

Education governance towards creating job satisfaction of teachers at Cavinti Elementary School

Marijane M. Castro

Cavinti Elementary School, Cavinti, Laguna, Philippines, 4013

marijane.castro@deped.gov.ph

Abstract

This study focused on the education governance towards creating job satisfaction of teachers at Cavinti Elementary School and the teachers' motivation in terms of: reward system, training and development, job satisfaction, and work situational factors. There are 25 teacher-respondents from this study. The following are the salient findings in this study: After the one sample t-test on Reward system perception, the results show that Hardworking teachers are encouraged by giving them presents and Teachers are promoted on the basis of their qualifications and performance. However, there is no conclusive agreement among the respondents in all the indicators presented in Training Development perception. On the perception on Work Situational Factors, Education policies in schools are tight on teachers thus they get dissatisfied with their jobs. After the multiple regression, the following are the results of the prediction of Independent variable to Dependent Variable. When taken together, all Education Governance indicators predict Teacher Motivation components such as Reward System, Training and Development, Job Satisfaction and Work Situational Factors.

Keywords: education, governance, job satisfaction, teachers

1. Introduction

The term 'education governance' is one of the most cited concepts in contemporary parlance used to describe and understand changing patterns in the organization of education in the twenty-first century. It functions as a key reference point for national governments, state authorities, local governments, municipalities and regional offices, provincial and district departments, parastatal agencies, and school boards.

One factor that can be affected by school governance is the teacher motivation plays an important role in the promotion of teaching and learning excellence. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. This observation should be taken seriously and an investigation into the factors influencing teacher motivation is therefore necessary to achieve the educational goals in every learning institution.

The teacher is the one who translates educational philosophy and objectively into knowledge and skills and transfers them to students in the classroom. Teachers always facilitate academic knowledge and skills to pupils, so teachers who motivated well worked hard hence influence student's better academic performance. Motivation and performance are very important factors in terms of school success and students' achievements. If changes occur in school external environment, then it is necessary for a school to adopt that change because it may motivate to gain a competitive advantage. For this, the main thing they required is the skilled and competent teachers (Latt, 2018). Motivation plays an important role in the school because it increases teacher morale and performance and school goals can be achieved in an efficient way. The behavior of teachers can be change through motivation in any school. From situation to situation, the level of motivation differs within an individual (Sanghi, 2016). Othman (2016) has confirmed that if in schools, the teachers do not have sufficient motivation then they are less competent which directly influence the students and the education system.

In order to reach the expected goals motivation should be activated by providing incentives. Okeke (2017) defined motivation as a complex socially learned pattern of behavior. In a workplace, motivation embraces all

factors in an employee's development toward the achievement of organizational goals. Peretomode (2016) 223 defined motivation as the process of influencing or stimulating a person to take action that will accomplish desire goals. From the above definitions, it can be said that motivation is a process of stimulating, channeling and sustaining behavior.

Just like perception and attitude, motivational level of individual is different from one person to another. For example a person may be motivated by money, another by job environment; still another may be motivated by a sense of having a job, and the like. Teacher motivation encompasses forces both within and external to the individual. The internal teacher motivation comprises of the needs, wants and desires which exist within an individual; as such influence the teachers thought which in turn leads to a positive change behavior toward improving learning.

Teacher motivational level can rise when the teaching job enables teacher to satisfy the life supporting elements of his or her physical body like food, water, shelter etc. It can also rise, when the teacher feels useful in his or her job and when he or she feels satisfied with what she or he is doing.

1.1. Background of the study

Education is particularly vulnerable to governance failures as it is replete with cooperation challenges (Kidjie Ian Saguin, 2019). In education, governance relates to how decisions are made. As schools and outside organizations work together, the way they are governed has a significant influence on the achievement of students and teachers alike.

Educational institutions who exhibit governance show support to their stakeholders, teachers, and other staff. Organizational fairness is another component of organizational performance and job satisfaction (Kim, S., & Park, S., 2017). Education governance are important in the school. It helps one another to elucidate good performance, fairness, respect for their colleagues, job contentment, appreciation, and the likes.

The potential use of skills, knowledge and competencies of employees in the organization would help to improve organizational performance. Once an organization believes to determine its upcoming mission and willing to achieve them, it is then rely on the employees, as they will be the key to do the necessary work geared towards achievement of the organizational goal and success through their performance (Khan, Y. 2018).

With the increasing responsibilities of the principal as a school leader, it has resulted in the need for higher accountability and expectation for the school toward providing quality education. As leaders, principals must thus charge their duties to assist school development and hence educational transformation. Schools are increasingly required to hold teachers responsible. The teacher motivation is considered as one of the important factors that contributes to the success or failure of school.

There are many determinants of teacher motivation. These include teacher status, class size, workload, professional development and salary. Performance can be regarded as almost any behavior, which is directed towards task or goal accomplishment in the views practice and in evaluating teacher's performance at the work place (Pritchard, 2016). Good performance among teachers in an organizational has many implications such as high motivation.

Motivating people to improve their working performance isn't easy and won't be done by approaches that aren't sensitive to context. The researcher is convinced that administrators' work allocation and interpersonal interactions greatly influence teachers' willingness to educate well. The researcher suggests that school administrators should share jobs evenly among their teacher-subordinates based on experience. Also, given the school's location, this allows administrators to better manage time and minimize miscommunications with teachers.

With the said scenarios, the researcher is motivated to conduct a study on school administrators' delegation of task and interpersonal communication as promising new line of research.

1.2. Statement of the Research Problem

This study aimed to look the possible effect of factors influencing the teachers' motivation and job performance during pandemic in Cavinti District School Year 2020 - 2021.

Specifically, it sought to answer the following questions:

1. To what extent is the level of education governance in terms of:
 - 1.1. Competent, Ethical and Supportive;
 - 1.2. Fairness;
 - 1.3. Good performance;
 - 1.4. Friendly and supportive staff;
 - 1.5. Professional school supervision;
 - 1.6. Job contentment;
 - 1.7. Respect for each other;
 - 1.8. Committed to organizational goals;
 - 1.9. Appreciation through recognition, and
 - 1.10. Appropriate compensation?
2. To what extent is the level of teacher's motivation in terms of:
 - 2.1. Job satisfaction;
 - 2.2. Reward System;
 - 2.3. Training and Development, and
 - 2.4. Work Situational Factors?
3. Is there a significant difference on the education governance to teachers' motivation?
4. Based from the findings, what educational governance towards creating Job satisfaction of teachers?

Hypothesis

There is no significant prediction on the education governance to teachers' motivation in public elementary teachers in Cavinti Elementary School, Division of Laguna.

Significance of the Study

This study may give them awareness in planning and organizing seminars, trainings and conferences to improve teachers' motivation.

Superintendents. This study may yield vital information in identifying problems/conflicts that arises in the school system that decline the teachers' motivation and job performance for the formulation of best practices.

Principal. This study can help the school heads to have additional information on how to uplift the motivational level of teachers especially in this times of pandemic where teachers' cannot deliver instruction using the traditional face to face mode to improve instructional practices.

Teachers. This study may contribute useful insights to enable them to adapt and adjust the school environment during this pandemic crisis. Through this, they may improve themselves and work motivated having a high standard of job performance.

Parents. This study can provide benefits to them including their children as readiness to face that changes in school setting and they themselves encourage the teachers in delivering the education even in this times of pandemic.

Community. This study may benefit the community for them to support all the teachers' endeavor in teaching during this time of pandemic.

To The Researchers. To the future researchers, this study may offer literature and findings that they may find useful in the conduct of their studies.

Scope and limitations of the Study

The study was conducted in Cavinti Elementary School, Division of Laguna. The focus was on the education governance and the teachers' motivation.. The respondents were 25 public school teachers, school year 2019-2020. It was conducted to identify the education governance on the teachers' motivation. To find out what other means a school principal may use or how they would strengthen the further enhance their roles to ensure that the teachers' were being motivated so that they would achieve its goals and objectives for the benefit of the school community as a whole.

Definition of Terms

Motivation. Motivation is defined as "some kind of internal drive which pushes someone to do things in order to achieve something. Work motivation refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks.

Reward System. This is the compensation given to teachers for the services they render in terms of salary and incentives.

Incentive. This is something that motivates or encourages an individual to perform to do something or work harder.

Job Satisfaction. It is a positive feeling about one's job resulting from an evaluation of its characteristics.

Teachers' job performance. It can be defined as the actions they perform in schools in order to achieve educational goals.

Extrinsic motivation is reward-driven behavior.

Intrinsic motivation, external factors drive this form of motivation.

2. Review of Related Literature and Studies

This section presents literature and studies both from foreign and local sources which are relevant to this investigation. They are reviewed to support the problems being studied.

This section presents literature and studies both from foreign and local sources which are relevant to this investigation. They are reviewed to support the problems being studied.

Education Governance

Education governance is experienced by some as a part of the dangerous and mischievous practices of the 'hidden hand' of the market or neoliberalism more generally, while those who fear the tyranny of hierarchies and are distrustful of top-down systems celebrate it as an empowering tool for democratic change, innovation, and improved effectiveness or transparency.

Education governance can be reduced to something procedural and programmatic – a technique or technology of government for example. The introduction of new public management systems captures the intensity and encroachment of these techniques and technologies 'on the ground' where they appear deeply ingrained in the everyday practices inhabited and performed by frontline staff in schools. Public management systems work to reconfigure the internal dynamic within schools through redefining the roles of senior and middle school managers; embedding new forms of accountability that bolster choice and competition; setting priorities and directives that complement new provision models, key among them being charter schools, academies, and free schools; and rearticulating meanings and practices of professionalism, professional judgment or 'success', now intimately linked to performance pay indicators.

