



Motivation, Satisfaction and Performance of College Teachers and Administrators of Western Leyte College: A Development Plan

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ABSTRACT: *The study focused on the motivation, satisfaction and performance of college teachers and administrators of Western Leyte College, Ormoc City for school year 2012-13. The findings of the study were the bases for a proposed development plan. The study utilized the descriptive method of research which determined the motivation, satisfaction and performance of college teachers and administrators. The research study correlated the motivation, satisfaction on the performance of college teachers and administrators. A validated instrument for motivation and satisfaction was utilized by the researcher and Western Leyte College performance indicators was used to determine the extent of performance of college teachers and administrators. The data shows that the level of motivation among college teachers is moderate. In terms of motivation level of administrators, the data shows that they have a moderate level of motivation. Based on the data, the satisfaction level of college teachers gained an average weighted mean of 3.26 described as moderate. In terms of satisfaction level of administrators the data shows that their satisfaction level as evidenced on the data presented is moderate. In terms of motivation level and performance of college teachers, it can be inferred from the results that there is a significant relationship between motivation and teacher's performance. The result implies that motivation level of teachers have a significant bearing on their performance in teaching. Based on two indicators, the motivation level and performance of teachers, the null hypothesis is rejected. This implies further, that there is a significant relationship between motivation and performance of the college teachers. In terms of satisfaction level and performance of college teachers, the null hypothesis was rejected. It can be inferred from the results that there is a strong correlation between satisfaction and performance of college teachers. The motivation and satisfaction level of both college teachers and administrators are moderate. In terms of performance, the college teachers are performing well in their teaching profession, however, the administrators gained a fair performance. There is significant relationship on motivation, satisfaction and performance of college teachers and administrators.*

KEYWORDS: Motivation, Performance, Satisfaction, Development, Plan

I. I-INTRODUCTION

Motivation is a company's life-blood (Sharma, 2006). Motivation is the force that makes people chooses a particular job, stay with that job and work hard in that job. According to (Locke1969) total job satisfaction is the pleasurable emotional state resulting for the appraisal of one's job achieving or facilitating one's value. The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. Motivation is the key to performance improvement, there is an old saying you can take a horse to the water but you cannot force it to drink, it will drink only if it's thirsty, so with people. Increased job satisfaction does not necessarily mean increased job performance .If the goals of the organization are not aligned with the goals of employees; the employees are not effectively working toward the mission of the organization. Significantly job satisfaction and motivation are very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies, in genuinely determining educational success and performance.

The educational scenario in Western Leyte College of Ormoc City shows that the teacher undergoes so many strains and stresses in the discharge of his duties and responsibilities. It is possible that an employee may display low motivation from the organization's perspective yet enjoy every aspect of the job. This state represents high motivation. Satisfied worker, at all organizational levels are important contributors to an organization's effectiveness and ultimately to long-term success. Conversely, dissatisfied workers are implicitly thought to make less of a contribution to the organization. Employee performance is a very important concern

for people running organization (Medina 2001). The schools are organized to provide educational services to the students. This is done by means of the process generally known as school administration. These can be done through the joint efforts of the teacher, which is the key element in the administrative process. The administrator must emphasize motivation because high motivation enhances productivity which is naturally in the interest of all educational system. He must know how he can manage in ways that enhance teacher's motivation, job satisfaction and performance. Teachers are expected to render a very high job performance and the school administration is always curious regarding the job performance of its teachers. Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ulbour and Joshua 2004).

Statement of the Problem

This study aims to determine the level of motivation, satisfaction and performance of college teachers and administrators of Western Leyte College, Ormoc City as basis for structuring of a development plan. Specifically, it seeks to answer the following:

1. What is the level of motivation among college teachers and administrators of Western Leyte College?
2. What is the level of work satisfaction among college teachers and administrators of Western Leyte College?
3. What is the extent of performance of the teachers based on the following indicators:
 - 3.1 Planning and content
 - 3.2 Evaluation and Assessment
 - 3.3 Teaching Instruction
 - 3.4 Learning Environment
 - 3.5 Communication
 - 3.6 Professionalism
4. What is the extent of performance of the administrators based on the following :
 - 4.1 Planning
 - 4.2 Organizing
 - 4.3 Staffing
 - 4.4 Directing
 - 4.5 Controlling
5. Is there a significant relationship between the performance of college teachers and their:
 - 5.1 Motivation; and
 - 5.2 Satisfaction
6. What development plan can be proposed based on the findings of the study?

Statement of Hypothesis

H01: There is no significant relationship between the performance of college teachers and their:

- a. Motivation
- b. Satisfaction

Research Procedure

The goal of this study is to determine the level of motivation, j satisfaction and performance of college teachers and administrators in Western Leyte College, Ormoc City. This study will cover the theoretical aspect of motivation and job satisfaction according to the need based theories.

The focus will be on motivation, satisfaction, performance of college teachers and administrators of Western Leyte College, Ormoc City. The empirical section will focus on Frederick Herzberg Two factor content theory of motivation and Abraham Maslow's Hierarchy of needs.

Research Gathering

Since this is a descriptive study, the survey technique and secondary data method will be used to collect the needed information. In this study, a questionnaire will be used to solicit responses from the respondents. Secondary data sources will be utilized to find theoretical information like books, published journals, and articles and readings on the internet.

The target population of the study will be all part-time, full time teachers and school administrators (College Deans) of Western Leyte College, Ormoc City. For the data to be gathered through the questionnaires, it will be tallied, tabulated and statistically treated using the weighted mean and Pearson Product-Moment Correlation will be used.

II. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyze and interprets the responses of the thirty seven college teachers and 5 administrators (college deans) to the instruments administered by the researcher. The discussion focuses on motivation, satisfaction and performance of college teachers and administrators of Western Leyte College , Ormoc City for school year 2012-2013. The findings of the study were the bases for a proposed Development Plan.

The study utilized the descriptive method of research which determined the motivation, satisfaction and performance level of college teachers and administrators. A validated instrument was used "Investigating the Motivation and Job satisfaction Level of Greek EFL Teachers".

The data are herein presented in tables followed by narrative discussions that end in disproving or proving the null hypotheses. The sequences of the problem considered in this study has been observed in the presentation of the findings arrived at.

I-Motivation Level of college teachers and administrators

Table 1 presents the motivation level of administrators and college teachers of Western Leyte College of Ormoc city. A very significant factor in the efficient performance of teachers is their motivation and internalization of it as to how they feel and perform in certain ways. The school (management/administration) should be aware of and recognize the teacher's motives in order to guide, lead and direct them properly.

The information on motivation level of teachers of Western Leyte College as perceived by the administrators and the college teachers is reflected on Table 1. From the table, it can be seen that the administrators' motivation level was Moderate based on the average weighted mean rating of 3.23. This means that the administrators have minimal motivation level in relation to their job. The administrators categorized their Very Highly motivation level on the aspects of "If I have to do it again, I would still choose to become a teacher" with a weighted mean rating of 4.40; "Teaching increases my self-esteem, 4.40. This supports to theory of Herzberg Two factor theory, motivator or intrinsic factors, such as achievement and recognition produce job satisfaction. Majority of the administrators are highly motivated on the work itself, most of them love their profession being a teacher.

The administrators were found moderately motivated in terms of :School administration does not support my efforts to try out new ideas on practices with my students with a weighted mean of 3.40; "I find my work mentally stimulating" with a weighted mean of 4.20; "Extra- curricular activities are as stimulating to me as teaching is " ,3.40; "I feel total commitment of teaching ,3.60; "I have dealt effectively with the problem of my students", 4.00; "Teaching often stresses me," 2.80; and "Student attitude problems have an effect on the quality of my teaching " with a weighted mean rating of 3.00. This agrees to the idea of Max Depree (1987), he believes that workers want to be effective and productive, to feel they are making a meaningful contribution, to have control on their own destinies and to be appreciated. When workers feel respected, cared about and involved, they find work more satisfying. And thanks to their productivity, their company benefits.

However, the administrators have low level of motivation on ; "Students' discipline problems affect my motivation and enthusiasm for teaching with a weighted mean of 2.60; "I feel emotionally drained from my work " with a weighted mean rating of 2.40; " I have positively influenced students ' lives through my teaching " with a weighted mean of 1.80; and " I have felt burned out from my work." with a weighted mean of 2.40.

Similarly, the college teachers' motivation level was described as moderate as evidenced by the average weighted mean of 3.32 as shown on the same table. (Tables_). The faculty were identified as very highly motivated on the aspect of " I feel total commitment of teaching with a weighted mean rating of 4.42 and in the term of : " Teaching increases my self- esteem. Committed teachers are further more loyal to the organization. Employees feel an obligation to give back to the organization if they felt they are well taken care of by the employer.

The teachers were found highly motivated in terms of; "If I to do it again ,I would still choose to become a teacher " with a weighted mean of 3.92; "Cooperation with colleagues in my school is rewarding and beneficial , "4.19; " Extracurricular activities are stimulating to me as teaching is," 3.78; "I have effectively with the problem of my students", 3.76; " I have positively influenced students," lower through my teaching," 4.19; and "I find my work mentally stimulating " with a weighted mean of 4.00. This further implies that motivated teachers help the school survive. Research suggests that as employees income increases, money become less of a motivator (Kovack 1987). Also as employees get older, interesting work becomes more of a motivator.

The faculty were identified as moderately motivated on the aspect of; " I cannot see myself continuing to teach for the rest of my career ,2.70; " administrative meeting at school are not helpful in solving teacher s problem.": 2.81; "I feel my workload is too heavy " , 3.32; " students discipline problems affect my motivation

and enthusiasm for teaching, “2.95; “Teaching often stresses me,” 2.65; “My students low motivation levels for learning create great stress to me ,” 2.95; “My school provides collegial supportive environment for me to work in,”3.35; and “Students attitude problems have an effect on the quality of my teaching,”2.97.

Nevertheless the college instructors have low motivation on the statements being fascinated with working closely with young people with a weighted mean of 2.54. They also disagreed that they are emotionally drained from their work with a weighted mean of 2.41; and they disagreed on being burned out of their work with weighted mean of 2.27. Skinner’s theory was parallel to this findings, states that those employees’ behavior that lead to positive outcome will be repeated and behavior that lead to negative outcome will not be repeated. The school administration of Western Leyte College should positively reinforce employee’s behavior that lead to positive outcome always.

Generally, the motivation level of college teacher of WLC is described as moderate as evidenced by the overall composite weighted mean rating of 3.28. The findings revealed that both the administrators and the teachers have the same motivation level of moderate. This implies that teachers perform best when they experience inner motivation at work. As defined, inner motivation refers to the experience of joy, engagement, meaning and interest associated with the tasks one performs. The researcher observes that committed teachers perform a better job than those who primary work to earn a living.

