellbeing & development. | 4.24 | A | 4.19 | A | 4.44 | A | 4.08 | A | 4.57 | SA |
| 17. | Your job as a teacher makes you feel inspired & encouraged to aspire for professional advancement. | 4.22 | A | 4.45 | A | 4.44 | A | 4.50 | A | 4.71 | SA |
| 18. | Your superior help you in getting ahead with your job. | 4.14 | A | 4.36 | A | 4.41 | A | 4.04 | A | 4.14 | A |
| 19. | Visibility at work by higher authorities is important to the teachers. | 4.17 | A | 4.42 | A | 4.37 | A | 4.15 | A | 4.14 | SA |
| 20. | Evaluation of performance shld be objective and fair | 4.44 | A | 4.26 | A | 4.22 | A | 3.85 | A | 5.00 | SA |
| Legend: 5.00 - 4.51 -> Strongly Agree (SA) 2.50 - 1.51 -> Disagree (D) | | | | | | | | | | | |
| 4.50 - 3.51 -> Agree (A) 1.50 - 1.00 -> Strongly Disagree (SD) | | | | | | | | | | | |
| 3.50 - 2.51 -> Slightly Agree (SI) | | | | | | | | | | | |

opportunities for continued self-development (4.03); 11.) Their work as teachers make them feel inspired and encouraged to aspire for professional advancement (4.19); 12.) Their work as teachers make them feel that they are doing the noblest job in promoting human well-being and development (4.45); 13.) Their superior help them in getting ahead with their jobs (4.36); 14.) Visibility at work by higher authorities is important to the teachers (4.42; 15.) Evaluation of performance should be objective and fair (4.26). While the five motivational needs that were rated "Slightly Agree" were as follows: 1.) Their present salary and other benefits is sufficient to satisfy their needs for food - (3.42); 2.) dwelling (3.22); 3.) Clothing (3.03); 4.) Education (2.90); 5.) hospitalization/medical service (2.84). This implies that majority of the Teacher II respondents agree to what the teacher I respondents agree to.

For the Teacher III, respondents, there were three motivational needs that were rated "Strongly Agree"; 12 were "Agree" and five "Slightly Agree".

The three motivational needs that were rated "Strongly Agree" were as follows: 1. Their work as teachers is in line with their interest and capabilities (4.55); 2.) Their superior should work hard to promote congenial and

harmonious relation between him and his teachers and among teachers themselves (4.65); and the third was their job as teachers gives them favorable conditions and opportunities for continued self-development (4.56). While the twelve (12) motivational needs that were rated with "Agree" were as follows: 1.) Their present job gives them the opportunity to make full use of their capabilities (4.30); 2.) Individual recognition for worthy accomplishment and above standard performance boost employees' morale (4.07); 3.) Superiors should give a good deal of attention to the physical working condition of his teachers (4.30); 4.) The DECS programs for salary standardization, retirement and other benefits encourage teachers to stay in their jobs (4.26); 5.) The teacher is regarded in high esteem by the people in the community where he lives (4.37); 6.) The teachers' social and economic status is at par with other professionals in the community where he lives (4.22); 7.) As a professional, the teachers needs to be given more independence or leeway on planning for classroom activities, to attain expected accomplishment (4.04); 8.) Their work as teachers make them feel inspired and encouraged to aspire for professional advancement (4.44); 9.) Their work as a teaches make them feel that they are doing the noblet job in promoting human well-being and development (4.44); 10.)

Their superiors help them in getting ahead with their jobs (4.41); 11.) Visibility at work by higher authorities is important to the teachers (4.37); 12.) Evaluation of performance should be objective and fair (4.22).

The five motivational needs that were rated "Slightly Agree" are the following: 1.) Their present salary and other benefits is sufficient to satisfy their needs for food (3.44); 2.) dwelling (3.44); 3.) Clothing (3.33); 4.) Education (3.33); 5.) hospitalization/medical service (3.44); This implies that Teacher III respondents agree to the motivational needs of teacher I and II respondents.

For the Master Teacher I, teacher respondents, the table shows there was only one motivational need that was rated "Strongly Agree" ; 14 were rated "Agree" while the remaining five were rated "Slightly Agree".

The motivational need that were rated "Stronly Agree" was on the ideas that superiors should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves (4.65)

The 14 motivational needs that were rated "Agree" were as follows: 1.) Their present job gives them the opportunity to make full use of their capabilities (4.27); 2.) Individual recognition for worthy accomplishment and above standard performance boost employees' morale (4.04); 3.)

Superiors should give a good deal of attention to the physical working condition of his teachers (4.08; 4.) The DECS programs for salary standardization, retirement and other benefits encourage teachers to stay in their jobs (3.88); 5.) The teacher is regarded in high esteem by the people in the community where he lives (4.04); 6.) The teachers' social and economic status is at par with other professionals in the community where he lives (3.58); 7.) As a professional, the teachers need to be given more independence or leeway on planning for classroom activities, to attain expected accomplishment (4.46); 12.) Their job as teachers gives them favorable conditions and opportunities for continued self-development (4.15) 8.) Their work as teachers makes them feel inspired and encouraged to aspire for professional advancement (4.04); 9.) Their work as teachers makes them feel that they are doing the noblest job in promoting human well-being and development (4.50); 10.) Their superiors help them in getting ahead with their jobs (4.04); 11.) Visibility at work by higher authorities is important to the teachers (4.15); 12.) Evaluation of performance should be objective and fair (3.85). On the other hand the five motivational needs that were rated "Slightly Agree were as follows: 1.) Their present salary and other benefits is sufficient to satisfy their needs for

food (3.15); 2.) dwelling (3.23); 3.) Clothing (3.46); 4.) Education (2.92); 5.) hospitalization/medical service (2.85); This implies that master teacher I respondents agree to the motivational needs presented in the study. Listed and strongly indorses the ideas that harmonious relations between superiors and teachers; between teachers are strong motivational factors for job satisfaction.

The perception of the motivational needs of the Master Teacher II, respondents showed that there were 10 motivational needs that were rated "Strongly Agree"; six were rated "Agree" while the remaining four were rated "Slightly Agree".

The motivational needs that were rated "Stronly Agree" were the following: 1.) superiors should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves (4.65) 2.) Individual recognition for worthy accomplishments and above standard performance boost employees' morale (4.57); 3.) Superiors should give a good deal of attention to the physical working condition of his teachers (4.57); 4.) The teacher is regarded in high esteem by the people in the community where he lives (4.57); 5.) As a professional, the teachers needs to be given more independence or leeway on planning for classroom activities, to attain expected

accomplishment (4.57); 6.) Supervisors should give a good deal of attention to the physical working condition of his teachers. (5.00); 7.) Their job as teachers gives them favorable conditions and opportunities for continued self-development (4.57) 8.) Their work as teachers makes them feel inspired and encouraged to aspire for professional advancement (4.57); 9.) Their work as teachers makes them feel that they are doing the noblest job in promoting human well-being and development (4.71); 10.) Visibility at work by higher authorities is important to the teachers (4.57); 12.) Evaluation of performance should be objective and fair (5.00). While the six motivational needs that were rated "Slightly Agree were as follows: 1.) Their present salary and other benefits is sufficient to satisfy their needs for food (3.71); 2.) Clothing (3.57); 3.) The present job give them the full use of their capabilities (4.29); 4.) Their work as teachers is in line with their interest and capabilities (4.14); 5.) The teachers' social and economic status is at par with other professionals in the community where he lives (4.00) and 6.) Their superior help them in getting ahead with their job (4.14)

The remaining four motivational needs were rated "Slightly Agree" These are the following: 1. Their salary and other benefits is sufficient to satisfy their needs for

dwelling (3.14), 2.) Education (3.43); 4.) Hospitalization (3.00) and the last was on the DECS programs for salary standardization, retirement and other benefits encourage teachers to stay in their job (3.00). This implies that Master Teacher II respondents strongly agree to the motivational needs presented in this study as factors for job satisfaction, and specifically emphasize the total welfare of teachers.

Table 21 shows the statistical analysis of the motivational needs of the elementary school teachers relative to their position. Quantitatively the mean score of 3.89; 3.88; 4.11; 3.876 and 4.178 conotes a very small difference. Statistical computation using the F-test (One-Way-Analysis of Variance) showed the computed value of

Table 21

Result of ANOVA of the Motivational Needs of
Respondents Relative to Work Experience

| Source of Variation : | df : | Sum of Square : | Mean of Square : | F Compt. : | F Value : | Interpretation : |
|-----------------------|------|-----------------|------------------|------------|-----------|------------------|
| Between Group | 4 | 1.6144 | 0.4036 | 1.4932 | 3.15 | Accepted |
| Within Group | 95 | 25.6779 | 0.27029 | | | |
| Total | 99 | 27.2923 | | | | |

1.4932 which is less than the critical value of F of 2.42 at df (4,99) and 0.05 level of significance, hence the null hypothesis that "there is no significant difference on the motivational needs relative to the position held of the elementary teacher respondents is accepted. This implies that as to working experience, their motivational needs are almost not affected.

Motivational Needs of Respondents **Relative to In-service Training**

The motivational need of the respondent relative to in-service training were shown in Table 22. This were classified into highly trained, moderately trained and slightly trained.

The motivational needs of the highly trained teacher respondents as shown in the table revealed that there were 15 motivational needs rated "Agree" and five were "Slightly Agree".