Teachers' Motivation

Teachers' motivation plays an important role in promoting a healthy teaching environment. Self-determination theory (Ryan, 2015) can provide important insight into the understanding of teachers'

motivation, including the reasons they do their work, continue to teach, experience success, and enjoy what they do. The purpose of this chapter is to review the research on teachers from a motivational perspective, while taking into consideration the role that teachers' motivation has on their behaviors with their students. More specifically, we examine how contextual factors influence teachers and how their impressions of these factors, their need satisfaction or dissatisfaction, their motivation for teaching, their general motivation, and their psychological and behavioral outcomes are related. As such, this review could inform school administrations by demonstrating why they should take care to ensure that their teachers are supported and having a psychologically sound experience. Since this review focuses on some of the key environmental factors that are relevant to teachers, it provides school administrations some key areas they can work on to promote, within their own organizations, more motivated teaching and better outcomes for both the teachers and students.

Employees in organizations and learning institutions like to feel that someone cares about their work and appreciates it which in turn motivates them to work more effectively. Owens (2016) described motivation as the forces that cause people to behave as they do. He further points out that behaviorists think of it as extrinsic while others believe it is intrinsic. Generally, in schools, the challenge for administrators is to develop highly motivated teachers who are actively engaged in teaching and learning, open to new ideas and approaches, and committed to students and change over the lifetime of their teaching careers.

REWARD SYSTEM

According to Luis, et.al. (2018) reward systems are central to the Human Resource Management function. Their purpose is to attract talented individuals, motivate them and retain those that have a better fit with the organization.

Motivated employees are willing to go the extra mile when their job requires it. They tend to be more productive, energized and creative. Unmotivated employees are likely to exert little effort and avoid additional work assignments as much as possible. Work motivation is desired but it is not a constant phenomenon that every employee possesses. Individual characteristics and organizational factors influence motivation. Thus, organizations require mechanisms that encourage a consistent level of motivation to ensure their sustainability. Extrinsic rewards encourage an employee to be motivated to do the work being rewarded because of its instrumental value. The organization's emphasis on intrinsic rewards will also enhance an employee's motivation (e.g., due to the enjoyment of the work it-self).

For some time, organizations mainly relied on extrinsic rewards as their main mechanism to influence motivation. Intrinsic rewards were not formally considered in reward policies and practices because they were seen as psychological phenomena that pertain to the individual.

Extrinsic rewards can be categorized into seven groups: compensation, benefits, workplace environment, recognition, development and feedback, promotion and career opportunities, and leadership. Each group is described in turn.

JOB SATISFACTION

According to Muchinsky (2015), most of the earlier reviews of the literature suggested a weak and somewhat inconsistent relationship between job satisfaction and performance. A review of the literature in 1985 suggested that the statistical correlation between job satisfaction and performance was about .2. Thus, these authors concluded that the presumed relationship between job satisfaction and performance was a -management fad and -illusory. This study had an important impact on researchers, and in some cases on organizations, with some managers and HR practitioners concluding that the relationship between job satisfaction and performance was trivial.

According to Organ (2018) suggests that the failure to find a strong relationship between job satisfaction and performance is due to the narrow means often used to define job performance. Organ argued that when performance is defined to include important behaviors not generally reflected in performance appraisals, such as organizational citizenship behaviors, its relationship with job satisfaction improves. Research tends to support Organ's proposition in that job satisfaction correlates with organizational citizenship behaviors (Ryan, 2018). In addition, in a more recent and comprehensive review of 301 studies,

Patton (2016) found that when the correlations are appropriately corrected (for sampling and measurement errors), the average correlation between job satisfaction and job performance is a higher. In addition, the relationship between job satisfaction and performance was found to be even higher for complex (e.g., professional) jobs than for less complex jobs. Thus, contrary to earlier reviews, it does appear that job satisfaction is, in fact, predictive of performance, and the relationship is even stronger for professional jobs. Job satisfaction has been the most frequently investigated variable in organizational behavior (Spector, 2017). Job satisfaction varies from one individual to another Peretomode (2015) and Whawo (2013), suggested that the higher the prestige of the job, the greater the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. They simply like what they do. In any case, job satisfaction is as individual as one's feelings or state of mind. Job satisfaction can be influenced by a variety of factors, e.g. the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, and the degree of fulfillment in their work. On the other hand, improved job satisfaction can sometimes decrease job performance. Warr (2018) suggested that jobs differ in the extent to which they involve five core dimensions: skill variety, task identity, task significance, autonomy, and task feedback. He further suggested that if jobs are designed in a way that increases the presence of these core characteristics, three critical psychological states can occur in employees: experienced meaningfulness of work, experienced responsibility for work outcomes and knowledge of the results of work activities.

There are three models in relation to job satisfaction. These are situational, dispositional, and interactional models. These three main lines of models have been used extensively to predict the job satisfaction of employees in organizations. The interactional model of job satisfaction argues that the fit between the person and the environment influences job satisfaction. This approach is known as the Person-Environment Fit. Spokane (2015) reviewed the model literature and concluded that the Person-Environment Fit is positively related to job satisfaction. It is reasonable to expect that personality traits influence personal values and attitudes, as most recent empirical research has demonstrated.

TRAINING AND DEVELOPMENT

Employee performance impacts the bottom line of an organization. For this reason, it is the responsibility of organizational leaders to be aware of the importance of training and development's impact on the performance and evaluation of employees. Employee training and development assists the organization and employees in attaining diverse goals, such as improving morale, sense of security, employee engagement, and overall competencies necessary to perform a particular job. In addition, organizational leaders should use systematic approaches for assessing employee performance, which outcomes are usually determined on personal, organizational, environmental, motivation, skill level, aptitudes, or role perceptions factors.

Employees are the backbone of the organization. Therefore, it is vital for organizational leaders to recognize the importance of training and development in employee performance and evaluation. Enhanced capabilities, knowledge, and skills are the foundation for the organization's competitive advantage in today's global market.

Efforts on employee training and development demonstrate that organizations are capitalizing not only on high potential employees, but also on individuals who can commit to achieving higher levels of responsibilities.

The needs for employee training and development may occur at any level of the organization, such strategic, tactical or operational. Leaders at all levels of management are responsible not only for identifying the needs for training and development, but also for selecting the best methods, approaches, strategies, programs, implementation, and assessment venues to achieve expected individual performance and organizational results. A vital element in the process of identifying employee training and development needs is that all needs should be relevant to organizational objectives. Employee training and development is one of the most significant motivators used to help both individuals and organizations in achieving their short-term and long-term goals and objectives. Training and development not only enhance knowledge, skills, and attitudes, but it also offers several other benefits.

Rouse (2018) found that general training and specific skills are many times embedded in one another. They found that employees that attended training, regardless of its specificity, became more invested employees. These employees were shown to seek more job upgrades, receive more performance awards, and have better job attendance than those that did not attend training. The –general skills training program which was paid completely by the employer essentially led to less employee turnover. It can be argued that the expenditure of effort and time led these employees to become more committed to the organization. Many scholars agree that organizations that train their employees consistently have better outcomes than those that do not. When business environments change quickly and abruptly, it is typically the companies with the best trained employees that adapt and adjust most efficiently.

Huberman (2017) determined these statements to be accurate in their study that looked at training and turnover from the perspective of evolving organizations. The researchers affirmed that training encourages –spontaneous cooperation in many large companies. Even in fast moving and ever evolving industries, the cooperation that can be achieved through training could lessen the need for complicated company policies. This –spontaneous cooperation which results from training is due to the training participant's sense of debt to the company. These fast paced, ever-changing industries need to retain employees in order to achieve company goals and gain a competitive advantage. Organizational training can offer these employees an opportunity they may have not been able to achieve elsewhere. This translates to the employee feeling a sense of debt to the company and desiring to –spontaneously cooperate as a means of repaying the reward that they received.

Varga (2017) stated that some of the factors characterizing education in schools (class size, expenditure per pupil) do not have demonstrable effects on student performance while teacher quality (as measured by skills, knowledge and qualifications) plays a decisive role in students' progress. Based on an analysis of teacher training policies in 25 countries, the OECD (2005) report cogently entitled *Teachers Matter* comes to the conclusion that teacher quality is the most important factor in an education system, and the second most important factor (only preceded by family background) among the variety of influences affecting student achievement. McKinsey & Company report stated that certain education systems achieve substantially better outcomes than others because –they have produced a system that is more effective in doing three things: getting more talented people to become teachers, developing these teachers into better instructors, and in ensuring that these instructors deliver consistently for every child in the system.

WORK SITUATIONAL

Rahdiyanta (2019) explained that situational factors include school culture, corporate culture, and institutional performance. School culture is characteristics, personalities, and images of the institution in a wider community. Schools must set a mission to create a challenging, fun, fair, creative, integrative and dedicated culture to achieve its vision to produce highly qualified graduates. Highly qualified graduates have indicators of being cautious, honest, creative, model, hardworking, tolerant and competent in leading and answering challenges of human resource development needs. The organizational culture at schools also has a correlation with the teachers' attitudes in working.

In an environment with strong organizational ideology, shared participation, charismatic leadership and intimacy, teachers experienced higher job satisfaction and increased productivity. A qualified vocational education should collaborate with the business and industrial worlds. Therefore, school culture is closely related to corporate culture. The corporate culture acts as shared values and describes the pattern or the behaviors of a company. The corporate culture is shaped by the institutional history process, through a combination of policy management, traditions, and philosophical values that guide it. Regarding the integration of different aspects, which enhances corporate culture, the culture of each institution/ company differs from one to another. This means that corporate culture plays an important role in managing the changes that arise due to the demands of innovations.

Institutional performance is expected to affect both learning processes and learning outcomes. The institutional performance is indicated by effective communication, good coordination, appropriate conflict resolution, appropriate problem solving, effective implementation of decisions, and effective and efficient management of programs.