II-Satisfaction Level of college teachers and administrators

Table 2 presents the satisfaction level of administrators and college teachers of Western Leyte College of Ormoc City. Satisfaction is dynamic .It can decline even more quickly that it is developed .Like any attitude, job satisfaction is generally acquired over a period of time as an employee gains more information about the work place. In teaching situation there are certain manifestations that may indicate high satisfaction level or dissatisfaction among teachers. Table 2 presents the satisfaction level of college teachers and administrators of Western Leyte College.

From table 2 the satisfaction level of administrators is moderate having an average weighted mean of 2.64.This means that the administrators have minimal satisfaction as evidenced on the data presented .It further explains that the administrators are highly satisfied on item no.4,“Your status as a college teacher in society” with a weighted mean of 4.20 and a very low satisfaction on “salary”;“Your opportunities for promotion or advancement”; Your benefit (Holidays, educational leaves, etc.)The study of Ofoegbu on “Teacher Motivation and Satisfaction” supports to this findings that the essence of working as a teacher is not only to produce educated and skilled people but also to make the teachers be in the position to meet the financial obligations.”Man” as the saying goes “does not live by bread alone “The problems caused by inconsistencies in paying teachers’ salaries had conflicted seriously with teacher classroom activities, which are expected to integrate students into the larger society.

As perceived by the administrator of Western Leyte College , they have a very low satisfaction in terms of: “The amount of recognition you receive from your efforts from people in you school” This implies that the school administration did not give any recognition to the teachers who exert effort for the attainment of school goal. Low satisfaction on “The image of college teachers as portrayed in the media “with a weighted mean of 2.60”The range of professional in service sources/programme support offered to college teachers “with a weighted mean of 2.2;”The physical work environment of your school” having a weighted mean of 2.2;The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing.”Your official working hours(in terms of quantity)”2.20.Herzberg Two Factor Theory can relate to this findings that some factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. The presence of these factors according to Herzberg does not cause satisfaction and consequently failed to increase performance of workers in white –collar job.

Based on the data presented some aspects of satisfaction level have moderate effect on the part of the administrator on “The amount of recognition you receive for your efforts from parents and your community”with a weighted mean of 3.40;The way that educational professional associations work for the betterment of your profession” with a weighted mean of 3.20”The way that government work for the betterment of your status” with an average weighted mean of 3.2.Generally,the administrators have a minimal feeling of satisfaction with an average weighted mean of 2.64.The findings on this study suggest that administration will set clear , achievable goals and standards for each position and make sure employees know what these goals and standards are. The administrators must be careful not to overload the teachers with challenges that are too difficult or impossible because this can be a source of dissatisfaction.

On the same table, it also revealed the satisfaction level of the college teachers. As perceived by the respondents the college teachers have moderate satisfaction on the aspects of:”The amount of recognition you receive from your efforts for your students”3.03;”Your status as a college teachers in society “with an average weighted mean of 3.92;”The amount of recognition you received for your efforts from your students “with an

average weighted mean of 3.97. And the “The image of college teachers as portrayed in the media”, with a weighted mean of 3.46. Motivators according to Frederick Herzberg, such as recognition and achievement make workers more productive, creative and committed.

Some aspects have low level of satisfaction to the college teachers and these are: “The range of professional in services courses/program /support offered to college teachers “with a weighted mean of 2.59;”Your salary”,2.59;”Your opportunities for promotion and advancement” with a weighted mean of 2.30;”Your benefits” with a weighted mean of 2.27. The old adage will support to this dissatisfactions of employees “You get what you pay for “tends to be true when it comes to staff members. Salary is not a motivation for employees, but they do not want to be paid fairly. If individuals believe they are not compensated well, they will be unhappy working in the company.

As perceived by the college teachers, they have a moderate satisfaction on “The amount of recognition you receive for your efforts from people in your school”3.03;”The amount of recognition you receive for your efforts from your employer/school governing body, 2.79;”The way that educational professional associations work for the betterment of your profession.”2.95; Administrators have low satisfaction on “The way that government work for the betterment of your status” with a weighted mean of 2.46 “The physical work environment of your school”(infrastructure, resources etc.)3.06;” Your official working hours (in terms of quantity)”, 2.95. Based on the survey, a growing number of teachers leave the profession, the teachers dissatisfaction is associated with decreased productivity(1998). The notion that teachers are most satisfied by matter intrinsic to the role of teaching student achievement, helping students, positive relationship with students and others.

The study concluded that both Administrators and teachers have moderate level of satisfaction. The researcher highly agree to the *Expectancy Theory* which states that an individuals are more likely to strive in their work if there is an anticipated reward that they value, such as a bonus or a promotion, than if there is none. Salary, opportunities for advancement and promotion, leave benefits and official working hours generated less satisfaction, hence this implies that there is the need to focus the development program on enhancing and raising the level of satisfaction on salary, leave benefits, physical environment and opportunities for promotion. Majority of the teachers in Western Leyte College are not satisfied in their salary. There is a need for an increase of their salary to meet their financial demands.

III-A THE EXTENT OF PERFORMANCE OF TEACHERS BASED ON PLANNING AND CONTENT

In organization psychology, it is frequently expressed that job performance is a function of ability and motivation. The performance of college teachers must be directed towards a task or goal accomplishment. Most of the college teachers in Western Leyte College are performing well in this aspect.

Table 3 presents the performance of college teachers on the aspect of planning and content. As shown in the data only 1 out of 4 items is rated often delivered by college teachers “Topics in class are organized and well-prepared with an average weighted mean of 3.8, But the 3 items are rated average “Gives requirement that are related and appropriate, Uses different instruments or methods in facilitating the class and lesson in class allow students to explore more deeply about the subject matter” Majority of the teachers are also focusing on the importance of the different aspects. But there is a need for them to further improve the different instructional materials and widen their lessons for the students to explore deeply on the subject matter.