The five motivational needs that were rated "Slightly Agree" were as follows: 1.) Their present salary and other benefits is sufficient to satisfy their needs for food - (3.24); 2.) dwelling (3.26); 3.) Clothing (1.81); 4.) Education (3.28); 5.) hospitalization/medical service (3.01). While the 15 motivational needs that were rated "Agree" were the following: 1.) Their present job gives them

the opportunity to make full use of their capabilities (3.82); 2.) Individual recognition for worthy accomplishment and above standard performance boost employees' morale (3.98); 3.) Superiors should give a good deal of attention to the physical working condition of his teachers (4.07; 4.) The DECS programs for salary standardization, retirement and other benefits encourage teachers to stay in their jobs (4.00); 5.) Their work as a teacher is in line with their interest and capabilities (4.10); 6. The teacher is regarded in high esteem by the people in the community where he lives (4.07); 6.) The teachers' social and economic status is at par with other professionals in the community where he lives (4.07); 7.) As a professional, the teachers needs to be given more independence or leeway on planning for classroom activities, to attain expected accomplishment (4.28); 8.) The superior should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves (4.32); 9.) Their job as a teacher give them favorable conditions and opportunities for continued self-development (4.05); 10.) Their work as teachers make them feel inspired and encouraged to aspire for professional advancement (3.51); 11.) Their work as teachers make them feel that they are doing the noblest job in promoting human well-being and

Table 22

Motivational Needs of Elementary
Teachers Relative Training

| Motivational Needs | Highly Trained | | Moderately Trained | | Slightly Trained | |
|---|-------------------|----|-----------------------|----|---------------------|----|
| 1-5 Your present salary and other benefit is sufficient to satisfy your basic physical needs for: | | | | | | |
| 1. Food | 3.24 | SI | 3.11 | SI | 3.61 | A |
| 2. Dwelling | 3.26 | SI | 2.96 | SI | 3.33 | SI |
| 3. Clothing | 1.81 | D | 2.97 | SI | 3.63 | A |
| 4. Education | 3.28 | SI | 3.19 | SI | 3.34 | SI |
| 5. Hospitalization/medical service | 3.07 | SI | 2.76 | SI | 3.19 | SI |
| 6. Your present job gives you the opportunity to make full use of your capabilities | 3.82 | A | 4.20 | A | 4.33 | A |
| 7. Individual recognition for worthy accomplishments and above-standard performance boosts employee morale. | 3.98 | A | 4.39 | A | 4.17 | A |
| 8. A supervisor should give a good deal of attention to the physical working condition of his teachers | 4.07 | A | 4.81 | SA | 4.44 | A |
| 9. The DECS Program for salary standardization retirement and other benefits encourage teachers to stay in their jobs. | 4.00 | A | 3.92 | A | 4.18 | A |
| 10. Your work as a teacher is in line with your interest and capabilities | 4.09 | A | 4.32 | A | 4.48 | A |
| 11. The teachers' is regarded in high esteem by the people in the community where he lives. | 4.07 | A | 4.44 | A | 3.96 | A |
| 12. The teachers' social & economic status is at par with other professionals in the community where he lives. | 4.00 | A | 3.92 | A | 4.09 | A |
| 13. As a professional the teacher needs to be given more independence or leeway on activities to attain expected accomplishments. | 4.28 | A | 4.25 | A | 4.39 | A |
| 14. The supervisor should work hard to promote congenial & harmonious relation between him & his teachers & among teachers themselves | 4.32 | A | 4.47 | A | 4.61 | SA |
| 15. Your Job as a teachers gives you favorable conditions and opportunities for continued self development | 4.05 | A | 4.19 | A | 4.39 | A |
| 16. Your work as a teacher makes you feel that you are doing the noblest job in promoting human wellbeing and development. | 3.51 | A | 4.27 | A | 4.34 | A |
| 17. Your job as a teacher makes you feel inspired & encouraged to aspire for professional advancement. | 4.08 | A | 4.44 | A | 4.64 | SA |
| 18. Your superior help you in getting ahead with your job. | 4.19 | A | 4.16 | A | 4.13 | A |
| 19. Visibility at work by higher authorities is important to the teachers. | 4.02 | A | 4.14 | A | 4.31 | A |
| 20. Evaluation of performance should be objective and fair | 4.33 | A | 3.26 | SI | 4.50 | A |

Legend:

5.00 - 4.51 -> Strongly Agree (SA)

4.50 - 3.51 -> Agree (A)

3.50 - 2.50 -> Slightly Agree (SI)

2.50 - 1.51 -> Disagree (D)

1.50 - 1.00 -> Strongly Disagree (SD)

development (4.08); 12.) Their superiors help them in getting ahead with their job (4.19); 13.) Visibility at work by higher authorities is important to the teachers (4.02) 14.) Evaluation of performance should be objective and fair (4.33). This implies that highly trained respondents agree to the motivational needs presented in the study, but still maintain the view of low salary hence not a good factor to motivate teachers.

The motivational needs of the Moderately Trained teacher respondents showed that there were 13 motivational needs, rated "Agree", six were "Slightly Agree" and only one was rated "Strongly Agree".

The motivational needs that was rated "strongly agree" was on the idea that, superior should give a good deal of attention to the physical working condition of his teachers. On the other hand the 13 motivational needs that were rated "Agree" were as follows: 1.) Their present job gives them the opportunity to make full use of their capabilities (4.20); 2.) Individual recognition for worthy accomplishment and above standard performance boost employees' morale (4.39); 4.) The DECS programs for salary standardization, retirement and other benefits encourage teachers to stay in their jobs (3.92); 5.) Their work as teachers is in line with their interest and capabilities

(4.32); 6. The teacher is regarded in high esteem by the people in the community where he lives (4.44); 7.) The teachers' social and economic status is at par with other professionals in the community where he lives (3.92); 8.) As a professional, the teachers needs to be given more independence or leeway on planning for classroom activities, to attain expected accomplishment (4.25); 9.) The superiors should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves (4.47); 10.) Their job as teachers gives them favorable conditions and opportunities for continued self-development (4.19); 11.) Their work as teachers makes them feel inspired and encouraged to aspire for professional advancement (4.27); 12.) Their work as teachers makes them feel that they are doing the noblest job in promoting human well-being and development (4.44); 13.) Their superiors help them in getting ahead with their jobs (4.16); 14.) Visibility at work by higher authorities is importnat to the teachers (4.14).

While the six motivational needs that were rated "Slightly Agree" were as follows: 1.) Their present salary and other benefits is sufficient to satisfy their needs for food (3.11); 2.) dwelling (2.96); 3.) Clothing (2.97); 4.) Education (3.19); 5.) hospitalization/medical service

(2.76); 6.) Evaluation of performance should be objective and fair (3.26). This implies that moderately trained respondents agree to the motivational needs of the highly trained group.

The motivational needs of the Slightly Trained teacher respondents reveals that there were two motivational need, rated "Slightly Agree"; three, "Strongly Agree" and 15 were considered "Agree".

The motivational need that was rated "Strongly Agree" were on the following: 1.) The superior should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves (4.61); 2.) Their work as a teacher makes them feel that they are doing the noblest job in promoting human well-being and development (4.64). While the 15 motivational needs that were rated "Agree" were as follows: 1.) Their present salary and other benefits is sufficient to satisfy their needs for food (3.61); 2.) Clothing (3.63); 3.) Their present job gives them the opportunity to make full use of their capabilities (4.30); 4.) Individual recognition for worthy accomplishment and above standard performance boosts employee morale (4.17); 5.) Superiors should give a good deal of attention to the physical working condition of his teachers (4.44); 6.) The DECS programs for salary

standardization, retirement and other benefits encourage teachers to stay in their jobs (4.18); 7.) Their work as teachers is in line with their interest and capabilities (4.48); 8.) The teacher is regarded in high esteem by the people in the community where he lives (3.97); 9.) The teachers' social and economic status is at par with other professional in the community where he lives (4.09); 10.) As a professional, the teachers need to be given more independence or leeway on planning for classroom, activities to attain expected accomplishment (4.39); 11.) Their job as teachers gives them favorable conditions and opportunities for continued self-development (4.39); 12.) Their work as teachers makes them feel inspired and encouraged to aspire for professional advancement (4.34); 13.) Their superiors help them in getting ahead with their job (4.13); 14.) Visibility at work by higher authorities is important to the teachers (4.31). 15.) Evaluation of performance should be objective and fair (4.50).

The three motivational needs rated "Slightly Agree" were as follows: 1.) Their present salary and other benefits is sufficient to satisfy their needs for dwelling (3.33); 2.) education (3.34); 3.) hospitalization/medical services (3.19). This implies that majority of slightly trained respondents agree to the motivational needs of the

Relationship of Motivational Needs Extent of
Job Satisfaction of Teachers & the Leadership
Style of School Administrators

The Motivational Needs of Teachers. Generally the motivational need of the elementary teachers respondents were presented in Table 24. As shown in the table, of the twenty motivational needs being considered in this study, only five were rated "Slightly Agree" while there were 15 that were considered "Agree". The five motivational needs which were rated "Slightly agree" were on the following ideas: 1.) Their present salary and other benefits is sufficeint to satisfy their needs for food (3.27); 2.) dwelling (3.36); 3.) clothing (3.26); 4.) education (3.21) and 5.) hospitalization.medical services (3.14).