The work environment has a significant impact upon employee performance and productivity. By work environment we mean those processes, systems, structures tools or conditions in the work place that impact favorable or unfavorable individual performance. The work environment also includes policies; rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those employees perform their job functions.

According to Clements-Croome (2016), environment in which people work affects both job performance and job satisfaction. The tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology; and companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting the workers. Such workspace decisions aspire to create an investment in employees' quality of life, the argument being made that measurable productivity increases will result. Dilani (2015) adds that, researchers are increasingly finding links between employee health and aspects of the physical environment at work such as indoor air quality and lighting. Contemporary literature on stress in the work environment typically focuses on psychosocial factors that affect job performance, strain and employee health. Some theoretical models of stress at work have included the physical environment as a factor.

SYNTHESIS

Peretomode (2016) opined that a teacher's performance in contributing towards learning is strongly influenced by teacher motivation. Teachers' motivation is vital in fostering a positive learning environment.

Chandrasekhar (2017) studied how the workplace affects employee morale and productivity. If an employee dislikes their workplace, they lose motivation, respect, and the freedom to make personal decisions. Self-determination theory (Ryan, 2015) may help us understand why teachers do what they do, continue to teach, succeed, and enjoy it. Owens (2016) defined motivation as the factors that drive human behavior. In a study done by Ofoegbu (2016) in Nigeria, he found that teacher motivation enhances classroom effectiveness and improves schools.

Michaelowa (2017) showed no statistically significant influence of teacher-school management contact on work satisfaction. Dessler (2016) investigated how teachers' work performance and motivation varied. In Kenya, Sylvia (2016) found that FPE created increased class sizes, shortage of teachers, heavy teachers' working load, and lack of teacher motivation. Studies show that many primary school teachers, particularly in Sub-Saharan Africa, are dissatisfied with their jobs and lack motivation.

The work atmosphere and teacher rewards are seen as determining elements of lack of motivation. Locke (2016) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Job satisfaction is influenced by several things. These include pay, promotion system perceived justice, working conditions, social ties, leadership, and the job itself. Warr (2018) suggested that jobs differ in the extent to which they involve five core dimensions: skill variety, task identity, task significance, autonomy, and task feedback.

Three models exist for job satisfaction. Situational, dispositional, and interactional models have been used extensively to predict the job satisfaction of employees in organizations. According to the interactional model of job satisfaction, the person-environment fit impacts job satisfaction. This is called the Person-Environment Fit.

Employee motivation is influenced by rewards. Management often prioritizes extrinsic rewards over intrinsic ones, yet both are vital to employee engagement. Liebman (2016) mentioned that rewards fall into three groups: material, social, and activity. Remuneration is typically utilized to energize, direct or control employee behavior.

Employees who are properly trained to accept additional responsibility have reduced turnover rates. Companies that give more training have a high percentage of employee terminations. Companies with a high turnover rate start training programs to improve staff skills. Rouse (2018) discovered that general and specific skills are often intertwined. Employees that received training, regardless of its detail, were more engaged. According to Varga (2017), teacher quality is important for student success. Meanwhile, Mourshed (2017) states that an education system's quality cannot surpass its teachers'. Job satisfaction is affected by

the workplace environment, says Clements-Croome (2016). Working environment has a big influence on 230 employee performance and productivity.

Theoretical Framework

The present study is anchored from Dessler (2016) examined job performance and motivation from a teacher's perspective motivation and job performance may be difficult to distinguish and motivation is often inferred from the output produced, the possibility of high motivation and low output or low motivation and high output is often not considered. The implications of either neglecting motivation or considering it a part of job performance for the empirically observed relationship between job performance and motivation can be significant. If effort is costly for an employee, ignoring effort can bias the estimated effect of job performance, because effort should increase job performance. As satisfaction is another very important thing in terms of motivation so employees are when satisfied with their job, organization environment, salaries, rewards, then automatically get motivated and show their best efforts towards their job performance.

Davidson (2016) focused on role of teachers in providing good quality education in primary schools through motivation where it suggested some initiatives to increase the teacher's level of motivation that will improve the education system. The organizational culture affects the performance of the employees positively or negatively. As in organization different employees from different culture and background and with different languages so their thinking level is also different.

This study is anchored on the Job Characteristic Model Theory of Hackman and Oldham, from which according to them on the idea that the task itself is the key to employee motivation. Job enrichment and job rotation are two ways of adding variety and challenge to a job and encourage workplace motivation. It states that there are five core job characteristics, skill variety, task identity, task significance, autonomy and feedback, which impact three critical psychological states experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results, in turn influencing work outcomes, job satisfaction, absenteeism, workplace motivation, etc. Hackman and Oldham's job characteristics motivation theory propose that high workplace motivation is related to experiencing three psychological states while working: Meaningfulness of work, Responsibility, and Knowledge of Outcomes.

Obviously that which is delegated cannot exceed the manager's mandated set of responsibilities. Moreover, the extent of the delegation may be limited by the capabilities of the deputy and others to whom work would otherwise be delegated. In practice the delegation of work will be limited by "managerial style." More specifically, it will be limited by the manager's views about the risks of losing control through delegation. Managers in government organizations traditionally have invested a lot of time ensuring quality by controlling the tasks and activities that go into producing the service. In this situation, their generic anxieties about more delegation may stem from fears that work may not get done on time, that the quality of work outputs may be unsatisfactory, or that mistakes will be made that will cost time and money to fix.

Motivating refers to encouraging and is a process of entrusting authority and responsibility to other people. In its strictest form, the person to whom authority is delegated acts on behalf of the one from whom authority is delegated. More generally delegated authority gives the recipients fairly wide powers to act as they consider it appropriate (Farrant 2016). The main reason for delegation in schools emanates from the fact that the task of running a school is too broad a responsibility for one person to manage alone. Regardless of the number of hours one may invest in one's work, one cannot succeed in completing the work alone. However, no matter how many hours one puts into one's work. There are too many tasks and too many people to deal with, so the workload has to be shared (Musaazi 2017). Educational managers should strive to strike a balance between giving up total control to a group and holding too tightly to the reins. Delegation means initially setting the parameter, and then staying involved through co-ordination of resources, reviewing progress report, and being able to meet with teams at critical junctures (Jones et al. 2019). Dessler (2016) stated that while authority can be delegated, responsibility cannot. Though educational managers can assign certain responsibilities to their subordinates, they are expected to ensure that these responsibilities are carried out properly. This is because they are ultimately accountable. Delegation of authority always entails the creation of accountability.

Generally it is much more difficult to get work done through agents than it is for the principal to 231 do the work himself or herself. This is manifested in several generic sub problems. First, principals tend to run out of time in dealing with all the agents to whom they have delegated work. Here there is a need to manage management time Oncken. Second, the transfer of work to agents with wider and deeper skill sets creates a situation where principals may not understand the skills of the agents and therefore cannot easily judge the agents' effectiveness. It is then difficult for principals to control agents' activities in order to get them to meet the principal's expectations. Here there is a challenge to find a way to deal with the principal's inability to judge the skills of his or her agents. Third, there is a potential communications problem. Although the principal knows what is needed, agents may not fully understand what the principal expects. Most humans find it far more difficult to articulate what they are actually doing and what they want than to 'just do it' or get it for themselves, Bunker, (2016). A central challenge for principals is to communicate their expectations to the agent clearly. In reality, communication is assisted by a process of principal-agent dialogue in which feedback helps the agent to understand the principal's intent and also provides information that may help the principal to formulate his or her expectations more clearly. The fourth problem is that the agent is unlikely to be committed to the principal's expectations as much as the principal is. Here the challenge is to find ways to build the agent's commitment.

According to Nadeem, et.al (2017) social and economic conditions of teachers have an effect on their performance i.e. low salary., lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have an strong impact on females teachers performance. The level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. It was concluded that there is a significant relationship between these factors of motivation and the efficiency of female teachers.

The main benefits of motivation are that the organization can use the human resources in an appropriate way, for this the employee are willing to work itself. It brings employees satisfaction and the goals can be achieved on time in organization. In this way, the efficiency increases and its cost become reduced.

Bishay (2016) determined the feeling of teachers while doing different activities every day and which are those activities related to their work that will increase their level of motivation. Further, Bishay found that mostly teachers experienced that they were paid less salary according to their knowledge, skills and capabilities for doing their job. Thus, respect should be given to teachers, provide them training to exceed their performance level and salaries should be designed according to their capabilities, experience and skills regarding job.

Conceptual Framework

The conceptual framework provided consists of independent variables and dependent variables which were considered in the study.

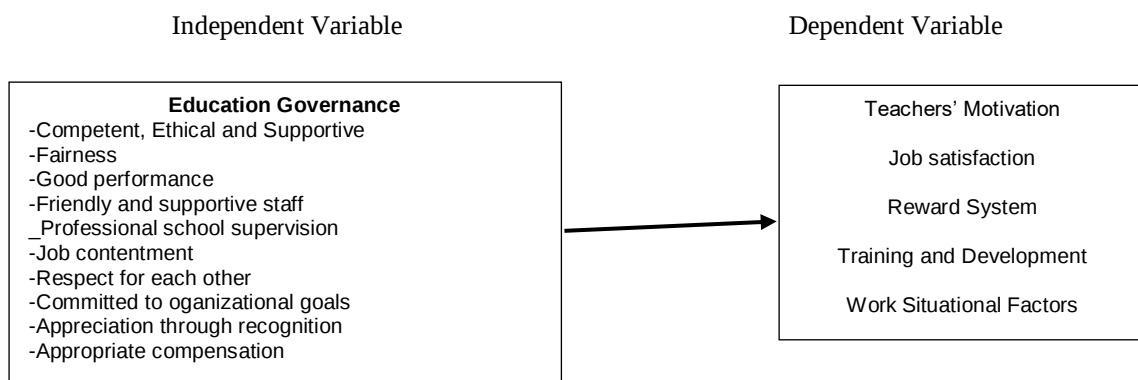


Figure1.Research Paradigm of the Study

Figure 1. Illustrates the paradigm of the study. The Independent Variables are the Education Governance in terms of Competent, Ethical and Supportive; Fairness; Good performance; Friendly and supportive staff; Professional school supervision; Job contentment; Respect for each other; Committed to organizational goals; Appreciation through recognition; and Appropriate compensation. Meanwhile, the dependent variables are Teachers' Motivation in terms of Job satisfaction, Reward System, Training and Development, and Work Situational Factors. The process are job performances of public elementary school teachers and the output is the proposed learning action cell for teachers.