As a whole, the planning and content aspect on the performance of college teachers obtained an average weighted of 3.20 described as average. The teacher should give some projects or requirements that are related and appropriate to the subject taught. Researchers agree that teachers’ content knowledge influences student’s performance. College teachers need to know what skills which are important enough to remember and develop before they plan lessons for study.

III-B THE EXTENT OF PERFORMANCE OF TEACHERS BASED ON EVALUATION AND ASSESSMENT

First and foremost, assessment is important because it drives the students learning. Assessment simply means giving of student’s tests, and assigning them grades. Table 4 presents the information on the performance of college teachers on the aspect of evaluation and assessment. As shown in the table the highest rated item with a weighted mean of 3.6 described as very good by college teachers is “Questions in the exams are relevant to the lessons in class. Another items were also performed good by college teachers” Uses varied tools to measure student’s performance and test results and student performance basis for grading. “Give feedback of the results of test to students and allows students to consult about their academic standing. As perceived by the respondents, the college teachers should take into account the evaluation and assessment of students because it will help determine whether or not the stated goals of the subjects are being achieved. According to Brissenden and Slater, classroom assessment can help teachers answer some specific questions like”To what extent are my students achieving the stated goals? and which grades do I assign to my students? College teachers must have a

well- designed assessment strategies because it is a vital component of ongoing quality improvement processes of the lesson or curriculum level.

As a whole, evaluation and assessment aspect obtained an average weighted mean of 3.32 described as good performance. School administrators will perform their task of monitoring the teacher's performance every semester to determine the teacher's strengths and weakness.

III-C THE EXTENT OF PERFORMANCE OF COLLEGE TEACHERS BASED ON TEACHING INSTRUCTION

Table 5 presents the performance of the college teachers on the aspect of teaching instruction. From the data above it can be noted that the only one item obtained with a very good performance by the college teachers "Classes are dynamic and flexible to meet the needs to the students. It really shows that most of the teachers in Western Leyte College are able to design teaching instruction connecting students learning needs and characteristics. 3 items are rated good," Shows mastery of the concepts discussed in class; Employs ways to make the subject matter meaningful to the student; Activity improves teaching methods to help student learn more. One item has a fair performance "Creates ways to help the students think deeply" However, there is a need for the teachers to improve most on some aspects of teaching instruction.

The findings revealed that the college teachers' performance on teaching instruction as evidenced on the table with an average weighted mean of 3.08 described as good performance. The skills and knowledge of teachers must be the center of efforts to improve the performance. This data suggests that teachers in Western Leyte College need mastery on the teaching techniques to improve classroom performance. This study recognizes the role of teacher motivation in ensuring classroom effectiveness and school improvement. Motivating teachers would ensure that there is effective instruction in the classroom and more collaboration in school management. Enhance the teachers' ability in using the right technology and facilitates for effective classroom management and school improvement.

III-D THE EXTENT OF PERFORMANCE OF COLLEGE TEACHERS BASED ON LEARNING ENVIRONMENT

It can be seen on table 6 the performance of college teachers on the aspect of learning environment, 2 items were performed very good by the college teachers "Listens actively to the suggestions of the students; Encourages interactions between students and think deeply. The college teachers must continue to perform well on these aspects, continue to encourage democratic style of interaction in the classroom and challenge every student to participate the discussion in the classroom. On the other hand, 6 items were rated as good" Able to facilitate class with ease and minimize distraction; Is easy to approach for further inquiry; Is consistent in communicating the procedures or routines in class ;Encourages students to do better ;Uses technique to ignite the interest to the class and encourage interaction between students to think deeply. Classroom management will play a vital role. Teachers will devote few hours for student consultation.

For education in school to be effective, the environment needs to be conducive to learning, allowing the students space and time to interact within the learning and teaching process. Creating and maintaining stimulating learning environments can be achieved through effective classroom organization, interactive and whole school displays and a climate of innovation.

The findings disclosed that the performance of college teachers on learning environment was very good with an average weighted mean of 3.78. The college deans of western Leyte College will continue to encourage and motivate the teachers to explore more strategies and learning styles to achieve the school's goal.

III-E THE EXTENT OF PERFORMANCE OF COLLEGE TEACHERS BASED ON COMMUNICATION

Communication is an essential factor on academic performance of the students, thus an examination of table 7 shows the communication aspect on the performance of college teachers, there are 2 items rated as very good performance by the teachers "Able to express him/herself well in the class, speaks loud enough to be heard in class . Another 2 items were rated good with a weighted mean of 3.0" Gives clear instruction in required activities "Able to relate one lesson after another". The research shows, poor communication ability of the teacher may result into poor performance.

Generally, communication aspect of the teachers obtained the weighted mean of 3.4 described as good performance by the college teacher. At this juncture, it is noted that the success of school's goals /aims depends largely on the communication ability of the teacher. A teachers' knowledge of the subject and methodology and techniques of imparting knowledge are great attributes which have significant effects on the student's academic performance.