The 15 motivational need that were considered "Agree" were as follows: 1.)Their present job gives them the opportunity to make full use of their capabilities (3.89) 2.) individual recognition for worthy accomplishment and above standard performance boost employees' morale (3.99); 3.) Superiors should give a good deal of attention to the physical working condition of his teachers (4.12); 4.) The DECS programs for salary standardization, retirement and other benefits encourage teachers to stay in their job (3.91); 5.) Their work as teachers is in line with their interest and capabilities (3.96); 6.) The teacher is

regarded in high esteem by the people in the community where he lives (3.94); 6.) The teachers' social and economic status is at par with other professionals in the community where he lives (3.77); 7.) as a professional, the teachers needs to be given more independence or leeway on planning for classroom activities, to attain expected accomplishment (4.17); 8.) The supervisor should work hard to promote congenial and harmonious relation between him and his teachers and among teachers themselves (4.32); 9.) Their job as teachers gives them favorable conditions and opportunities for continued self-development (4.13); 10) Their work as teachers make them feel inspired and encouraged to aspire for professional advancement (4.17); 11.) Their work as teachers make them feel that they are doing the noblest job in promoting human well being and development (4.34); 12.) Their superiors help them in getting ahead with their job (4.11); 13.) Visibility at work by higher authorities is important to the teacher (4.13); 14.) Evaluation of performance should be objective and fair (4.39). This implies that generally the respondents agree to the 20 motivational needs presented in this study, excepton the salary aspect in relations to satisfactorily covering food, clothing, shelter, educationa and medication.

Table 24

Motivational Needs of Elementary School Teachers

| Motivational Needs | : SA : A : S1 : D : SD : WM : Inter | : 5 : 4 : 3 : 2 : 1 : : pre- | | | | | |
|--|-------------------------------------|------------------------------|----------|----------|---------|------|------|
| 1-5 Your present salary and other benefit is sufficient to satisfy your basic physical needs for: | | | | | | | |
| 1. Food | 30 (150) | 68 (272) | 71 (273) | 40 (80) | 14 (14) | 3.27 | S1 A |
| 2. Dwelling | 22 (110) | 76 (304) | 76 (228) | 37 (74) | 12 (12) | 3.26 | S1 A |
| 3. Clothing | 20 (100) | 71 (284) | 85 (255) | 42 (84) | 5 (5) | 3.26 | S1 A |
| 4. Education | 26 (130) | 66 (264) | 68 (204) | 55 (110) | 8 (8) | 3.21 | S1 A |
| 5. Hospitalization/medical service | 25 (125) | 63 (252) | 67 (201) | 54 (108) | 14 (14) | 3.14 | S1 A |
| 6. Your present job gives you the opportunity to make full use of your capabilities. | 66 (330) | 91 (364) | 45 (135) | 18 (36) | 3 (3) | 3.89 | A |
| 7. Individual recognition for worthy accomplishments and above-standard performance boosts employee morale. | 67 (335) | 100 (400) | 46 (138) | 8 (16) | 2 (2) | 3.99 | A |
| 8. A supervisor should give a good deal of attention to the physical working condition of his teachers | 87 (435) | 89 (356) | 37 (111) | 6 (12) | 4 (4) | 4.12 | A |
| 9. The DECS Program for salary Standardization retirement and other benefits encourage teachers to stay in their jobs. | 66 (330) | 90 (360) | 49 (147) | 16 (32) | 2 (2) | 3.91 | A |
| 10. Your work as a teacher is in line with your interest and capabilities | 71 (355) | 95 (380) | 38 (114) | 15 (30) | 4 (4) | 3.96 | A |
| 11. The teachers' is regarded in high esteem by the people in the community where he lives. | 66 (330) | 94 (376) | 50 (150) | 9 (18) | 4 (4) | 3.94 | A |

Cont. Table 24

| Motivational Needs | : SA : 5 | : A : 4 | : SI : 3 | : D : 2 | : SD : 1 | : WM : | : Inter : pre- |
|--|--------------|--------------|-------------|------------|-------------|-----------|-------------------|
| 12. The teachers' social & economic status is at par with other professionals in the community where he lives. | 40 (200) | 119 (476) | 42 (126) | 17 (34) | 5 (5) | 3.77 | A |
| 13. As a professional the teacher needs to be given more independence or leeway on activities to attain expected accomplishments. | 84 (420) | 99 (396) | 35 (105) | 3 (6) | 2 (2) | 4.17 | A |
| 14. The supervisor should work hard to promote congenial and harmonious relation between him & his teachers and among teachers themselves. | 107 (535) | 89 (356) | 23 (69) | 3 (6) | 1 (1) | 4.32 | A |
| 15. Your Job as a teachers gives you favorable conditions and opportunities for continued self-development. | 84 (420) | 99 (396) | 29 (87) | 7 (14) | 4 (4) | 4.13 | A |
| 16. Your work as a teacher makes you feel that you are doing the noblest job in promoting human wellbeing and development. | 82 (410) | 103 (412) | 33 (99) | 3 (6) | 2 (2) | 4.17 | A |
| 17. Your job as a teacher makes you feel inspired and encouraged to aspire for professional advancement. | 110 (550) | 86 (344) | 21 (63) | 5 (10) | 1 (1) | 4.34 | A |
| 18. Your superior help you in getting ahead with your job. | 78 (390) | 103 (412) | 33 (99) | 7 (14) | 2 (2) | 4.11 | A |
| 19. Visibility at work by higher authorities is important to the teachers. | 83 (415) | 100 (400) | 27 (81) | 11 (22) | 2 (2) | 4.13 | A |
| 20. Evaluation of performance should be objective and fair | 115 (575) | 87 (348) | 15 (30) | 4 (8) | 2 (2) | 4.39 | A |

Legend:

5.00 - 4.51 -> Strongly Agree (SA) 2.50 - 1.51 -> Disagree (D)
 4.50 - 3.51 -> Agree (A) 1.50 - 1.00 -> Strongly Disagree (SD)
 3.50 - 2.51 -> Slightly Agree (SI)

Extent of Job Satisfaction of the Elementary Teachers

Table 25 showed the job satisfaction of the elementary teacher respondents. The table showed the 15 description about job satisfaction. The table further revealed that all the description considered in this study were rated "Very Satisfied"; these are as follow: 1. The working condition (3.88); 2.) The chances for advancement (3.73); 3.) The chance to use their abilities (3.93); 4.) Their salary and the amount of work they do (3.57); 5.) The feeling of accomplishment (3.91); 6.) Social and economic status (3.71); 7.) Recognition for worthwhile accomplishments (3.73); 8.) fair objective performance evaluation (3.79); 9.) Interrelation with superiors (3.41); 10.) Interrelation with Co-teachers (4.18); 11.) Professional assistance by superiors (3.91); 12.) Conditions for continued self-development (4.04); 13.) degree of independence for getting work done (3.81); 14. Existing policies for promotion and salary upgrading (3.72); 15.) Adequacy of compensation to meet basic needs (2.90). Generally the elementary school teacher were Very Satisfied with their work as a teacher. This implies that even if the salary is enough for their basic physical needs the teachers are generally very satisfied with their jobs.

Leadership Style of School Administrators. Table 26

Table 25

Job Satisfaction of Elementary School
Teacher Respondents

| | : FS : | VS : | S : | SS : | NS : | W : | Interpre- |
|---|-------------|--------------|-------------|------------|------------|-------|-----------|
| | : 5 : | : 4 : | : 3 : | : 2 : | : 1 : | Mean: | tation |
| 1. The working condition | 46 (230) | 119 (476) | 48 (144) | 5 (10) | 5 (5) | 3.88 | VS |
| 2. The chances for advancement | 36 (180) | 114 (456) | 55 (165) | 13 (26) | 5 (5) | 3.73 | VS |
| 3. The chance to use my abilities | 54 (270) | 117 (468) | 38 (114) | 11 (22) | 3 (3) | 3.93 | VS |
| 4. My salary and the amount of work I do | 38 (190) | 88 (352) | 72 (216) | 13 (26) | 12 (12) | 3.57 | VS |
| 5. The feeling of accomplishment | 58 (290) | 108 (432) | 42 (126) | 9 (18) | 6 (6) | 3.91 | VS |
| 6. Social and Economic status | 42 (210) | 90 (360) | 77 (231) | 12 (24) | 2 (2) | 3.71 | VS |
| 7. Recognition for worthwhile accomplishment | 48 (240) | 98 (392) | 54 (162) | 14 (28) | 9 (9) | 3.73 | VS |
| 8. Fair objective performance evaluation | 43 (215) | 114 (456) | 50 (150) | 9 (18) | 7 (7) | 3.79 | VS |
| 9. Interrelation with superior | 57 (285) | 111 (444) | 40 (120) | 11 (22) | 3 (3) | 3.91 | VS |
| 10. Interrelation with co-teachers | 90 (450) | 95 (380) | 27 (81) | 10 (20) | 1 (1) | 4.18 | VS |
| 11. Professional Assistance by Superiors | 54 (270) | 108 (432) | 50 (150) | 9 (18) | 2 (2) | 3.91 | VS |
| 12. Conditions for continued self- development | 61 (305) | 121 (484) | 31 (93) | 10 (20) | 0 (0) | 4.04 | VS |
| 13. Degree of Independence for getting work done | 48 (240) | 109 (436) | 49 (147) | 9 (18) | 8 (8) | 3.81 | VS |
| 14. Existing policies for promotion and salary upgrading | 41 (205) | 106 (424) | 55 (165) | 14 (28) | 7 (7) | 3.72 | VS |
| 15. Adequacy of compensation to meet basic needs | 35 (175) | 79 (316) | 93 (129) | 10 (20) | 6 (6) | 2.99 | VS |

Legend:

5.00 - 4.51 -> Fully Satisfied (FS)

4.50 - 3.51 -> Very Satisfied (VS)

3.50 - 2.51 -> Satisfied (S)

2.50 - 1.51 -> Slightly Satisfied (SS)

1.50 - 1.00 -> Not Satisfied (NS)

revealed the leadership styles of school administrators. As shown in the tables there were six leadership styles that were rated by elementary school administrators as "Always"; These are the following: 1. Put the welfare of the unit above the welfare of any person in it (4.59); 2.) Encourage after duty services by persons in his unit (4.63); 3.) Let the persons under him do their work the way they think is best (4.53); 4. Emphasizes meeting of deadlines (4.84); 5. Treats all persons under him as his equal (4.53); 6.) Willing to make changes (4.89).