3. Methodology and Statistical Treatment

The purpose of governing bodies and its officials is to give effective direction to the school and its students, paving the way for the achievement of the highest possible educational standards. It is the governance of education and training systems that is focused with the way in which the finance, administration, leadership, and administration of education and training systems are regulated. Students' and teachers' performance is greatly influenced by how educational institutions are governed. This is because governance defines and regulates connections both inside and between schools, even between schools and outside organizations.

RESEARCH METHODOLOGY

This chapter describes and discusses the research method and procedure of the study. This includes the research design, population and sampling, the respondents of the study, the instruments, the data gathering procedures, and the statistical treatment of data.

Research Design

This study used descriptive survey design. The main advantage of this type of design is that it enables the researcher to assess the situation within the study area at the time of the study. The researcher therefore used the design to assess the factors affecting teacher motivation in public elementary school teachers of Cavinti District, Division of Laguna. According to Cooper (1996), a descriptive study is concerned with finding out who, what, where and how of a phenomenon which is the concern of this study. Thus, the researcher deemed the design appropriate for the study as it allowed for investigation of how different factors affect teacher motivation in the area of study.

Respondents of the Study

In this study, 100 % distribution of samples to teachers of CAvinti Elementary Schools in the Division of Laguna as respondents. The total respondents were twenty-five (25).

Sampling Technique

According to Kothari (2004) sampling is the selection of some parts of an aggregate or totality of what the population is made. Sampling is one of the best systematic techniques of choosing a group of individuals, which is small enough for convenient data collection and large enough to be true representative of the population from which it has been selected. It is concerned with the selection of the subset of individual from within a population to estimate characteristics of the whole population.

The three main advantages of sampling are that the cost is lower, data collection is factor and since the data set is smaller it is possible to ensure homogeneity and to improve the accuracy and quality of the data (Creswell, 2008). The study involves probability and non-probability sampling to ensure that critical data obtained in the study.

The researcher used purposive sampling technique since the research is all about determining the predictions between the school organizational culture on the collaborative

governance. The respondents of the study were the twenty-five (25) public elementary teachers of Santisimo Cavinti Elementary School in the Division of Laguna. 233

Research Procedure

The researcher prepared his dissertation title proposal after it has been presented to his adviser for approval he began to make his chapter 1 to 3. The research proposal will be presented to his adviser for some technical assistance to further improvement of his research study. When it will be approved the researcher will be constructed some self-made questionnaires for the data he needs to be gathered for his study.

When the proposal is being checked and already approved, first, the researcher will be securing permit to the office of the school's public district supervisor and the schools division superintendent before the data needed will be gathered. After the researcher received the endorsement from the office of the Schools Division Superintendent before the researcher will now be ready to conduct his study and personally distribute the questionnaires. The researchers will go from one school to another to retrieve the accomplished questionnaires.

After the questionnaires have been accomplished, the results will be tallied and tabulated. These data become the bases of analysis and interpretation for final steps which is the summary of findings, conclusion and recommendation ready for the final defense of the research study.

Statistical Instrument of Data

The survey questionnaires is composed of sets of questions that gathered the extent level of education governance and teachers' motivation in terms of reward system, job satisfaction, training and development and work situational factors.

The instrument used the Likert scale system to find out and to assess teachers motivation and job performance.

Range	Numerical	Verbal Interpretation
4.01-5.00	5	Very highly motivated
3.01-3.99	4	Highly motivated
2.01-2.99	3	Moderately motivated
1.01-2.99	2	Low level motivated
0.01-0.99	1	Very low motivated

Very highly motivated means that the respondents are having sufficient incentive, desire, or drive. Highly motivated means that the respondent is very enthusiastic or determined because he really want to do something. Moderate motivation indicates that this person is moderately motivated to manage others on a social or organizational basis as a part of the overall vocational responsibilities and activities. For low level motivated responses means that there is a lower levels of engagement, poor communication, and diminished productivity are just a few of the issues that may proliferate and lead to his workplace become a toxic environment. Very low motivated responses means demotivation happens when employees have lost their inspiration or will to take action. This lack of interest and enthusiasm for work can have disastrous consequences for an organisation. Demotivation should be differentiated from momentary lack of drive, which is usually caused by personal issues

Orodho (2004) defines a questionnaire as an instrument used to gather data, which allows a measurement for or against a particular viewpoint. He emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. Best and Khan (1993) observe that questionnaires enable the person administering them to explain the purpose of the study and to give meaning of the items that may not be clear. The researcher used questionnaires to collect data from 100 teachers and from 10 school principals in the 10 public elementary schools in the Cavinti District.

In able to answer the specific problem in this study, the following statistical treatment were used.

Mean and standard deviation were used to determine the extent level of the education governance.

Mean and standard deviation were used to determine the extent level of the teachers' motivation in terms of reward system, training development, job satisfaction, and work situational factors. 234

To find out the significant predictions between the education governance and the teachers' motivation, Regression analysis was applied in the computation.

$$\hat{y} = a + bx$$

$$a = \frac{n \sum_{i=1}^n x_i^2 \sum_{i=1}^n y_i - n \sum_{i=1}^n x_i \sum_{i=1}^n x_i y_i}{n^2 \sum_{i=1}^n x_i^2 - n (\sum_{i=1}^n x_i)^2}$$

$$b = \frac{n \sum_{i=1}^n x_i y_i - \sum_{i=1}^n x_i \sum_{i=1}^n y_i}{n \sum_{i=1}^n x_i^2 - (\sum_{i=1}^n x_i)^2}$$

$$\frac{\sum_{i=1}^n y_i (x_i - \bar{x})}{n \sum_{i=1}^n x_i^2 - (\sum_{i=1}^n x_i)^2}$$

4. Presentation, Analysis and Interpretation of Data

This portion of the study highlights the findings that result out of the investigation. Figures and tables were used to depict the data in an interesting manner, followed by interpretation and analysis.

Table 1: Teachers' Motivation in Terms of Reward System
(Test Value : 3.5)

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
RS1	25	3.76	.436	.087
RS2	25	3.60	.500	.100
RS3	25	3.60	.500	.100
RS4	25	4.00	.000 ^a	.000
RS5	25	3.76	.436	.087

a. t cannot be computed because the standard deviation is 0.

One-Sample Test							
Test Value = 3.5							
	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
RS1	2.982	24	.003	.006	.260	.08	.44
RS2	1.000	24	.164	.327	.100	-.11	.31
RS3	1.000	24	.164	.327	.100	-.11	.31
RS5	2.982	24	.003	.006	.260	.08	.44

Note: (S) Individual responses are **significantly far** from the mean and therefore, there is no conclusive agreement among respondents

(NS) Individual responses are **not significantly far** to the mean hence the respondents are in agreement of what they are saying

Crit. Value= 2.064

Sig. = 0.05

The table shows the extent level on perception on teachers' motivation in terms of reward system. The t-values of each indicator presents whether the responses are near or far from the mean. Using the Critical Value for t-distribution for 24 respondents (t=2.064) , if the value of t is more than the critical value then it is significantly far from the mean and there there is no conclusive agreement among the respondents. In this table, indicators 1,4 and 5, are significantly far from the mean. However, the indicators 3 and 4 having the t-values both 1.00 are less than the CV value 2.064 , therefore the responses to these indicators are not far from the mean hence the respondents are in agreement on what they are saying.

This result is also supported considering the Sig. value of 0.05, if the value of Sig. is less than 0.05 then it is significantly far from the mean and there is no conclusive agreement among the respondents. In this table, indicators 1,4 and 5 are significantly far from the mean. However, the indicators 2 and 3 having the Sig. values both .327 respectively are all greater than 0.05 , therefore the responses to these indicators are not far from the mean hence the respondents are in agreement of what they are saying.

Lastly, this result is confirmed considering the 95% Confidence Interval of Difference, if the interval includes 0 (ranging from negative to positive number) then it is not significantly far from the mean and therefore **the respondents are in agreement of what they are saying**. The table still shows , the indicators 2 and 3 having the intervals ranging from negative values of lower limit and positive values of upper limit.

This shows that the **respondents are in agreement** that the school practices the following: **Indicator 2:** Hardworking teachers are encouraged by giving them presents and **Indicator 3:** Teachers are promoted on the basis of their qualifications and performance.

According to Callahon (2016), efficient reward system can be a good motivator but an inefficient reward system can lead to demotivation of the employees. Both intrinsic and extrinsic rewards motivated the employee and resulted in higher productivity. Sometimes management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation.