III-F THE EXTENT OF PERFORMANCE OF COLLEGE TEACHERS BASED ON PROFESSIONALISM

Table 8 presents the performance of college teachers on the aspect of professionalism, based on the data gathered, the lowest item which was fairly performed with a weighted mean of 2.4 is “Shows integrity/dedication for the teaching profession”. Encourages the students to support school wide activities. Proper preparation is a crucial requirement of professionalism. Interaction with the group needs professional standards of behavior. The highest rating on professionalism is 3.4 which described as performed good by the teachers” Teachers regularly attend classes”. The rest of the items are also rated as good “Comes to class on time”; “Dismisses class on time”; “Efficiently uses class time for learning /instruction, ;”Regularly attends classes”;”Maintains discipline of students in class and shows integrity /dedication for the teaching profession”. It stands to reason also that teachers must observe punctuality and appropriate tidiness and dress and should be flexible enough to modify lesson if they are obviously not going to plan. Based on the data revealed as evidenced in table 8, professionalism aspect of the college teachers’ performance obtained an average weighted mean of 2.96 described as good. There is a higher need for the teachers to feel that their professionalism entitles them to back-up from the school administrators.

III-G SUMMARY ON THE EXTENT OF PERFORMANCE OF COLLEGE TEACHERS

The success of any teaching and learning process which invariably influences student’s academic performance depends on how effective the teachers are. The data presented on table 9 shows the summary on the extent of performance of college teachers .As perceived by the administrators 5 out of 6 items are rated as good. ” Planning and Content” with an average mean of 3.20; “Evaluation and Assessment”; “Communication” with an average weighted mean score of 3.40.”Teaching Instruction” with an average mean of 3.08 and “Professionalism “with an average mean score of 2.96 and another one item is rated very good which is the aspect on” Learning Environment obtained a very good performance by the college teachers with an average weighted mean score of 3.78” Classroom interaction must be employed always by the teachers inside the class. .A teacher must be able to communicate his/her ideas effectively and to achieve this; the message must be clear and precise. Lessons must be well designed and teachers knowledge of the subject matter can contribute to quality education.

As a whole, the data shows an average mean score of 3.30 indicated as good on the extent of performance of college teachers. This further explains that the college teachers of Western Leyte College must be encourage to perform well particularly on planning and content; teaching instruction and professionalism. These data clearly shows that a large majority of the college teachers must be given full support by the administration to develop fully their potentials for academic excellence.

IV-A THE EXTENT OF PERFORMANCE OF ADMINISTRATORS BASED ON PLANNING.

The tasks and responsibilities of a college dean, though often daunting, certainly include the assurance that excellence in teaching is the centerpiece of a school’s agenda. Table 10 presents the extent of performance of administrators based on planning function. Based on the data, it shows three planning functions which are fairly practiced by the administrator and these are: Develops policies and guidelines in the implementation of the school activities to attain objectives; Makes standing decisions after finding out and defining the problems affecting the operation of the activity; Checks out programs and operating conditions through “dry-runs’ simulation to goal achievement” .The rest of the tasks obtained good performance by the administrator. The two planning functions which are performed good by the administrator with a weighted mean of 2.68 are: Treats important and recurring matters with immediate decisions and take advantage of immediate opportunities to get closer to goal achievement. Planning is paramount importance both for an organization and an economy. Lack of well- defined objectives and priorities is the common cause of failure. Failure to plan is planning to fail.

As perceived by the respondents, the planning function obtained a good performance by the administrator with an average weighted mean of 2.56.Planning improves organizational effectiveness and promote growth and prosperity in the school. Thus the college deans will always be encourage to innovate and provide a sense of direction. It bridges the gap between where we are and where we want to go. As shown on the table, planned effort is always more efficient than unplanned action.

IV-B THE EXTENT OF PERFORMANCE BASED ON ORGANIZING.

The data on table 11 showed 50% of the tasks got a fair performance by the administrator and 50% of the tasks obtained good performance by the administrator as perceived by the respondents. It was also revealed on the table that observing a sound policy on recruitment selection and placement of desirable employees and establishing a local personnel grievance committee to handle personal problems are seldom performed by the administrator with an average weighted mean of 2.16.A school’s success is totally dependent on how efficiently and smoothly a concern works .Based on the data presented the absence of a sound policy for recruitment may

create conflict among employees. The college deans must define the jobs properly which clarifies the role of every person. Authority responsibility relationship can be fruitful only where there is a formal relationship between the teachers and college deans.

The results shown on table 11 revealed that the organizing functions of administrators obtained a fair performance with an average weighted mean of 2.45. The administrators are seldom performing the organizing tasks of management. Based on the result of the study, organization structure must provide clarity of powers in order to increase mental satisfaction which is very important for a job satisfaction.

IV-C THE EXTENT OF PERFORMANCE OF ADMINISTRATORS BASED ON STAFFING.

Table 12 presents the staffing function of management as perceived by the respondents almost 58% of the staffing functions obtained a fair performance as practiced by the administrator and almost 42% of the tasks obtained good performance as practiced by the administrator. In this particular study the highest rated task which was performed good by the administrator is making the employees feel a part of the organization with a weighted mean of 2.62. It is also revealed on table 4.3 that orienting the employee to the job and conditions is seldom practiced with a weighted mean of 2.24. The primary purpose of adding staff to an organization is to get the right people in place to help meet the goals. Staffing guidelines are necessary in hiring a teacher because a successful staffing system keeps up with current trends in employee benefit package to attract quality staff and retain current trained staff.

Further examination on the data presented, it showed that the staffing functions of management were only seldom practiced by the administrator. The average weighted mean score of 2.47 indicated that the staffing function got a fair performance. The results agree to *Job enrichment theory which states that workers are more productive when their work is varied and challenging*. This implies that administrator will meet the needs of the teachers so that the school will thrive.

IV-D THE EXTENT OF PERFORMANCE OF ADMINISTRATORS BASED ON DIRECTING.