There were 16 leadership styles that were rated by elementary school administrators as "Often". These were the following; 1. Tries out his own ideas in the unit (4.05); 2. Insists that persons under him follow to the letter those standard routine handed down (3.63); 3. Assigns persons underhim to follow particular tasks (4.32); 4. Stresses the importance of being ahead of other units (4.37); 5. Insists that he be informed on decisions made by persons under him (4.21); 6. Offers new approaches to problems (4.42); 7. Talks about how much should be done (4.26); 8. Decides in detail what should be done and how shall it be done by persons under him (3.74); 9. Sees to it that persons under him are working up to capacity (4.47); 10. Ask for sacrifice from persons under him for the good

of his entire unit (4.16); 11.) Encourages slow-working persons in his unit to work harder (4.47); 12. Meets with the persons in his unit at certain regular scheduled times (4.26); 13. Gives in to subordinates in discussions with them (3.79); 14. Back up what persons under him do (4.16); 15. Helps persons under him with their personal problems (3.74) and 16. Gets approval of persons under him on important matters before going ahead (3.58)

There were 11 leadership styles that were rated by the elementary administrators as "Occasionally" These were the following: 1. Critizes poor work (2.89); 2. Waits for persons in his unit to push new ideas (3.00); 3. "Needles" persons under him for greater effort (3.21); 4. Asks for more than the persons under him can accomplish (2.84); 5. Refuses to compromise a point (2.68); 6. Speaks in a manner not to be questioned (2.84); 7. Criticizes a specific act rather than a particular member in his unit (3.21) 8. Stands up for persons under him even though it makes him unpopular with others (3.42); 9. Be slow to adopt new ideas (2.58); 10. Resists changes in ways of doing things (2.89) and 11. Puts suggestions made by persons in his unit into operation (3.47)

There were six leadership styles that were rated by elementary school administrators as "Sometimes" These were

Table 26

Leadership Style of School Administrators

| Leadership Style | : A : 5 | : OF : 4 | : OC : 3 | : S : 2 | : N : 1 | : W : : mean : | : Interpre : tation |
|--|------------|-------------|-------------|------------|------------|-------------------|------------------------|
| 1. Put the welfare of his unit above the welfare of any person in it. | 11 (55) | 8 (32) | 0 (0) | 0 (0) | 0 (0) | 4.59 | A |
| 2. Encourage after-duty by persons in his unit | 1 (5) | 12 (48) | 4 (12) | 1 (2) | 1 (1) | 4.63 | A |
| 3. Tries out his own new ideas in the unit | 7 (35) | 7 (28) | 4 (12) | 1 (2) | 0 (0) | 4.05 | OF |
| 4. Criticizes poor work. | 3 (15) | 2 (8) | 6 (18) | 6 (12) | 2 (2) | 2.89 | OC |
| 5. Insists that persons under him follow to the letter those standard routine handed down. | 4 (20) | 6 (24) | 7 (21) | 2 (4) | 0 (0) | 3.63 | OF |
| 6. Assigns persons under him follow to particular tasks. | 8 (40) | 9 (36) | 2 (6) | 0 (0) | 0 (0) | 4.32 | OF |
| 7. Stresses importance of being ahead of others units. | 8 (40) | 10 (46) | 1 (3) | 0 (0) | 0 (0) | 4.37 | OF |
| 8. Let the persons under him do their work th way they think is best | 12 (60) | 5 (20) | 2 (6) | 0 (0) | 0 (0) | 4.53 | A |
| 9. Emphasis meeting of deadlines. | 16 (80) | 3 (12) | 0 (0) | 0 (0) | 0 (0) | 4.84 | A |
| 10. Insists that he be informed on decisions made by persons under him. | 8 (40) | 8 (32) | 2 (6) | 1 (2) | 0 (0) | 4.21 | OF |
| 11. Offers new approaches to problems. | 10 (50) | 7 (28) | 2 (6) | 0 (0) | 0 (0) | 4.42 | OF |
| 12. Talks about how much should be done. | 9 (45) | 6 (24) | 4 (12) | 0 (0) | 0 (0) | 4.26 | OF |
| 13. Waits for persons in his unit to push new ideas | 2 (10) | 4 (16) | 6 (18) | 6 (12) | 1 (2) | 3.00 | OC |

Cont., Table 26

| Leadership Style | A | OF | OC | S | N | W |
|--|------------|------------|-----------|-----------|----------|---------|
| 14. Rules with an iron hand. | 0 (0) | 1 (4) | 6 (18) | 7 (14) | 5 (5) | 2.16 S |
| 15. Decides in detail what should be done and how it shall be done by the persons under him. | 5 (25) | 6 (24) | 6 (18) | 2 (4) | 0 (0) | 3.74 OF |
| 16. Sees to it that persons under him are working up to capacity. | 12 (60) | 5 (20) | 1 (3) | 1 (2) | 0 (0) | 4.17 OF |
| 17. Asks for sacrifice from persons under him for the good of his entire units. | 8 (40) | 7 (28) | 3 (9) | 1 (2) | 0 (0) | 4.16 OF |
| 18. "Needless" persons under him for greater efforts. | 2 (10) | 5 (20) | 7 (21) | 5 (10) | 0 (0) | 3.21 OC |
| 19. Encourages slow-working persons in his unit to work harder. | 12 (60) | 4 (16) | 3 (9) | 0 (0) | 0 (0) | 4.47 OF |
| 20. Meet with the persons in his unit at certain regular scheduled times. | 8 (40) | 8 (32) | 3 (9) | 0 (0) | 0 (0) | 4.26 OF |
| 21. Gives in to subordinates in discussions with them. | 4 (20) | 8 (32) | 6 (18) | 1 (2) | 0 (0) | 3.79 OF |
| 22. Back-up what persons under him do | 7 (35) | 9 (36) | 2 (6) | 1 (2) | 0 (0) | 4.16 OF |
| 23. Asks for more than the persons under him can accomplish | 0 (0) | 4 (16) | 9 (27) | 5 (10) | 1 (1) | 2.84 OC |
| 24. Refuses to compromise a point | 1 (5) | 0 (0) | 8 (24) | 0 (0) | 0 (0) | 2.84 OC |
| 25. Helps persons under him with personal problems. | 4 (16) | 7 (28) | 7 (21) | 1 (2) | 0 (0) | 3.74 OF |
| 26. Be slow to adopt new ideas. | 3 (15) | 2 (8) | 3 (9) | 4 (8) | 7 (7) | 2.58 OC |
| 27. Gets the approval of person under him on important matters before going ahead. | 3 (15) | 10 (40) | 1 (3) | 5 (10) | 0 (0) | 3.58 OF |

Cont. Table 26

| ===== | | | | | | | |
|--|------------|-----------|-----------|-----------|------------|------|----|
| : A : OF : OC : S : N : W | | | | | | | |
| Leadership Style | | | | | | | |
| ----- | | | | | | | |
| 28. Resists change in ways of doing things. | 1 (5) | 6 (24) | 2 (6) | 4 (8) | 6 (6) | 2.89 | OC |
| 29. Speaks in a manner not to be questioned | 3 (15) | 1 (4) | 6 (18) | 8 (16) | 1 (1) | 2.84 | OC |
| 30. Criticizes a specific act rather than a particular member of his unit | 4 (20) | 5 (20) | 3 (9) | 5 (10) | 2 (2) | 3.21 | OC |
| 31. Does personal favors for persons under him. | 1 (5) | 1 (4) | 3 (9) | 7 (14) | 7 (7) | 2.05 | S |
| 32. Treats all persons under him as his equal. | 14 (70) | 2 (8) | 2 (6) | 1 (2) | 0 (0) | 4.53 | A |
| 33. Be willing to make changes | 17 (85) | 2 (8) | 0 (0) | 0 (0) | 0 (0) | 4.89 | A |
| 34. Rejects suggestions for change | 1 (5) | 1 (4) | 1 (3) | 4 (8) | 12 (12) | 1.68 | S |
| 35. Changes the duties of persons under him without first talking it over with them. | 0 (0) | 0 (0) | 0 (0) | 7 (14) | 12 (12) | 1.37 | N |
| 36. Stands up for persons under him even though it makes him unpopular with others. | 3 (15) | 7 (28) | 5 (15) | 3 (6) | 1 (1) | 3.42 | OC |
| 37. Puts suggestions made by persons in his unit into operation. | 3 (15) | 6 (24) | 6 (18) | 4 (8) | 1 (1) | 3.47 | OC |
| 38. Refuses to explain his actions. | 0 (0) | 2 (8) | 1 (3) | 6 (12) | 10 (10) | 1.74 | S |
| 39. Acts without consulting persons under him. | 0 (0) | 0 (6) | 5 (15) | 7 (14) | 7 (7) | 1.89 | S |
| 40. Insists that everything be done his way. | 0 (0) | 0 (0) | 5 (15) | 7 (14) | 7 (7) | 1.89 | S |

Legend:

5.00 - 4.51 -> Always (A)
 4.50 - 3.51 -> Often (OF)
 3.50 - 2.51 -> Occassionally (OC)

2.50 - 1.51 -> Sometimes (S)
 1.50 - 1.00 -> Never (N)

the following: 1. Rules with an iron hand (2.16); 2. Does personal factors for persons under him (2.05); 3. Rejects suggestions for change (1.68); 4. Refuses to change his actions (1.74); 5. Acts without consulting persons under him (1.89) and 6. Insists that everything be done his way (2.32). On the other hand, one was rated "Never"; this was on the changing of duties of persons under him without first talking it over with them. This implies that school administrators used the leadership styles of a democratic leader, concerned of the welfare of their subordinate.