Table 2. Teachers' Motivation in Terms of Training and Development

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
TD1	25	3.92	.493	.099
TD2	25	3.76	.597	.119
TD3	25	3.76	.597	.119
TD4	25	3.76	.436	.087
TD5	25	3.76	.436	.087

One-Sample Test

Test Value = 3.5

	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
TD1	4.257	24	<.001	<.001	.420	.22	.62
TD2	2.177	24	.020	.040	.260	.01	.51
TD3	2.177	24	.020	.040	.260	.01	.51
TD4	2.982	24	.003	.006	.260	.08	.44
TD5	2.982	24	.003	.006	.260	.08	.44

Crit. Value= 2.064

Sig. = 0.05

The tables show the extent level on perception on teacher's motivation in terms of training development. The t-values of each indicator presents whether the responses are near or far from the mean. Using the Critical Value for t-distribution for 24 respondents (t=2.064) , if the value of t is more than the critical value then it is significantly far from the mean and there is no conclusive agreement among the respondents. In this table, all indicators are significantly far from the mean. This implies that in all of these indicators of training development, there is no conclusive agreement among respondents.

This result is also supported considering the Sig. value of 0.05, if the value of Sig. is less than 0.05 then it is significantly far from the mean and there is no conclusive agreement among the respondents. In this table, all indicators are significantly far from the mean thus supporting the interpretation there is no conclusive agreement among the respondents.

Lastly, this result is confirmed considering the 95% Confidence Interval of Difference, if the interval includes 0 (ranging from negative to positive number) then it is not significantly far from the mean and therefore the respondents are in agreement of what they are saying. The table still shows , all indicators

having the intervals not ranging from negative values of lower limit and positive values of upper limit are significantly far from the mean

This shows that there is no conclusive agreement among the respondents in all the indicators presented in Training Development.

According to Taylor (2017), several studies show that training activities are correlated with productivity and retention. The use of formal training programs is associated with significantly higher productivity growth. Extensive training are more likely to be captured by the firm if employees are motivated to stay and contribute to the firm's success fostered in part by selective hiring, competitive pay packages and team-orientated work environments.

Table 3. Teachers' Motivation in Terms of Job Satisfaction

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
JS1	25	3.92	.640	.128
JS2	25	3.76	.597	.119
JS3	25	3.84	.688	.138
JS4	25	4.08	.493	.099
JS5	25	3.92	.640	.128
JS6	25	3.84	.554	.111
JS7	25	3.76	.597	.119
JS8	25	3.68	.627	.125
JS9	25	3.84	.374	.075
JS10	25	3.84	.374	.075

One-Sample Test						
Test Value = 3.5						
	t	df	Significance One-Sided p	Significance Two-Sided p	Mean Difference	95% Confidence Interval of the Difference Lower Upper
JS1	3.280	24	.002	.003	.420	.16 .68
JS2	2.177	24	.020	.040	.260	.01 .51
JS3	2.471	24	.010	.021	.340	.06 .62
JS4	5.879	24	<.001	<.001	.580	.38 .78
JS5	3.280	24	.002	.003	.420	.16 .68
JS6	3.070	24	.003	.005	.340	.11 .57
JS7	2.177	24	.020	.040	.260	.01 .51
JS8	1.435	24	.082	.164	.180	-.08 .44
JS9	4.543	24	<.001	<.001	.340	.19 .49
JS10	4.543	24	<.001	<.001	.340	.19 .49

Crit. Value= 2.093 Sig. = 0.05

The tables show the extent level on perception on teachers' motivation in terms of job satisfaction . The t-values of each indicator presents whether the responses are near or far from the mean. Using the Critical Value for t-distribution for 24 respondents ($t=2.064$), if the value of t is more than the critical value then it is significantly far from the mean and there is no conclusive agreement among the respondents. In this table, most indicators are significantly far from the mean. However, only indicator 8 having the t-value 1.435 is less than the CV value 2.064 , therefore the responses to this indicator is not far from the mean hence the respondents are in agreement of what they are saying about this indicator.

This result is also supported considering the Sig. value of 0.05, if the value of Sig. is less than 0.05 then it is significantly far from the mean and there is no conclusive agreement among the respondents. In this table, most indicators are significantly far from the mean. However, only indicator 8 having the Sig. value 0.164 is greater than 0.05 , therefore the responses to this indicator are not significantly far from the mean hence the respondents are in agreement of what they are saying.

Lastly, this result is confirmed considering the 95% Confidence Interval of Difference, if the interval includes 0 (ranging from negative to positive number) then it is not significantly far from the

mean and therefore the respondents are in agreement of what they are saying. The table still shows that only the indicators 8 having the intervals ranging from negative values of lower limit and positive values of upper limit is not significantly far from the mean

This shows that the respondents are in agreement that the school practices, Indicator 8: . I am satisfied with my work and would want to stay on it for a long time.

According to Macfie (2016), it is important for management's effort to create a working environment where everyone is highly motivated and feels valued. He adds that if staff look after their health, they will be better in their own lives and in the business. If people feel better about the way they manage, their lives they will be more creative and more productive in the way they contribute at work.

Table 4. Teachers' Motivation in Terms of Work Situational Factors

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
WSF1	25	3.92	.493	.099
WSF2	25	3.84	.554	.111
WSF3	25	3.68	.476	.095
WSF4	25	3.84	.374	.075
WSF5	25	3.76	.436	.087
WSF6	25	4.00	.000 ^a	.000

a. t cannot be computed because the standard deviation is 0.

One-Sample Test							
Test Value = 3.5							
	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
WSF1	4.257	24	<.001	<.001	.420	.22	.62
WSF2	3.070	24	.003	.005	.340	.11	.57
WSF3	1.890	24	.035	.071	.180	-.02	.38
WSF4	4.543	24	<.001	<.001	.340	.19	.49
WSF5	2.982	24	.003	.006	.260	.08	.44

The tables show the extent level on perception on teachers' motivation in terms of work situational factors . The t-values of each indicator presents whether the responses are near or far from the mean. Using the Critical Value for t-distribution for 19 respondents ($t=2.064$), if the value of t is more than the critical value then it is significantly far from the mean and there there is no conclusive agreement among the respondents. In this table, most indicators are significantly far from the mean. However, only indicator 3 having the t-value 1.890 is less than the CV value 2.064 , therefore the responses to this indicator is not far from the mean hence the respondents are in agreement of what they are saying about this indicator.

This result is also supported considering the Sig. value of 0.05, if the value of Sig. is less than 0.05 then it is significantly far from the mean and there is no conclusive agreement among the respondents. In this table, most indicators are significantly far from the mean. However, only indicator 3 having the Sig. value 0.071 is greater than 0.05 , therefore the responses to this indicator are not significantly far from the mean hence the respondents are in agreement of what they are saying.

Lastly, this result is confirmed considering the 95% Confidence Interval of Difference, if the interval includes 0 (ranging from negative to positive number) then it is not significantly far from the mean and therefore the respondents are in agreement of what they are saying. The table still shows that only the indicators 3 having the intervals ranging from negative values of lower limit and positive values of upper limit is not significantly far from the mean

This shows that the respondents are in agreement that the school practices, Indicator 3: . Education policies in schools are tight on teachers thus theyget dissatisfied with their jobs.

According to Chandrasekhar (2017), the workplace environment impacts on employment morale productive. If the workplace environment is not liked by the employee so they get de-motivated and their

performance authorities or duties, lack of appreciation, and lack of personal decision-making opportunities. 238 People working in such environments are not satisfied with their employee's job performance hence leading to poor performance in the teaching and learning process.

Table 5. Level of Education Governance

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
EG1	25	3.92	.702	.140
EG2	25	3.72	.678	.136
EG3	25	3.64	.700	.140
EG4	25	3.72	.614	.123
EG5	25	3.56	.651	.130
EG6	25	3.64	.638	.128
EG7	25	3.48	.586	.117
EG8	25	3.52	.653	.131
EG9	25	3.76	.523	.105
EG10	25	3.72	.458	.092

One-Sample Test							
Test Value = 3.5							
	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
EG1	2.990	24	.003	.006	.420	.13	.71
EG2	1.622	24	.059	.118	.220	-.06	.50
EG3	1.000	24	.164	.327	.140	-.15	.43
EG4	1.792	24	.043	.086	.220	-.03	.47
EG5	.461	24	.324	.649	.060	-.21	.33
EG6	1.098	24	.142	.283	.140	-.12	.40
EG7	-.171	24	.433	.866	-.020	-.26	.22
EG8	.153	24	.440	.880	.020	-.25	.29
EG9	2.487	24	.010	.020	.260	.04	.48
EG10	2.400	24	.012	.024	.220	.03	.41

The table shows the extent level of educational governance. The t-values of each indicator presents whether the responses are near or far from the mean. Using the Critical Value for t-distribution for 24 respondents ($t=2.064$), if the value of t is more than the critical value then it is significantly far from the mean and there there is no conclusive agreement among the respondents. In this table, indicators 1,9 and 10, are significantly far from the mean. However, the indicators 2,3,4,5,6,7, and 8 having the t-values less than the CV value 2.064, therefore the responses to these indicators are not far from the mean hence the respondents are in agreement on what they are saying.

This result is also supported considering the Sig. value of 0.05, if the value of Sig. is less than 0.05 then it is significantly far from the mean and there is no conclusive agreement among the respondents. In this table, indicators 1,9 and 10 are significantly far from the mean. However, the indicators 2,3,4,5,6,7, and 8 having the Sig. values all greater than 0.05, therefore the responses to these indicators are not far from the mean hence the respondents are in agreement of what they are saying.

Lastly, this result is confirmed considering the 95% Confidence Interval of Difference, if the interval includes 0 (ranging from negative to positive number) then it is not significantly far from the mean and therefore the respondents are in agreement of what they are saying. The table still shows, indicators 2,3,4,5,6,7, and 8 having the intervals ranging from negative values of lower limit and positive values of upper limit.

This shows that the respondents agree that the school practices the following: Fairness, Good performance, Friendly and supportive staff, Professional school supervision, Job contentment, Respect for each other and Committed to organizational goals.