Table 13 presents the directing function of management consisted of 14 tasks. Direction was considered as continuous activity as it continuous throughout the life of the organization. There are 8 tasks which obtained a fair performance as observed by the respondents and 6 tasks of directing functions obtained good performance in the delivery of the task by the administrator. As perceived by the respondents, delegating authority to his staff or next in line administrator to develop leadership potential is performed good by the administrator with weighted mean of 2.7. The task which is seldom practiced by the administrator is updating technique of management process through teacher's in-service training with a weighted mean of 2.27. Directing is said to be a process in which the managers instruct, guide and oversee the performance of the workers to achieve predetermined goals.

As table 13 further showed, most characteristics of directing function are fair in terms of performance as practiced by the administrator like no creativity function and poor delegation which is supposed to be a function dealing with human beings. Without creativity function, people become inactive and physical resources are meaningless.

IV-E THE EXTENT OF PERFORMANCE OF ADMINISTRATORS BASED ON CONTROLLING.

Table 14 presents the controlling function management consisted of 14 tasks of the controlling function. The control function of management can be a critical determinant of organizational success. Based on data presented all tasks are obtained a fair performance as practiced by the administrator. As perceived by the respondents the 5 least tasks that obtained fair performance by the administrator were maintain a simple organized structure to avoid confusion and misunderstanding, expresses in quantitative statements the predetermined criteria of performance, tasks correction acting at the correct time when needed, uses appropriate instruments for the different categories and personnel, conducts meetings and gripe session to air deviation and provides increment and research in terms of promotion in salary and position.

People do not always understand what is expected of them or how they can best perform their jobs, as they may lack some requisite ability, training, or information. In addition, human beings have a number of innate perceptual and cognitive biases, such as an inability to process new information optimally or to make consistent decisions, and these biases can reduce organizational effectiveness. Some of these personal limitations are correctable or avoidable, but for others, controls are required to guard against their deleterious effects.

The data presented on Table 14 obtained an average weighted mean of 2.25, described as fair performance as perceived by the respondents. Even if employees are properly equipped to perform a job well, some choose not to do so, because individual goals and organizational goals may not coincide perfectly. Steps must often be taken either to increase goal congruence or to prevent employees from acting in their own interest

where goal incongruence exists. The controlling functions of administrators require a clear understanding of where responsibility for deviations from standards lies.

The management functions of planning, organizing, leading, and controlling are widely considered to be the best means of describing the manager's job as well as the best way to classify accumulated knowledge about the study of management.

IV-F SUMMARY ON THE EXTENT OF PERFORMANCE OF ADMINISTRATORS BASED ON MANAGEMENT FUNCTIONS

Employees should be aimed at achieving common objectives of an organization they work for. This is the job of the administration or college deans to ensure the objectives of their organizations. Therefore, administrators have very important responsibilities related to these areas. Robbins (1989, p.2) described management functions which a good manager should perform: planning, organizing, staffing, directing, and controlling. Planning defines an organization's goals, develop a hierarchy and coordinate activities.

Table 15 revealed the summary on the extent of performance of the administrator based on management functions. The extent of its occurrence as well as the rank order of the functions is taken into consideration. As the table will show the description of the extent of the practice of the management functions of Organizing, Directing, Controlling and Staffing were quite the same. Control cannot be exercised without plans because the function of control is to ensure that the activities conform the plans. Any attempt to control without planning is meaningless as there is no gauge for performance. Moreover, the activities and efforts of various departments can be harmonized with the help loan overall plan, planning makes for balance and consistency in effort planning leads to a consistent and coordinated structure of operation. All the four management functions were only seldom practiced obtaining a fair performance. Planning alone was often practiced by the administrator. The administrators are performing good in terms of planning functions. As shown on this data effective planning can minimize the dangers of misunderstanding that result from of information and confusion.

Staffing function as perceived by the respondents it was described as fair performance with a weighted mean of 2.47, Directing function came next with the weighted mean score of 2.46, Organizing function with a weighted mean of 2.45; Controlling function came third with the average weighted mean score of 2.25 .

The general average weighted mean score of 2.43 indicated that the five functions of management were only seldom practiced by the administrator. Effective management had an impact on employee motivation and job satisfaction. However, without effective management there is less possibility of keeping motivation at high level.

V-A –Test of relationship between the motivation and performance of the college teachers

Table 16 presents the test of relationship between motivation and performance of the teachers. In terms of planning and content, the critical value is .250 and the computed pearson r value is +.34. Since then the pearson r is greater than the critical value therefore the null hypothesis will be rejected. It can be inferred from this study that, the performance of the college teachers on the aspect of planning and content will have a significant bearing on teachers motivation level. This implies that a highly motivated teacher will produce a better performance in their job.

In terms of evaluation and assessment, the critical value is .250 and computed pearson r value is +.36. Since the pearson r is higher than the critical value, the null hypothesis will be rejected. It can be inferred from this data that there is a significant relationship between motivation and performance of teachers on the aspect of evaluation and assessment. This implies that teacher's performance will have a significant bearing on motivation level, therefore the school administration will design a program that will motivate the teachers.

The computation on the same table shows the correlation between motivation and teaching performance on the aspect of teaching instruction. The critical value is .250 and the pearson r value is .250. Since the pearson r value is higher than the critical value the null hypothesis will be rejected. This implies that there is a significant relationship between performance of teachers and motivation. People are motivated by both intrinsic and extrinsic factors , as there are always a mixture of reasons why do people achieve , behave ,learn and react.