Table 27 showed the statistical analysis of the motivational needs and their Job satisfaction. As shown in the table the motivational need of the elementary school teacher got a grand mean of 3.887 which is interpreted as "Agree". While their job satisfactions got a grand weighted mean of 3.78 which described that the elementary teachers were "Satisfied" of their job as teachers. To determine their relationships the correlation ratio was employed. The computed correlation ratio of 0.446 imply a moderately small relationship between the motivational needs and job satisfaction of the elementary teachers. This was further tested using Fisher's t-test to determine the significance

Table 27

Result of the Statistical Treatment of
Motivational Needs & Job Satisfaction
of Elementary School Teacher

| | | | |
|------------------------|----------------------|--------|--------------------|
| ----- | | | |
| Parameter | : Motivational Needs | | : Job Satisfaction |
| ----- | | | |
| N | 20 | | 15 |
| Mean (\bar{X}) | 3.887 | Agree | 3.78 Satisfied |
| Relationship | | 0.446 | Moderately small |
| Fisher t-test computed | | 0.3198 | Not significant |
| Critical Value | | 1.645 | |
| ----- | | | |

of the relationship and it revealed the computed t of 0.3198 which also implies that there was no significant relationship between the motivational needs and job satisfactions of the elementary teachers. This is evidenced on the teachers' characteristic and the nature of their jobs. The teacher possesses the characteristics and attitude which are as follows: patience, understanding, and hard working.

Table 28 revealed the statistical analysis of the job satisfaction of the teacher respondents and the leadership style of their administrators. The general weighted mean of the job satisfaction of the elementary school teachers was 3.78 while the grand weighted mean of the leadership styles

of the school administrators was 3.497 which has a descriptive interpretation as "Agree".

To determine the relationship between the Job satisfactions of the teacher respondents and the leadership styles of the school administrators, the correlation was computed which resulted to 0.02 meaning that there was a very small relationship between the two. To determine further the significance of this relationship, a Fisher's t-test was employed and obtained a computed t of 0.145. This value was less than the critical value of t of 1.654, which signifies that the relationship that exist between the two variables is not significant. This result implies that the leadership style alone does not affect or has no

Table 28

Result of the Statistical Treatment of Job Satisfaction
of the Elementary Teacher and Leadership Styles
of their School Administrators

| | | |
|-----------------------|--------------------------------------|-------|
| ===== | | |
| Variable | :Job Satisfaction: Leadership Styles | |
| ----- | | |
| N | 40 | 15 |
| Mean | 3.78 | 3.497 |
| Relationship | 0.02 very small | |
| Fisher t-test | 0.145 not significant | |
| t-test critical value | 1.654 | |
| ===== | | |

relationship with the job satisfaction of the employees. There are several factors that affect job satisfactions and that satisfaction are not the same for each individual.

Chapter 5

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter discusses the summary and findings of this study, the conclusion and recommendations.

Summary of Findings

Based on the data gathered and the statistics used in data processing, as well as, the analysis derived, the following are the findings of the study.

1. The respondents were predominantly female. There were 12 or 63.16 percent female respondents in the administrators group and 191 or 85.65 percent in the teachers group.

2. Of the 19 administrators, nine or 47.37 percent belong to the 40-49 age level while there were 106 or 47.54 of the teachers respondents who were in the age level of 50-65 years. The average age of female administrators was 53.16 while that of the male was 53.78. On the teacher respondents the average age of the female was 46.70 while those of the males was 48.07.

3. All of the 19 administrators were married and 200 or 89.69 percent of the teachers belong to the same status. There were only 23 or 10.31 percent of the teachers who were single.

4. In terms of the number of years experience in their present position, 14 or 73.68 percent of the administrators have been on their job for 1-9 years with an average experience of being an administrator for 7.5 years. A number of teachers, on the other hand had been teaching for a long time. There were 54 or 24.22 percent who claimed to be in the service for 30-39 years. 80 or 35.87 percent for 20-29 years and 50 or 26.46 percent who have been teaching for 10-19 years with an average of 21.65 years of experience.

5. There were 18 or 94.74 percent of the administrators were Master degree holder while only one or 5.26 percent earned a doctorate degree. A big majority (178 or 79.12 percent) of the teachers have masters units. 41 or 18.29 percent have masters degree while four or 13.45 percent claimed to have doctorate degree.

6. There were nine or 47.37 percent of the administrators who were Principal I. There were 80 or 35.87 teachers who claimed to be Teachers II and also 80 or 35.87 percent also claimed to be Master Teacher II.

7. Twelve or 63.16 percent of the administrators claimed to belong to the average income bracket while 129 or 57.85 percent of the teachers claimed to belong to the lower bracket.

8. As to age and sex, statistical analysis using the F-test shows the computed F of 1.432 which is less than the critical value of F of 2.67 at 0.05 level of significance, hence the null hypothesis that there is no significant difference between and among the respondents in accordance to age and sex was accepted.

On the other hand with other variable considered in this study such as civil status, educational qualification, socio economic status, work experience, position and inservice training reveal that there is no significant difference on their motivational needs according to those variable. The respondents that were categorized according to this variable have more or less the same motivational needs as revealed by the statistical treatment used for each variable.

9. The level of job satisfaction of the elementary teachers revealed an average weighted mean of 3.788 interpreted as "Very Satisfied". However, teachers slightly agree that their present salary and other benefits is sufficient to meet their needs for food, dwelling, clothing, education and hospitalization/medical services.

9. On the level of the leadership style of the school administrators, it is noteworthy that the leadership styles that are "always" employed by the school administrators are

as follows: Put the welfare of his unit above the welfare of any person in it; encourage after-duty services by persons in his unit; emphasizes meeting of deadlines; let the persons under him do their work the way they think is best; treat all persons under him as his equal and be willing to make changes.

10. The comparative analysis of the motivational need and the level of job satisfaction of the elementary teachers revealed a mean difference of 0.09 which is considered a very slight difference and interpreted to show both variable to be much alike. The computed correlation ratio of 0.446 signifies that the motivational and job satisfaction of the respondents imply that there exist a moderate relationship between the variables. The Fisher t of 0.3198 indicated that the relationship between the two is not significant.

11. The relationship between the job satisfaction of the teachers and the leadership style of their school administrator reveal a computed correlation ratio of 0.02 or a negligible relationship, the computed Fisher t of 0.145 further revealed that this relationship is not significant. This implies that job satisfaction is not affected by the leadership style of administrators as revealed in this study. This is because of the individual difference which lead to a difference of standard and perception on the satisfaction of a person.

Conclusions

Based on the findings derived from this investigation, the following conclusions were drawn.

1. The teaching profession is predominantly occupied by the female which signifies support the fact that mothers are the best teachers.

2. The administrators and teacher respondents have matured and developed themselves in the teaching professions based on the level of their motivational needs.

3. A majority of the teachers belong to the low-income group as on the poverty level, which signifies that their motivational needs still lies within level one need, or the physiological needs.

4. The motivational needs of the administrators and teacher respondents are practically the same whether according to age, sex, civil status, or educational qualification which are: sufficient salary to satisfy physical needs for food, dwelling, clothing, education, hospitalization/medical services, opportunity to make full use of capabilities, recognition for worthy accomplishment and above standard performance, good physical working conditions, salary retirement and other benefits, work in line with interest and capabilities, high esteem by the

people of the community, socio-economic status at par with other professional independence on activities to attain expected accomplishment; congenial relationship with superiors and peers; favorable conditions for continued self-development; teaching us the noblest job in promoting human well-being and development; teaching makes teachers inspired and encourage to aspire for professional advancement; help by superiors in getting ahead in the teaching job; visibility of superior while at work and fair and objectives evaluation of teacher's performance.

5. That the elementary school teachers are the docile and uncomplaining group is true -- being supported by the fact that majority of them were satisfied with their jobs or with their present teaching status.

6. The present crop of administrators are more democratic and humanistic in their dealings with their subordinates or teachers. This must probably be the result of their educational qualifications.

7. Due to the humanistic style of leadership employed by the school administrators, the job satisfaction of the elementary school teachers are predominantly stable.

Recommendations

In view of the aforementioned conclusions, the following recommendations were drawn:

1. Teachers should be more motivated to grow professionally -- If possible, scholarship for advanced education be afforded to them.

2. That a flexible salary scale together with other benefits be made such, that teachers' income will be able to cope with the rising cost of living caused by depreciation, inflation and other economic factors.

3. School administrators should continue using the democratic style of leadership. They should be more concern with the plight of the teachers hence treat them as "Whole persons with dignity".

4. That teachers be encouraged to set higher goals. "Hitching a wagon to a star" may just be the dream but if pursued may become a reality.