According to Callahon (2016), efficient reward system can be a good motivator but an inefficient reward system can lead to demotivation of the employees. Both intrinsic and extrinsic rewards motivated the employee and resulted in higher productivity. Sometimes management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation.

According to Peretomode (2016), teacher's performance in contributing towards learning is strongly influenced by teacher motivation which includes good working conditions, staff training, promotions and good salary and remuneration, participatory decision, job security, recognition of performances and the teaching profession, financial rewards, scholarships and provision of other facilities.

REGRESSION ANALYSIS AND DERIVED EQUATIONS

Table 6. REWARD SYSTEM: REGRESSION ANALYSIS

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.928 ^a	.861	.762	.11790

a. Predictors: (Constant), EG10, EG4, EG6, EG8, EG1, EG3, EG9, EG2, EG7, EG5

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.207	10	.121	8.684	<.001 ^b
	Residual	.195	14	.014		
	Total	1.402	24			

a. Dependent Variable: REWARDSYSTEM

b. Predictors: (Constant), EG10, EG4, EG6, EG8, EG1, EG3, EG9, EG2, EG7, EG5

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.532	.518		8.754	<.001
	EG1	-.012	.064	-.036	-.193	.850
	EG2	.136	.080	.381	1.690	.113
	EG3	.104	.083	.301	1.253	.231
	EG4	-.276	.098	-.702	-2.829	.013
	EG5	.205	.152	.552	1.344	.200
	EG6	-.039	.066	-.103	-.595	.561
	EG7	-.173	.138	-.420	-1.259	.229
	EG8	.026	.114	.070	.229	.822
	EG9	-.170	.102	-.367	-1.660	.119
	EG10	-.009	.127	-.016	-.067	.947

a. Dependent Variable: REWARDSYSTEM

Looking at the Model Summary for Reward System, 86.10% change in Reward System can be accounted to the predictors of Education Governance at <.001 p-value/ level of significance. However, looking at the predictors independently, only EG4 has a unique contribution to Reward System having the sig value of .013. However, the rest of the predictors, having the p values of all greater than 0.05, these values become not significant.

If taken singly the remaining predictors did not affect significantly Reward System. However, when they were taken together, their effect on RS is significant. Thus, these ten predictors must be considered together to have significant effect on Reward System .

Derived Regression Equation

$$\text{Reward System} = 4.532 - .012 (\text{EG1}) + .136 (\text{EG2}) + .104 (\text{EG3}) - .276 (\text{EG4}) + .205 (\text{EG5}) - .039 (\text{EG6}) - .173 (\text{EG7}) + .026 (\text{EG8}) - .170 (\text{EG9}) - .009 (\text{EG10})$$

In the regression equation, EG4, EG6, EG7, EG9 and EG10 having negative coefficients, were inversely related to Reward System which were considered to be areas that needed immediate strong intervention to turn it into positive effect.

Table 7. TRAINING AND DEVELOPMENT: REGRESSION ANALYSIS

240

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847 ^a	.717	.514	.22579

a. Predictors: (Constant), EG10, EG4, EG6, EG8, EG1, EG3, EG9, EG2, EG7, EG5

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.805	10	.180	3.540	.016 ^b
	Residual	.714	14	.051		
	Total	2.518	24			

a. Dependent Variable: TRAININGDEVELOPMENT

b. Predictors: (Constant), EG10, EG4, EG6, EG8, EG1, EG3, EG9, EG2, EG7, EG5

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.503	.992		3.533	.003
	EG1	.257	.122	.557	2.105	.054
	EG2	.035	.154	.074	.229	.822
	EG3	.332	.159	.718	2.093	.055
	EG4	-.420	.187	-.796	-2.243	.042
	EG5	.480	.292	.965	1.645	.122
	EG6	-.214	.126	-.422	-1.703	.111
	EG7	-.233	.264	-.422	-.884	.392
	EG8	-.029	.217	-.058	-.133	.896
	EG9	.081	.196	.131	.416	.684
	EG10	-.220	.243	-.312	-.907	.380

a. Dependent Variable: TRAININGDEVELOPMENT

Looking at the Model Summary for Training and Development, 71.70% change in Training and Development can be accounted to the predictors of Education Governance at .016 p-value/ level of significance. However, looking at the predictors independently, only EG1 and EG4 have unique contributions to Training and Development having the sig values of .054 and .042 respectively. However, the rest of the predictors, having the p values of all greater than 0.05, these values become not significant.

If taken singly the remaining predictors did not affect significantly Training and Development. However, when they were taken together, their effect on TD is significant. Thus, these ten predictors must be considered together to have significant effect on Training and Development .

Derived Regression Equation

$$\text{Training and Development} = 3.503 + .257 (\text{EG1}) + .035 (\text{EG2}) + .332 (\text{EG3}) - .420 (\text{EG4}) + .480 (\text{EG5}) - .214 (\text{EG6}) - .233 (\text{EG7}) - .029 (\text{EG8}) + .081 (\text{EG9}) - .220 (\text{EG10})$$

In the regression equation, EG4, EG6, EG7, EG9 and EG10 having negative coefficients, were inversely related to Training and Development which were considered to be areas that needed immediate strong intervention to turn it into positive effect.

Table 8. JOB SATISFACTION: REGRESSION ANALYSIS

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.881 ^a	.776	.617	.18753		
a. Predictors: (Constant), EG10, EG4, EG6, EG8, EG1, EG3, EG9, EG2, EG7, EG5						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.710	10	.171	4.862	.004 ^a
	Residual	.492	14	.035		
	Total	2.202	24			
a. Dependent Variable: JOBSATISFACTION						
b. Predictors: (Constant), EG10, EG4, EG6, EG8, EG1, EG3, EG9, EG2, EG7, EG5						
Coefficients ^a						
Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
1	(Constant)	4.873	.824	5.917	<.001	
	EG1	-.017	.101	-.041	-.173	.865
	EG2	-.041	.128	-.092	-.321	.753
	EG3	.246	.132	.568	1.864	.083
	EG4	-.298	.155	-.604	-1.918	.076
	EG5	.530	.242	1.138	2.185	.046
	EG6	.128	.104	.269	1.224	.241
	EG7	-.661	.219	-1.278	-3.017	.009
	EG8	.697	.181	1.503	3.860	.002
	EG9	-.473	.163	-.817	-2.913	.011
	EG10	-.353	.202	-.534	-1.752	.102
a. Dependent Variable: JOBSATISFACTION						

Looking at the Model Summary for Job Satisfaction, 77.60% change in Job Satisfaction can be accounted to the predictors of Education Governance at .004 p-value/ level of significance. However, looking at the predictors independently, only EG5, EG7, EG8 and EG9 have unique contributions to Job Satisfaction having the sig values of .046, .009, .002 and .011 respectively. However, the rest of the predictors, having the p values of all greater than 0.05, these values become not significant.

If taken singly the remaining predictors did not affect significantly Job Satisfaction. However, when they were taken together, their effect on JS is significant. Thus, these ten predictors must be considered together to have significant effect on Job Satisfaction .

Derived Regression Equation

$$\text{Job Satisfaction} = 4.873 - .017 (\text{EG1}) - .041 (\text{EG2}) + .246 (\text{EG3}) - .298 (\text{EG4}) + .530 (\text{EG5}) + .128 (\text{EG6}) - .661 (\text{EG7}) + .697 (\text{EG8}) - .473 (\text{EG9}) - .353 (\text{EG10})$$

In the regression equation, EG1, EG2, EG4, EG7, EG9 and EG10 having negative coefficients, were inversely related to Job Satisfaction which were considered to be areas that needed immediate strong intervention to turn it into positive effect.

Table 9. WORK SITUATIONAL FACTORS: REGRESSION ANALYSIS**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.932 ^a	.868	.774	.11766

a. Predictors: (Constant), EG10, EG4, EG6, EG8, EG1, EG3, EG9, EG2, EG7, EG5

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.277	10	.128	9.227	<.001 ^b
	Residual	.194	14	.014		
	Total	1.471	24			

a. Dependent Variable: WORKSITUATIONALFACTORS

b. Predictors: (Constant), EG10, EG4, EG6, EG8, EG1, EG3, EG9, EG2, EG7, EG5

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.384	.517		4.613	<.001
	EG1	.341	.064	.968	5.366	<.001
	EG2	-.346	.080	-.948	-4.316	<.001
	EG3	.224	.083	.632	2.703	.017
	EG4	-.220	.098	-.545	-2.255	.041
	EG5	-.214	.152	-.562	-1.405	.182
	EG6	-.270	.066	-.695	-4.118	.001
	EG7	.493	.137	1.167	3.590	.003
	EG8	-.264	.113	-.697	-2.332	.035
	EG9	.142	.102	.300	1.394	.185
	EG10	.492	.126	.911	3.893	.002

a. Dependent Variable: WORKSITUATIONALFACTORS

Looking at the Model Summary for Work Situational Factors, 86.80% change in Work Situational Factors can be accounted to the predictors of Education Governance at <.001 p-value/ level of significance. However, looking at the predictors independently, EG1, EG2, EG3, EG4, EG6, EG7, EG8 and EG10 have unique contributions to Work Situational Factors having the sig values of <.001, <.001, .017, .041, .001, .003, .035 and .002 respectively. However, the remaining predictors EG5 and EG9, having the p values both greater than 0.05, become not significant.

If taken singly the remaining two predictors did not affect significantly Work Situational Factors. However, when they were taken together, their effect on WSF is significant. Thus, these ten predictors must be considered together to have significant effect on Job Satisfaction .