In terms on learning environment, the critical value is .250 and the computed pearson r is +.39. Since the pearson r is higher than the critical value, the null hypothesis will be rejected. The findings indicate that motivation level of teachers will greatly affect their performance on the aspect of learning environment. Increased motivation level will result in a better teaching performance of teachers.

The computation on table 16 shows the correlation between motivation and communication aspect on teacher performance. The correlation is significant based on the computed pearson r value of +.37 which is higher than the critical value of .250. The finding indicate that the motivation level of teachers have a significant bearing on the performance of teachers in terms of communication.

In terms of professionalism, the critical value is $+0.33$ and the computed Pearson r is $.250$. Since the Pearson r value is greater than the critical value, therefore, the null hypothesis will be rejected. This implies that the motivation level of teachers has a significant bearing on the performance of teachers based on professionalism. The findings indicate that motivation plays a significant role in influencing how an educational institution achieved their goals.

V-B Correlation between satisfaction and performance of college teachers

Table 19 presents the correlation between the satisfaction and performance of college teachers on planning and content aspect. The computed Pearson r value is $+0.35$ and the computed Pearson r value is $.250$. Since the computed Pearson r value is very much higher than the critical value, the null hypothesis will be rejected. This implies that there is a strong significant relationship between satisfaction level of teachers and performance on the aspect of planning and content. Furthermore, satisfaction within teaching is associated with teacher effectiveness, which ultimately affects student achievement.

In terms of teaching instruction, the computed Pearson r is $+0.34$ and the critical value is $.250$. Since the computed Pearson r value is higher than the critical value, the null hypothesis will be rejected. There is a significant bearing on the satisfaction level of the teachers and teaching instruction performance. Landy (1989) advocates that work that is personally interesting to employees is likely to contribute to job satisfaction.

The data also reveals the correlation between satisfaction and performance of teachers based on learning environment. The critical value is $.250$ and the computed Pearson r value is $+0.39$. Since the computed Pearson r value is higher than the critical value, the null hypothesis will be rejected. It can be inferred on this study that there is a significant relationship between the satisfaction level of teachers and performance. Sharma and Bhaskar (1991) postulate that the single most important influence on a person's job satisfaction experience comes from the nature of the work assigned to him/her by the organization. They purport that if the job entails adequate variety, challenge, discretion and scope for using one's own abilities and skills, the employee doing the job is likely to experience job satisfaction. Teachers workload, changes in the education system and a lack of discipline amongst some of the learners may be some of the reasons why teachers want to exit the profession. The working environment of teachers also determines the attitude and behavior of teachers towards their work.

In terms of communication, the critical value is $.250$ and computed Pearson r is $+0.37$. Since the computed Pearson r value is higher than the critical value the null hypothesis will be rejected. This implies that satisfaction level of teachers has significant bearing on their performance particularly on the aspect of communication. Farruga (1986) demonstrated that teachers experience job satisfaction as a result of teaching a group of pupils or standard they feel comfortable with; appreciation expressed by parents, authority and pupils; passing on knowledge and values to others; teaching their favourite subjects; working with colleagues and exercising autonomy.

Based on the data presented, there is a correlation on satisfaction level of teachers and professionalism aspect of performance. The computed Pearson r is $+0.33$ and the critical value is $.250$. Since the computed Pearson r is higher than the critical value, the null hypothesis will be rejected. This implies that there is a significant relationship between the satisfaction level of teachers and professionalism aspect of performance. The increased level of satisfaction among teachers may result into a better performance. This supports to the idea of Abraham Maslow, he believed that people who come out of an environment which does not meet their basic needs, tend to experience psychological complaints later in life. Based on the application of this theory to organizational settings, it can be argued that people who do not meet their needs at work will not function effectively.

III. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings, conclusions and recommendations of the study.

Summary of Findings

The following were the significant findings of the study:

I- MOTIVATION LEVEL OF COLLEGE TEACHERS AND ADMINISTRATORS

The data shows that the level of motivation among college teachers is moderate. They have a minimal feeling of motivation. Majority of the teachers are highly motivated on the commitment of teaching. Committed teachers are more loyal to the organization. Moreover, the college teachers are also motivated in their teaching profession and also the cooperation with the colleagues in school which they considered as rewarding and beneficial. Most of the teachers disagreed that they are emotionally drained from their work. The data also reveals that the teachers will perform best when they experience an inner motivation level of administration.

In terms of motivation level of administrators, the data shows that they have a moderate level of motivation. Majority of the administrators have minimal motivation level in relation to their job. They are also highly motivated in teaching profession. Most of the administrators are highly motivated on the work itself; most of them love their profession being a teacher. The data also reveals that administrators have low level of

motivation in solving student's discipline problem that will affect teacher's motivation and enthusiasm. It can be inferred from this study that both college teachers and administrators have moderate level of satisfaction.

II- SATISFACTION LEVEL OF COLLEGE TEACHERS AND ADMINISTRATORS

Based on the data, the satisfaction level of college teachers gained an average weighted mean of 3.26 described as moderate. Majority of the teachers are moderately satisfied on the recognition they received for their efforts from the students. Majority of the teachers have low level of satisfaction on the range of professional in service course/program offered to college teachers. They are also dissatisfied in terms of their salary, opportunities for promotion and advancement and leave benefits.

In terms of satisfaction level of administrators the data shows that their satisfaction level as evidenced on the data presented is moderate. This implies that the administrators have minimal satisfaction level. It further explains that the administrators are highly satisfied on their status as a college teacher in society. However, the findings of the result implies also that majority of the teachers have a very low level of satisfaction on salary and opportunities for promotion or advancement ; leave benefits. It can be inferred from this study that both college teachers and administrators have moderate level of satisfaction.