5. The following researches are also hereby recommended:

5.1 Relationship of Motivational Needs and teachers Performance.

5.2 Job Satisfaction of School Administrators.

5.3 A Follow-up Study of this particular research work, after five years.

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APPENDICES

Appendix A

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

December 9, 1997

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam:

In my desire to start writing my thesis proposal, I have the honor to submit for your approval, the following research problems preferably No. 1:

1. TEACHERS' MOTIVATIONAL NEEDS AND LEADERSHIP STYLES OF ELEMENTARY SCHOOL ADMINISTRATORS: IT RELATION TO JOB SATISFACTION
2. TEACHERS' PERCEPTIONS ON THE RESTORATION OF THE POSITION OF DISTRICT SUPERVISOR IN PUBLIC ELEMENTARY SCHOOLS.
3. SUPERVISORY PRACTICES OF ELEMENTARY SCHOOL PRINCIPALS IN SELECTED DISTRICTS IN THE DIVISION OF SAMAR.

I hope for your favorable action.

Very truly yours,

CRISTITO I. CODOY
Researcher

APPROVED:

(Sgd) RIZALINA M. URBIZTONDO, Ph. D.
Dean, Graduate Studies

Appendix B

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

SCHOOL OF GRADUATE STUDIES

APPLICATION FOR ASSIGNMENT OF ADVISER

| | | | |
|--|---------|------------|-------------|
| NAME: _____ | Codoy | Cristito | Ilao |
| | Surname | First Name | Middle Name |
| CANDIDATE FOR DEGREE: _____ | | | |
| AREA OF SPECIALIZATION: _____ | | | |
| TITLE OF PROPOSED THESIS/DISSERTATION: _____ | | | |
| of Elementary School Teachers and Leadership Styles of | | | |
| Administrators: Its Relations to Job Satisfaction. | | | |

CRISTITO I. CODOY
Applicant

RIZALINA M. URBIZTONDO, Ph. D.
Name of Designated Adviser

RIZALINA M. URBIZTONDO, Ph. D.
Name of Designated Adviser

CONFORME:

RIZALINA M. URBIZTONDO, Ph. D.
Adviser

Appendix C

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

January 22, 1997

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to request that I be scheduled for a pre-oral defense of my thesis proposal entitled "TEACHERS' MOTIVATIONAL NEEDS AND LEADERSHIP STYLES OF ELEMENTARY SCHOOL ADMINISTRATORS: ITS RELATION TO JOB SATISFACTIONS.

I hope for your consideration and favorable action.

Very truly yours,

CRISTITO I. CODOY
Researcher

APPROVED:

RIZALINA M. URBIZTONDO, Ph. D.
Dean, Graduate Studies

Appendix D

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

January 22, 1997

The School Division Superintendent
Division of Samar
Catbalogan, Samar

Madam:

I have the honor to request permission from your good office to administer my questions among the District Supervisors, Principal, Head Teacher, Teacher-in Charge and Teachers of the District of Catbalogan I, Catbalogan II, Catbalogan III and Catbalogan IV under the Division of Samar for my study entitled "TEACHERS' MOTIVATIONAL NEEDS AND LEADERSHIP STYLES OF ELEMENTARY SCHOOL ADMINISTRATORS: ITS RELATION TO JOB SATISFACTIONS.

I hope for your consideration and favorable action.

Very truly yours,

CRISTITO I. CODOY
Researcher

Appendix E

Ist Indorsement
DIVISION OF SAMAR
Catbalogan, January 22, 1997

Respectfully referred to the District Supervisor, Division of Samar, approving the herein request of Mr. Cristito I. Codoy, to administer his questionnaire among the District Supervisors, Principal, Head Teacher, Teacher-in Charge and Teachers in the said districts for his study entitled "TEACHERS' MOTIVATIONAL NEEDS AND LEADERSHIP STYLES OF ELEMENTARY SCHOOL ADMINISTRATORS: ITS RELATION TO JOB SATISFACTIONS.

Please extend usual cooperation to him.

JESUSITA L. ARTECHE, Ed. D.
School Division Superintendent

Appendix F

Questionnaire I
(For Administrators Leadership Styles)

Sir/Madam

I would like to solicit your cooperation and assistance in connection with my study entitled "Motivational Needs of Elementary School Teacher and Leadership Styles of School Administrators : Its Relation to Job Satisfaction."

I would like to request for your personal data and your honest responses to a questionnaire designed to gather information about your perceptions on the leadership styles that you employ with teachers under your School/District.

Please feel free to answer the question. Put a checkmark on the space provided for. Add more information if you wish.

Please don't leave any question unanswered. Rest assured that all your responses and additional information will be treated confidentially and it will be used for research purpose only.

Anticipating your kind support. Thank you very much.

Very truly yours,

CRISTITO I. CODOY
Researcher

=====

Part I Personal Profile

Name: (Optional) _____

Institution: _____

Sex: _____ Civil Status: _____ Age: _____

Present Position: _____ Length of Service: _____

Experience in Present Position: _____

Total DECS Experience: _____

Part II Leadership Style Questionnaire

Direction: The following scales are used to indicate the extent of your perceptions on the leadership styles that you can employ in your school or district. Please indicate by putting a checkmark (/) corresponding to your perception.

| | | | |
|---|--------------|---|-----------|
| 5 | always | 2 | sometimes |
| 4 | often | 1 | never |
| 3 | occasionally | | |

| Leadership Styles | | : A : | OF: | OC : | S : | N |
|-------------------|---|-------|-----|------|-----|---|
| 1. | Put the welfare of his unit above the welfare of any person in it. | 5 | 4 | 3 | 2 | 1 |
| 2. | Encourage after-duty by persons in his unit | 5 | 4 | 3 | 2 | 1 |
| 3. | Tries out his own new ideas in the unit | 5 | 4 | 3 | 2 | 1 |
| 4. | Criticizes poor work. | 5 | 4 | 3 | 2 | 1 |
| 5. | Insists that persons under him follow to the letter those standard routine handed down. | 5 | 4 | 3 | 2 | 1 |
| 6. | Assigns persons under him follow to particular tasks. | 5 | 4 | 3 | 2 | 1 |
| 7. | Stresses importance of being ahead of others units. | 5 | 4 | 3 | 2 | 1 |
| 8. | Let the persons under him do their work th way they think is best | 5 | 4 | 3 | 2 | 1 |
| 9. | Emphasis meeting of deadlines. | 5 | 4 | 3 | 2 | 1 |
| 10. | Insists that he be informed on decisions made by persons under him. | 5 | 4 | 3 | 2 | 1 |

| | A | OF | OC | S | N |
|--|---|----|----|---|---|
| 11. Offers new approaches to problems. | 5 | 4 | 3 | 2 | 1 |
| 12. Talks about how much should be done. | 5 | 4 | 3 | 2 | 1 |
| 13. Waits for persons in his unit to push new ideas | 5 | 4 | 3 | 2 | 1 |
| 14. Rules with an iron hand. | 5 | 4 | 3 | 2 | 1 |
| 15. Decides in detail what should be done and how it shall be done by the persons under him. | 5 | 4 | 3 | 2 | 1 |
| 16. Sees to it that persons under him are working up to capacity. | 5 | 4 | 3 | 2 | 1 |
| 17. Asks for sacrifice from persons under him for the good of his entire units. | 5 | 4 | 3 | 2 | 1 |
| 18. "Needless" persons under him for greater efforts. | 5 | 4 | 3 | 2 | 1 |
| 19. Encourages slow-working persons in his unit to work harder. | 5 | 4 | 3 | 2 | 1 |
| 20. Meet with the persons in his unit at certain regular scheduled times. | 5 | 4 | 3 | 2 | 1 |
| 21. Gives in to subordinates in discussions with them. | 5 | 4 | 3 | 2 | 1 |
| 22. Back-up what persons under him do | 5 | 4 | 3 | 2 | 1 |
| 23. Asks for more than the persons under him can accomplish | 5 | 4 | 3 | 2 | 1 |
| 24. Refuses to compromise a point | 5 | 4 | 3 | 2 | 1 |
| 25. Helps persons under him with personal problems. | 5 | 4 | 3 | 2 | 1 |

| ===== | | | | | |
|---|---|----|----|---|---|
| | A | OF | OC | S | N |
| ----- | | | | | |
| 26. Be slow to adopt new ideas. | 5 | 4 | 3 | 2 | 1 |
| 27. Gets the approval of person under him on important matters before goin ahead. | 5 | 4 | 3 | 2 | 1 |
| 28. Resists change in ways of doing things. | 5 | 4 | 3 | 2 | 1 |
| 29. Speaks in a manner not to be questioned | 5 | 4 | 3 | 2 | 1 |
| 30. Criticizes a specific act rather than a particular member of his unit | 5 | 4 | 3 | 2 | 1 |
| 31. Does personal favors for persons under him. | 5 | 4 | 3 | 2 | 1 |
| 32. Treats all persons under him as his equal. | 5 | 4 | 3 | 2 | 1 |
| 33. Be willing to make changes | 5 | 4 | 3 | 2 | 1 |
| 34. Rejects suggestions for change | 5 | 4 | 3 | 2 | 1 |
| 35. Changes the duties of persons under him without first talking it over with them. | 5 | 4 | 3 | 2 | 1 |
| 36. Stands up for persons under him even though it makes him un- .popular with others. | 5 | 4 | 3 | 2 | 1 |
| 37. Puts suggestions made by persons in his unit into operation. | 5 | 4 | 3 | 2 | 1 |
| 38. Refuses to explain his actions. | 5 | 4 | 3 | 2 | 1 |
| 39. Acts without consulting persons under him. | 5 | 4 | 3 | 2 | 1 |
| 40. Insists that everything be done his way. | 5 | 4 | 3 | 2 | 1 |
| Other please specify_____ | | | | | |
| ----- | | | | | |

Appendix G

Questionnaire II
(For Classroom Teachers)

Sir/Madam

The undersigned would like to gather information on the study entitled "Motivational Needs of Elementary School Teachers and Leadership Styles of School Administrators: Its Relations to Job Satisfaction.