Derived Regression Equation

$$\text{Working Situational Factors} = 2.384 + .341(\text{EG1}) - .346(\text{EG2}) + .224(\text{EG3}) - .220(\text{EG4}) - .214(\text{EG5}) - .270(\text{EG6}) + .493(\text{EG7}) - .264(\text{EG8}) + .142(\text{EG9}) + .492(\text{EG10})$$

In the regression equation, EG2, EG5, EG6 and EG8 having negative coefficients, were inversely related to Work Situational Factors which were considered to be areas that needed immediate strong intervention to turn it into positive effect.

THE INITIAL CONCEPTUAL FRAMEWORK

The conceptual framework provided consists of independent variables and dependent variables which were considered in the study.

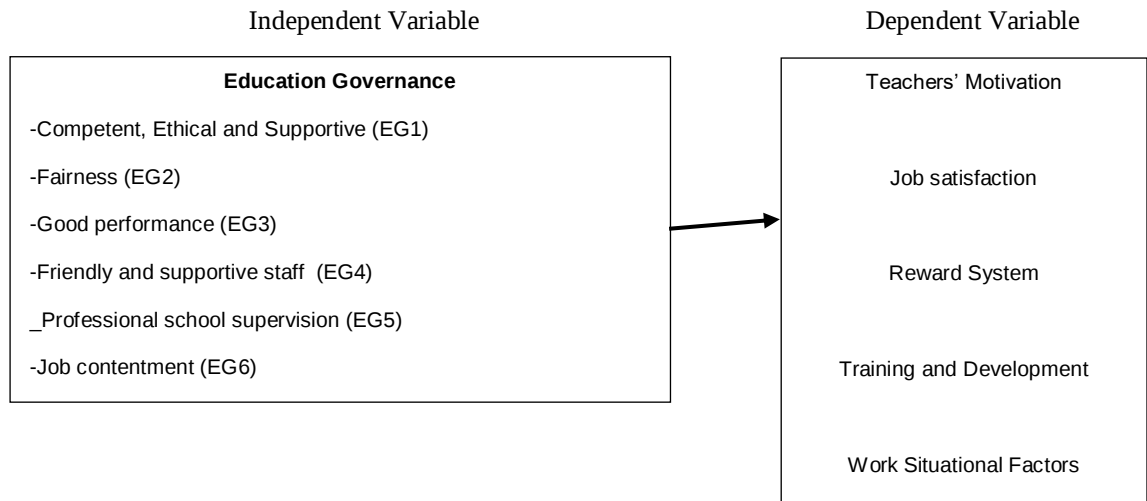


Figure1. Research Paradigm of the Study

Figure 1. Illustrates the paradigm of the study. The Independent Variables are the Education Governance in terms of Competent, Ethical and Supportive; Fairness; Good performance; Friendly and supportive staff; Professional school supervision; Job contentment; Respect for each other; Committed to organizational goals; Appreciation through recognition; and Appropriate compensation. Meanwhile, the dependent variables are Teachers' Motivation in terms of Job satisfaction, Reward System, Training and Development, and Work Situational Factors.

THE DERIVED CONCEPTUAL FRAMEWORK: A NEW THEORETICAL FRAMEWORK

The derived conceptual framework provided consists of independent variables and dependent variables which were the results in the study.

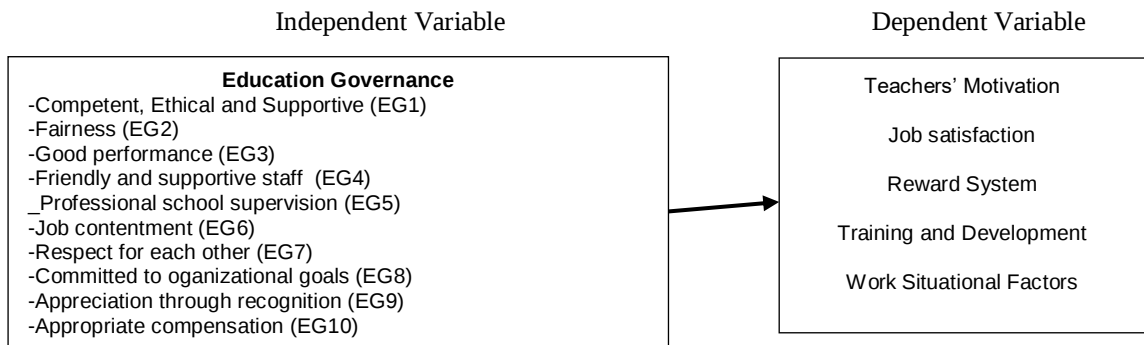


Figure2. Derived Research Paradigm of the Study

5. Summary, Findings, Conclusion and Recommendation

244

This part of the study showcases the summary, salient findings, conclusion based from the findings, and the recommendation to targeted person or group of people.

Summary

This study focused on the education governance on teachers' motivation in terms of: reward system, training and development, job satisfaction, and work situational factors. There are 25 respondents from Cavinti Elementary School in this study.

The following were surveyed among the teacher respondents:

1. Extent level of teachers' motivation in terms of reward system, training and development, job satisfaction, and work situational factors.
2. Extent level of the teachers' teachers' performance in terms of preparation of lesson notes, attending school functions; supervision of school activities; participation in extra curricular activities, adequate teaching preparation, regular pupil assessment.
3. Significant prediction on education governance to teachers' motivation.

Findings

Based from the data obtained, the following are the salient findings in this study:

1. After the one sample t-test on Reward system perception, the results show that the respondents are in agreement that the school practices the following: Indicator 2: Hardworking teachers are encouraged by giving them presents and Indicator 3: Teachers are promoted on the basis of their qualifications and performance.
2. There is no conclusive agreement among the respondents in all the indicators presented in Training Development perception.
3. On the perception on Job satisfaction, the respondents are in agreement that the school practices, Indicator 8: . I am satisfied with my work and would want to stay on it for a long time.
4. On the perception on Work Situational Factors, the respondents are in agreement that the school practices, Indicator 3: . Education policies in schools are tight on teachers thus they get dissatisfied with their jobs.

ON THE REGRESSION RESULTS

1. After the multiple regression of the indicators in Education Governance and Teacher Motivation components, the following are the results of the prediction of IV to DV.

➤ Reward System

Among the Education Governance indicators, only EG4 has a unique contribution to Reward System. However, when they were taken together, their effect on Reward System is significant. Thus, these ten indicators must be considered together to have significant effect on Reward System.

EG4, EG6, EG7, EG9 and EG10 having negative coefficients, were inversely related to Reward System which were considered to be areas that needed immediate strong intervention to turn it into positive effect.

➤ Training and Development

Only EG1 and EG4 have unique contributions to Training and Development. However, the rest of the predictors become not significant.

If taken singly the remaining predictors did not affect significantly Training and Development. However, when they were taken together, their effect on TD is significant. Thus, these ten predictors must be considered together to have significant effect on Training and Development.

EG4, EG6, EG7, EG9 and EG10 having negative coefficients, were inversely related to Training and Development which were considered to be areas that needed immediate strong intervention to turn it into positive effect.

➤ Job Satisfaction

Only EG5, EG7, EG8 and EG9 have unique contributions to Job Satisfaction . However, the rest of the predictors become not significant when they are taken together.

If taken singly the remaining predictors did not affect significantly Job Satisfaction. However, when they were taken together, their effect on JS is significant. Thus, these ten predictors must be considered together to have significant effect on Job Satisfaction .

EG1, EG2, EG4, EG7, EG9 and EG10 having negative coefficients, were inversely related to Job Satisfaction which were considered to be areas that needed immediate strong intervention to turn it into positive effect.

➤ Work Situational Factors

Most of the predictors offer a unique contribution to Work Situational Factors. However, the remaining predictors EG5 and EG9, having the p values both greater than 0.05, become not significant.

If taken singly the remaining two predictors did not affect significantly Work Situational Factors. However, when they were taken together, their effect on WSF is significant. Thus, these ten predictors must be considered together to have significant effect on Job Satisfaction.

EG2, EG5, EG6 and EG8 having negative coefficients, were inversely related to Work Situational Factors which were considered to be areas that needed immediate strong intervention to turn it into positive effect.

Conclusion

Education governance significantly predict teachers' motivation. Specifically,

1. There is a significant prediction of Educational Governance on Reward System.
2. There is a significant prediction of Educational Governance on Training and Development
3. There is a significant prediction of Educational Governance on Job Satisfaction.
4. There is a significant prediction of Educational Governance on Work Situational Factors

Recommendation

Based from the result of the regression analysis and derived regression equations, the following recommendations are made to make the weak points strong:

1. Strengthening the Reward System, Strengthening the reward system to guarantee that workers are productive and satisfied. Effective reward systems emphasize the positive aspects of workers' performance and signal to them that what they are doing is significant. Employees will be encouraged to develop and achieve objectives due to this. They will be more motivated if their rewards align with their performance. Reward System will help them remain on course and retain a good attitude.

2. Support teachers' in providing training and development, Support and encourage educators in providing training and development. Professional development provides teachers with the resources and skills they need to keep updated with the needs and interests of students and the ability to anticipate and prepare for changing educational practices. In this way, they will maintain a state of constant evolution in their learning practices. In addition to providing them with competencies, it will also provide them with the required information or mindset to work more effectively.

3. Open opportunities for growth and self-fulfillment, Open opportunities for growth and self-fulfillment. These may have a positive impact on one's feeling of well-being. These opportunities will enable them to gain the experience and discipline necessary to make everything happen and progress in their careers. They will feel empowered about themselves if they cause significant progress toward their objectives and increase their skills. Furthermore, possessing a more comprehensive range of skills permits them to do their duties more effectively.

4. Provide good working environment, Provide and maintain a good working environment. 246
This influences whether or not there is a pleasant and healthy environment. A good working environment brightens the ambiance, allows individuals to focus more effectively, and promotes a positive working environment for academic staff and stakeholders. A positive working environment has a significant impact on how one feels about their job, so this must be considered.

References

- Abiola, D. (2016). _The impact of perceived leadership behaviors on satisfaction, commitment, and motivation: An expansion of the multidimensional model of leadership_, International Journal of Coaching Science, 1(1), p 35-56.
- Andran, F.S. (2016). -Impact of motivation and supervision on teacher productivity in secondary schools in Oyo State Nigerial. An Unpublished Ph.D. thesis submitted to the Faculty of Education, University of Ibadan Nigeria.
- Bennet, P. and Mukyanuzi, F. (2016). Is There a Teacher Motivation Crisis in Tanzania?, Brighton: Knowledge and Skills for Development.
- Bishay, A. (1996). Teacher motivation and job satisfaction: a study employing the experience Sampling method. *Journal of Undergraduate Sciences*, 3(1), 147- 154.
- Bishop, J. (2017). The recognition & Reward of Employee Performance, *Journal of Labor Economics* Vol. 5, No. 4 Part 2: The New Economics of Personnel pp. S36-S56.
- Bunker, R. J. (2016). Benefits of formal training courses within a professional services firm. *The Journal of Management Development*, 14(3): 3-13.
- Callahon, J. L. (2016). Affect, Curiosity, and socialization-related Learning; a pathanalysis of antecedents to job performance, *Journal of Business and Psychology*, Vol.19, pp3-22.
- Chandrasekar, K. (2017). Work place environment and its impact on organizational performance in public sectors organizations. *International Journal of Enterprise Computing and Business system*, 1(1), 1-19
- Clements-Croome, D. (Ed.) (2016). Creating the productive workplace. London: E & FN Spoon.
- Church T., Helen F. Ladd, and Jacob L. Vigdor. (2016). -Teacher-Student Matching and the Assessment of Teacher Effectiveness. Unpublished. Durham: Duke University.
- Cole, G. A. (2017). Management: Theory and Practice. (Fifth Edition). Ashford Colour Press, London.
- Deci, E. L. (2017) _The effects of contingent and noncontingent rewards and controls on intrinsic motivation_, *Organizational Behavior and Human Performance*, vol. 8, pp. 217- 29.
- Davidson, E. (2016). The pivotal role of teacher motivation in Tanzania. HakiElimu Working Papers, Dar es Salaam, Tanzania.
- Dessler, J. (2016) Race and sex: teachers' viewson who gets ahead in schools. *European Journal of Teacher Education* 28 (3) 311-326.
- Dibble, S. (2019). Keeping your valuable employees Retention strategies for your organization's most important resource. New York: John Wiley and Sons. Inc.
- Dilani, A. (2015). Design and health III: Health promotion through environmental design. Stockholm, Sweden: International Academy for Design and Health.
- Dunford, R. W. (2016). Organisational Behaviour: An Organisational Analysis Perspective, Addison-Wesley Business Series, Sydney.
- Falus P., I. Nauman and M. Kremer (2016): -Teacher IncentivesI, NBER working paper 9671.
- Fandt. S.H. (2015). Management Challenges in the 21st century: New York: West publishing company.
- Farrant J, Liebman M. (2016). Incentives: the Missing Link in Strategic Performance. *J. Bus. Strat.*, 11(4): 8-11.
- Hamner, W. C. (2017). _How to ruin motivation with pay_, in *Motivation and Work Behavior*, eds R. Steer & L. Porter, McGraw-Hill, New York.
- Hutchinson L (2016). The relationship of job satisfaction with ten independent variables: A study of Arkansas, Fayetteville.
- Herzberg, F. (2017). _One more time: How do you motivate employees?_ Harvard Business Review, September-October, pp. 109-20.
- Ichter, J. (2017). _Promoting physician productivity through a variable compensation system_, *Healthcare Financial Management*, vol. 51, no. 8, pp. 38-40. Winslow, E.K. (1990). The issue of motivating entre(intra) preneurial behavior. *The Journal of Creative Behavior*, 24(4): 256-262. Journal.
- Infinedo, P. (2018). Employee Motivation and Job satisfaction in Finished Organization. A study of employees in the Oulu region, Finland. Master of Business Administration thesis, University of London.
- Jackson C.M (2017). Assisting marginal Teachers: A Training Model. Principal. 28-29.
- Jones, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2019). The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127, 376-407.
- Khan, Y. (2018). Strategic Human Resource Practices and its Impact on Performance towards Achieving Organizational Goals.
- Kidjie Ian Saguin (2019) Designing effective governance of education, *Policy Design and Practice*, 2:2, 182-197, DOI: 10.1080/25741292.2019.1621034

- Kim, S., & Park, S. (2017). Diversity management and fairness in public organizations. *Public Organization Review*, 17(2), 179-193.
- Latt, K. A. (2018). Motivating people on the way towards organizational performance. *Covalence Analyst Papers*. Melbourne, Australia.
- Lawler, E. E. (2018). Treat people right. San Francisco: Jossey-Bass Inc. McGraw-Hill Irwin. Andrew, D and Kent, R. (2018). *International Journal of Coaching Science*, 1(1), p 35-56.
- Locke, E. A. (2016). The nature and causes of job satisfaction. In M.D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297 – 1349). Chicago: Rand McNally.
- Lewis, V.I., Pearson-Mims, C.H. and Goodwin, G.K. (2005). Interior plants may improve worker productivity and reduce stress in a windowless environment. *J. Environ. Hort.* 14:97–100.
- Macfie, J. (2016). Narrative representations of moral-affiliative and conflictual themes and behavioral problems in maltreated preschoolers. *Journal of Clinical Child Psychology*, 29(3), 307-319.
- Michaelowa, K. (2017) Teacher Job Satisfaction, Student Achievement and the Cost of Primary Education in Francophone Sub-Saharan Africa, HWWA Working Paper 188, Hamburg: Hamburg Institute of International Economics.
- Misuaazi, O. and Mugenda, A. (2017). *Research Methods: Qualitative and Quantitative Approaches*. Nairobi: African Centre for Technology Studies Press Nakuru District strategic plan 2005-2010).
- Mustafa, M., and Othman, N. (2016). The effect of work motivation on teacher's work Performance in pekanbaru senior high schools, Riau Province, Indonesia. *Sosiohumanika*, 3(2), 259-272.
- Mwangi, J.G. (2017). Factors Related to the Morale of Agriculture Teachers in Machakos District Eastern Africa *Social Science Research Review - Volume 18, Number 2, June 2002*, pp. 31-42.
- Nadeem, M., Rana, M., Lone, A., Maqbool, S. Naz, K., and Ali, A. (2017). Teachers Competencies and factors affecting the performance of female Teachers in Bahawalpur (southern Punjab) Pakistan. *International Journal of Business and Social Science*, 2(19), 1-6.
- Ofoegbu F.I. (2016). Teacher motivation: a factor for classroom effectiveness and school improvement in Nigeria. *College Student Journal*. FindArticles.com. 14 Sep, 2011. http://findarticles.com/p/articles/mi_m0FCR/is_1_38/ai_n6073200/
- OECD (2005) *Quality in Teaching*. OECD, Paris
- Organ, D. W. (2018). A reappraisal and reinterpretation of the satisfaction-causes-performance hypothesis. *Academy of Management Review*, 2, 46-53.
- Othman, L. (2016). Effect of Motivational Theory to the Performance of Primary School Teacher. In Kampala District. Unpublished (M.A) dissertation, Makere University, Kampala, Uganda.
- Owens, R. G (2016). *Organizational Behaviour in Education: Adaptive Leadership and School Reform*. (6th Edition). Needham Heights: Allyn and Bacon.
- Patton, C. C. (2016). *Work motivation.. Copyright by Extension Journal*. Glenview, IL: Scott, Foresman
- Peretomode, V. F. (2016). *Educational Administration: Applied Concepts and Theoretical Perspective*. Lagos: Joja Educational Research and Publishers.
- Robbins, S. (2018). *Organizational Behavior: International Edition*. (10th ed) New Jersey: Prentice Hall.
- San Miguel, N. V. and Pascual, E. A. (November 2021). School leaders' resilience amidst pandemic in the division of Laguna, Philippines. *International Journal of Research Publications*. Vol. 88, Is. 1, pp. 67-88. <https://doi.org/10.47119/IJRP1008811120212390>
- Skinner, B.F. (2019). *Contingencies of reinforcement: a theoretical analysis*. New York: Appleton-Century Crofts.
- Spector, P. E. (2017). *Job satisfaction: Application, assessment, causes, and consequences*. Thousand Oaks, CA: Sage.
- Spokane AR. (2015). A review of research on person-environment congruence in Holland's theory of careers. *Journal of Vocational Behavior*, 26, 306–343.
- Taylor, M. (2017). -Developing in-house careers and retaining management talentl, *Cornell Hotel and Restaurant Administration Quarterly*, Vol. 48 No. 2, pp. 16382.
- UNICEF (1999): *The State of the World's Children 1999 : Education*, New-York
- Varga, J. (2017). Kiből lesz ma tanár? A tanári pálya választásának empirikus elemzése [Who becomes a teacher? An empirical analysis of teaching career choices]. *Közgazdasági Szemle*, 54 (7–8), 609–627. <http://www.mktudegy.hu/?q=system/files/VargaJ.pdf>
- Warr, M. (2008). Life Course Transitions and Desistance from Crime. *Criminology*, 36, pp. 183-218.
- Winslow, S. P. (2015). Worldwide technical recruiting in IBM: Research and action. In P. D. Bachiochi (Chair), *Attracting and keeping top talent in the high-tech industry*. Practitioner Forum at the Fifteenth Annual Conference of the Society for Industrial and Organizational Psychology, New Orleans, LA.
- Whawo, D. D. (2018). *Educational Administration: Planning and Supervision*. Benin City: Jodah Publications.