Your personal data and responses to the questionnaire is earnestly solicited. Part II and III are designed to gather information about your perceptions of motivational needs and job satisfactions, respectively.

Please feel free to answer the questions. Put a checkmark on the space provided for. Write additional information if you wish. Please don't leave any question unanswered.

Rest assured that your response will be kept and treated confidentially. It will be used for research purposes only.

Anticipating your kind assistance. Thank you very much.

Very truly yours,

CRISTITO I. CODOY
Researcher

=====

Part I Personal Profile

Name: (Optional) _____

Institution: _____

Sex: _____ Civil Status: _____ Age: _____

Present Position: _____ Length of Service: _____

Experience in Present Position: _____

Total DECS Experience: _____

On Socio-Economic Status

Direction: Check the box corresponding to your monthly family income. Include your income such as basic monthly salary, PERA, ACA and other compensations and allowances, the income of your husband if married and income from other sources.

☐ P 7,000 - P 10,000

☐ P 10,001 - P 13,000

☐ P 13,001 - P 16,000

☐ P 16,001 - P 19,000

☐ P 19,001 - P 22,000

☐ P 22,001 - P 25,000

☐ Above 25,000

On Educational Attainment

Direction: Put a checkmark on your highest educational attainment.

☐ Doctor of Education

☐ CAR - Doctoral

☐ MA with Doctoral Units

☐ Master of Arts

☐ CAR MA

☐ Bachelor's Degree with
20 or more MA units

☐ BSEE, BSEED, BSIE, BSEIC

On Number of In-service Training

Direction: Write down the number of your in-service training for the last 5 years, 1992-1997.

[] District

[] Division

[] Regional

[] National

Part II Teacher Motivation Needs

Direction: The following scales are used to indicate the extent of your perceptions on your own motivational needs: Please indicate by putting a checkmark (/) corresponding to your perception.

| | |
|------------------|---------------------|
| 5 Strongly Agree | 2 Disagree |
| 4 Agree | 1 Strongly Disagree |
| 3 Slightly Agree | |

=====

:SA: A :SI : D : SD

1-5

| | | | | | |
|---|---|---|---|---|---|
| Your present salary and other benefit is sufficient to satisfy your basic physical needs for: | | | | | |
| 1. Food | 5 | 4 | 3 | 2 | 1 |
| 2. Dwelling | 5 | 4 | 3 | 2 | 1 |
| 3. Clothing | 5 | 4 | 3 | 2 | 1 |
| 4. Education | 5 | 4 | 3 | 2 | 1 |
| 5. Hospitalization/medical service | 5 | 4 | 3 | 2 | 1 |
| 6. Your present job gives you the opportunity to make full use of your capabilities. | 5 | 4 | 3 | 2 | 1 |

| ===== | | | | | |
|--|---|---|----|---|---|
| | A | O | OC | S | N |
| 7. Individual recognition for worthy accomplishments and above-standard performance boosts employee morale. | 5 | 4 | 3 | 2 | 1 |
| 8. A supervisor should give a good deal of attention to the physical working condition of his teachers | 5 | 4 | 3 | 2 | 1 |
| 9. The DECS Program for salary Standardization retirement and other benefits encourage teachers to stay in their jobs. | 5 | 4 | 3 | 2 | 1 |
| 10. Your work as a teacher is in line with your interest and capabilities | 5 | 4 | 3 | 2 | 1 |
| 11. The teachers' is regarded in high esteem by the people in the community where he lives. | 5 | 4 | 3 | 2 | 1 |
| 12. The teachers' social and economic status is at par with other professionals in the community where he lives. | 5 | 4 | 3 | 2 | 1 |
| 13. As a professional the teacher needs to be given more independence or leeway on activities to attain expected accomplishments. | 5 | 4 | 3 | 2 | 1 |
| 14. The supervisor should work hard to promote congenial and harmonious relation between him & his teachers and among teachers themselves. | 5 | 4 | 3 | 2 | 1 |
| 15. Your Job as a teachers gives you favorable conditions and opportunities for continued self-development. | 5 | 4 | 3 | 2 | 1 |
| 16. Your work as a teacher makes you feel that you are doing the noblest job in promoting human wellbeing and development. | 5 | 4 | 3 | 2 | 1 |
| ===== | | | | | |

| | S | A | SA | D | SD |
|--|---|---|----|---|----|
| 17. Your job as a teacher makes you feel inspired and encouraged to aspire for professional advancement. | 5 | 4 | 3 | 2 | 1 |
| 18. Your superior help you in getting ahead with your job. | 5 | 4 | 3 | 2 | 1 |
| 19. Visibility at work by higher authorities is important to the teachers. | 5 | 4 | 3 | 2 | 1 |
| 20. Evaluation of performance should be objective and fair | 5 | 4 | 3 | 2 | 1 |

Other information _____

Part III Job Satisfaction

Direction: The following scales are used to indicate the extent of your perceptions on your job satisfaction. Please indicate by putting a checkmark (/) corresponding to your perception.

| | FS | VS | S | SS | NS |
|--|----|----|---|----|----|
| | 5 | 4 | 3 | 2 | 1 |
| 1. The working condition | 5 | 4 | 3 | 2 | 1 |
| 2. The chances for advancement | 5 | 4 | 3 | 2 | 1 |
| 3. The chance to use my abilities | 5 | 4 | 3 | 2 | 1 |
| 4. My salary and the amount of work I do | 5 | 4 | 3 | 2 | 1 |
| 5. The feeling of accomplishment | 5 | 4 | 3 | 2 | 1 |
| 6. Social and Economic status | 5 | 4 | 3 | 2 | 1 |

| ===== | | | | | |
|--|----|----|---|----|----|
| | FS | VS | S | SS | NS |
| | 5 | 4 | 3 | 2 | 1 |
| 7. Recognition for worthwhile accomplishment | 5 | 4 | 3 | 2 | 1 |
| 8. Fair objective performance evaluation | 5 | 4 | 3 | 2 | 1 |
| 9. Interrelation with superior | 5 | 4 | 3 | 2 | 1 |
| 10. Interrelation with co-teachers | 5 | 4 | 3 | 2 | 1 |
| 11. Professional Assistance by Superiors | 5 | 4 | 3 | 2 | 1 |
| 12. Conditions for continued self-development | 5 | 4 | 3 | 2 | 1 |
| 13. Degree of Independence for getting work done | 5 | 4 | 3 | 2 | 1 |
| 14. Existing policies for promotion and salary upgrading | 5 | 4 | 3 | 2 | 1 |
| 15. Adequacy of compensation to meet basic needs | 5 | 4 | 3 | 2 | 1 |
| Other information: _____ | | | | | |
| ===== | | | | | |

Appendix H

Computation of Respondents Enumeration Using the Sloven Formula

| | N (Population) | n (Sample) |
|----------------|----------------|------------|
| Catbalogan I | 129 | 57 |
| Catbalogan II | 156 | 69 |
| Catbalogan III | 118 | 52 |
| Catbalogan IV | 102 | 45 |
| Total | 505 | 223 |

Computation:

$$n = \frac{N}{1 + N e^2} = \frac{505}{1 + 505 (0.05)^2}$$

$$= \frac{505}{2.2625} = 223$$

$$\text{Catb. I} = \frac{129}{505} \times 223 = 56.96 = 57$$

$$\text{Catb. II} = \frac{156}{505} \times 223 = 68.887 = 67$$

$$\text{Catb. III} = \frac{118}{505} \times 223 = 52.106 = 52$$

$$\text{Catb. IV} = \frac{102}{505} \times 223 = 45.04 = 45$$

Appendix I

Computation of Motivational Needs
Relative to Sex

| | Male | Female |
|-----------------|--------|--------|
| EX | 79.47 | 81.43 |
| EX ² | 320.66 | 337.45 |
| \bar{X} | 3.97 | 4.07 |
| EX ² | 4.89 | 5.91 |

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{Dx}}$$

$$S_{Dx} = \sqrt{\frac{EX_1^2 + EX_2^2}{N_1 + N_2 - 2} - \frac{1}{N_1} + \frac{1}{N_2}}$$

$$S_{Dx} = \sqrt{\frac{4.89 + 5.91}{20 + 20 - 2} - \frac{1}{20} + \frac{1}{20}}$$

$$S_{Dx} = \sqrt{(.28421) (0.1)}$$

$$S_{Dx} = \sqrt{(.028421)} = 0.16858$$

$$t = \frac{4.07 - 3.97}{0.16858} = \frac{0.10}{0.16858} = .593$$

Decision: Accept Null Hypothesis

Appendix J

Computation of Motivational Needs
Relative to Civil Status

| | Single | Married |
|-----------------|----------|----------|
| EX | 84.13 | 79.74 |
| EX ² | 358.9041 | 323.2996 |
| \bar{X} | 4.2065 | 3.987 |
| EX ² | 5.01125 | 5.3762 |

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{Dx}}$$

$$S_{Dx} = \sqrt{\frac{EX_1^2 + EX_2^2}{N_1 + N_2 - 2} - \frac{1}{N_1} + \frac{1}{N_2}}$$

$$S_{Dx} = \sqrt{\frac{5.011 + 5.376}{20 + 20 - 2} - \frac{1}{20} + \frac{1}{20}}$$

$$S_{Dx} = \sqrt{(.27335) (0.1)}$$

$$S_{Dx} = \sqrt{(.027335)} = 0.16533$$

$$t = \frac{4.2065 - 3.9787}{0.16858} = \frac{0.2195}{0.16858} = 1.3276$$

Decision: Accept Null Hypothesis

Appendix K

Computation of Motivational Needs
Relative to Economic Status

| | High | Average | Low | |
|-----------------|---------|---------|----------|------------|
| EX | 81.85 | 79.80 | 77.12 | = 238.77 |
| EX ² | 338.799 | 322.944 | 303.7266 | = 965.4696 |
| \bar{X} | 4.09 | 3.99 | 3.856 | |

$$SSt = 965.4696 - \frac{(238.77)^2}{60}$$

$$= 965.4696 - 950.185$$

$$= 15.284$$

$$SSb = (334.97 + 318.402 + 297.3747) - 950.185$$

$$= 950.74783 - 950.185$$

$$= 0.56283$$

$$SSw = SSt - SSb$$

$$= 15.284 - 0.56283 = 14.72$$

| Source of Variation | df | SS | MS | Fcomp | Fcri. | DR |
|---------------------|----|---------|---------|--------|-------|-----------|
| Between Group | 2 | 0.56283 | 0.2814 | 1.4177 | 3.11 | Accept Ho |
| Within Group | 77 | 15.284 | 0.19849 | | | |
| Total | 79 | | | | | |

Appendix H

Computation of Respondents Enumeration Using the Sloven Formula

| | N (Population) | n (Sample) |
|----------------|----------------|------------|
| Catbalogan I | 129 | 57 |
| Catbalogan II | 156 | 69 |
| Catbalogan III | 118 | 52 |
| Catbalogan IV | 102 | 45 |
| Total | 505 | 223 |

Computation:

$$n = \frac{N}{1 + N e^2} = \frac{505}{1 + 505 (0.05)^2}$$

$$= \frac{505}{2.2625} = 223$$

$$\text{Catb. I} = \frac{129}{505} \times 223 = 56.96 = 57$$

$$\text{Catb. II} = \frac{156}{505} \times 223 = 68.887 = 69$$

$$\text{Catb. III} = \frac{118}{505} \times 223 = 52.106 = 52$$

$$\text{Catb. IV} = \frac{102}{505} \times 223 = 45.04 = 45$$

Appendix I

Computation of Motivational Needs
Relative to Sex

| | Male | Female |
|-----------------|--------|--------|
| EX | 79.47 | 81.43 |
| EX ² | 320.66 | 337.45 |
| \bar{X} | 3.97 | 4.07 |
| EX ² | 4.89 | 5.91 |

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{Dx}}$$

$$S_{Dx} = \sqrt{\frac{EX_1^2 + EX_2^2}{N_1 + N_2 - 2} \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}$$

$$S_{Dx} = \sqrt{\frac{4.89 + 5.91}{20 + 20 - 2} \left[\frac{1}{20} + \frac{1}{20} \right]}$$

$$S_{Dx} = \sqrt{(.28421) (0.1)}$$

$$S_{Dx} = \sqrt{(.028421)} = 0.16858$$

$$t = \frac{4.07 - 3.97}{0.16858} = \frac{0.10}{0.16858} = .593$$

Decision: Accept Null Hypothesis

Appendix J

Computation of Motivational Needs
Relative to Civil Status

| | Single | Married |
|-----------------|----------|----------|
| EX | 84.13 | 79.74 |
| EX ² | 358.9041 | 323.2996 |
| \bar{X} | 4.2065 | 3.987 |
| EX ² | 5.01125 | 5.3762 |

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{Dx}}$$

$$S_{Dx} = \sqrt{\frac{EX_1^2 + EX_2^2}{N_1 + N_2 - 2} - \frac{1}{N_1} - \frac{1}{N_2}}$$

$$S_{Dx} = \sqrt{\frac{5.011 + 5.376}{20 + 20 - 2} - \frac{1}{20} - \frac{1}{20}}$$

$$S_{Dx} = \sqrt{(.27335) (0.1)}$$

$$S_{Dx} = \sqrt{(.027335)} = 0.16533$$

$$t = \frac{4.2065 - 3.9787}{0.16858} = \frac{0.2195}{0.16858} = 1.3276$$

Decision: Accept Null Hypothesis

Appendix K

Computation of Motivational Needs
Relative to Economic Status

| | High | Average | Low | |
|-----------------|---------|---------|----------|------------|
| EX | 81.85 | 79.80 | 77.12 | = 238.77 |
| EX ² | 338.799 | 322.944 | 303.7266 | = 965.4696 |
| \bar{X} | 4.09 | 3.99 | 3.856 | |

$$SS_t = 965.4696 - \frac{(238.77)^2}{60}$$

$$= 965.4696 - 950.185$$

$$= 15.284$$

$$SS_b = (334.97 + 318.402 + 297.3747) - 950.185$$

$$= 950.74783 - 950.185$$

$$= 0.56283$$

$$SS_w = SS_t - SS_b$$

$$= 15.284 - 0.56283 = 14.72$$

| Source of Variation | df | SS | MS | Fcomp | Fcri. | DR |
|---------------------|----|---------|---------|--------|-------|--------------|
| Between Group | 2 | 0.56283 | 0.2814 | 1.4177 | 3.11 | Accept Ho |
| Within Group | 77 | 15.284 | 0.19849 | | | |
| Total | 79 | | | | | |

CURRICULUM VITAE

Name : CRISTITO ILAO CODOY
Address : Mercedes, Catbalogan Samar
Date of Birth : December 24, 1937
Place of Birth : Catbalogan, Samar
Present Position : Elementary School Principal II
Station : Mercedes Elementary School
Catbalogan, II District
Catbalogan, Samar
Civil Status : Married
Spouse : Eutropia A. Codoy
Children : Emilyn Codoy Arradaza

Educational Attainment

Elementary Catbalogan Elementary School
1946-1950
Sacred Heart College
1951
Secondary Samar College
Catbalogan, Samar
1951-1953
Sacred Heart College
Catbalogan, Samar
1952- 1953
Samar High School
1953-1955
College FEATE Institute of Technology
1960-1962
Sacred Heart College
1963-1966

Graduate Samar State Polytechnic College
Catbalogan, Samar
1989 - 1992

Curriculum Pursued Master of Arts in Education

Major Administration and Supervision

POSITION HELD

Grade VI Teachers Sologon Elementary School
Sologon, Sta. Margarita, Samar
1966-1973

Teacher-in-Charge Bagongon Elementary School
District of Catbalogan III
Catbalogan, Samar
1973-1978

Head Teachers Bagongon Elementary School
1979-1984

Principal I Maulong Elementary School
Catbalogan III District
1984-1988

Mercedes Elementary School
Catbalogan II District
1988-1994

Principal. Mercedes Elementary School
Catbalogan II District
1994- present

AWARDS AND COMMENDATION

Regional Award for Organizing and Operating an Outstanding
Management Instruction System - July 20, 1995

Regional Award as Outstanding Principal, July 8, 1994.

Regional Award for Outstanding Principal in the Effective
Impliementation of Programs/projects in Elementary
Education., March 15, 1993.

Regional Award for Meritorious Performance and Excellent Services in the Search for Most Effective Elementary School, March 15, 1993.

Regional Award for Establishing and Organizing Pupils Government Center, July 8, 1994.

Regional Pupils Award for Outstanding Support and Involvement of the Pupil Government Program during the Search for Most Effective Pupils Government, March 10, 1995.

Award of Recognition for Outstanding and Operating an Outstanding Pupils Government Center, December 17, 1993.

Division Certificate of Recognition, Seminar Workshop on the Effective Utilization of Instructional Materials on the Teaching of Heograpiya, Kasaysayan at Sibika IV - VI, September 7, 1996.

BSP Silver Awards, October 31, 1994.

BSP Bronze Awards, July 1, 1987.

Division Unang Paligsahan sa Kasaysayan Award, March 1, 1966.

Division Certificate of Recognition for Outstanding Performance and Meritorious Support to the 1995 Division Wide Search for the most Outstanding School Implementors of Clean and Green Movement and School Within a Garden Project.

Certificate of Recognition for the Training of Supervisors and Teacher for Physical facilities Development, December 28, 1991.

IN-SERVICE TRAININGS AND SEMINARS ATTENDED

First Visayas Educators Congress, December 13, 1995.

Regional Seminar Training for Elementary School Principal, May 31, 1991.

Regional Training for Expansion/Organization of DLRC, Nov. 29, 1990.

Division Seminar on DECS-BEE Educational Management for Elementary School Principal, July 10, 1992.

Division Seminar-Workshop for Elementary and Secondary School Principal, June 14, 1991.

Division Seminar on Merit Promotion System, June 21, 1991.

Special Seminat on Scouting for Administrators, July 20, 1990

CSC-DECS Seminar-Workshop in New CSC Policy Direction, June 10, 1988.

Third Consultative Planning Conference of PGO/SBO Advisers and School Principals on Pupils/Students Government Organization, June 17, 1996.

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