III-THE EXTENT OF PERFORMANCE OF COLLEGE TEACHERS

The data shows the extent of performance of college teachers on the aspect of planning and content gained an average weighted mean of 3.20 described as good. Most of the teachers are performing good in teaching profession in terms of planning and content.

In terms of teaching instruction, the performance of teachers gained an average weighted mean of 3.08 described as good. Motivating teachers would ensure that, there is an effective instruction in the classroom and more collaboration in school management. The data reveals the extent of performance in terms of communication aspect. Based on the data, teachers have a good performance in terms of communication. A teacher's knowledge of the subject and methodology and techniques of imparting knowledge are great attributes which have significant effects on the student's academic performance.

In terms of learning environment, the findings disclosed that the performance of college teachers on learning environment was very good. For education in school to be effective, the environment needs to be conducive to learning, allowing the students space and time to interact within the learning and teaching process.

In terms of professionalism, based on the data gathered, it gained an average weighted of 2.96 described as good. There is a higher need for the teachers to feel that their professionalism entitles them to back-up from the school administrator.

IV-THE EXTENT OF PERFORMANCE OF ADMINISTRATORS

In terms of planning function, the administrators gained an average weighted mean of 2.56, described as good. The finding implies that the activities and efforts of various departments can be harmonizing with the help loan overall plan, planning makes for balance and consistency in effort planning leads to a committed and coordinated structure of operation.

In terms of staffing function as perceived by the respondents it was described as fair performance. On the other hand, the directing function gained an average weighted mean of 2.45 described as good performance. The administration are also performing fair in terms of organizing and controlling function. It can be inferred from this study that the average weighted mean of performance function is 2.43 described as fair performance. Effective management had an impact on employee motivation and job satisfaction.

V- A. RELATIONSHIP BETWEEN THE PERFORMANCE OF COLLEGE TEACHERS ON MOTIVATION LEVEL.

In terms of motivation level and performance of college teachers, it can be inferred from the results that there is a significant relationship between motivation and teacher's performance. The result implies that motivation level of teachers have a significant bearing on their performance in teaching. Based on two indicators, the motivation level and performance of teachers, the null hypothesis was rejected. This implies that there is a significant relationship between motivation and performance of the college teachers.

V-B RELATIONSHIP BETWEEN THE PERFORMANCE OF COLLEGE TEACHERS ON SATISFACTION LEVEL.

In terms of satisfaction level and performance of college teachers, the null hypothesis was rejected. It can be inferred from the results that there is a strong correlation between satisfaction and performance of college teachers.

CONCLUSION

Performance of both school administrator and teachers were generally viewed as satisfactory and has significant association to their level of motivation and satisfaction .It can be implied that the moderate satisfaction and motivation led to average performance.

RECOMMENDATIONS

Based on the finding of the study, the following are recommended:

1. The school management will utilize and disseminate the proposed development plan to increase the level of motivation and satisfaction among college teachers and administrators.
2. A more participative style of administration characterized by genuine consultation with subordinates and asking for their suggestions before making a decision.
3. The school goals must be clearly defined and encourage every teacher to participate in decision-making process. Clearly show the teachers that they are important to the organization by investing time and resources in their personal development, both through courses and in the daily work through actions like mentor schemes, evaluation and regular feedback on teaching performance.
4. Offer the teachers the opportunity to train and develop at work, and work actively for employees to see the measures as relevant and adequate for their continued development in their jobs.
5. When hiring new people, the organization should search for candidates with the ability and willingness to learn and develop, and who also have the potential to develop joy in and commitment to the tasks offered.
6. Salary upgrading for teachers and college, recognize teacher's efforts, provide incentives and give rewards to deserving teachers.
7. Administrators at all level should be encouraged to develop management expertise that includes these skills: how to make informed decision, how to handle and live with responsibility, but above all, how to relate to people effectively.

FURTHER RECOMMENDATIONS:

1. Teachers will enroll massive programs to enhance teaching methods.
2. Since the present study utilizes only a limited number of teachers and administrators, it is suggested that a follow-up study be conducted in a wider perspective with more respondents to have safe generalization of motivation, satisfaction and performance of college teachers and administrators. It is suggested that further study be conducted to delve deeper into the motivation, satisfaction of teachers and college deans.
3. Since the present study utilizes only a limited number of teachers and administrators, it is suggested that a follow-up study be conducted in a wider perspective with more respondents to have safe generalization of motivation, satisfaction and performance of college teachers and administrators.
4. It is suggested that further study be conducted to delve deeper into the motivation, satisfaction of teachers and college deans.

Proposed Western Leyte College College Teachers' Motivation, Satisfaction And Administrators Management Development Plan 2013-2017

RATIONALE

The proposed five (5) years College Teachers Motivation, Satisfaction and Administrator's Management Development Plan covering the periods from 2013 to 2017 is based on the findings and recommendations of the researcher from her study on Motivation, Satisfaction and Performance of College Teachers and Administrator's of Western Leyte College of Ormoc City: A Development Plan.

The proposed development plan is intended to the College Teachers and Administrators in particular the Dean's of the different Colleges. The programs, projects and activities are tailored after the needs of the concerned research respondents based from their respective responses to the research questionnaire.

The researcher does not claim universality of purpose and needs where the plan is most applicable. However, this plan will be made available for other College who would like to benchmark on motivation, satisfaction and management.

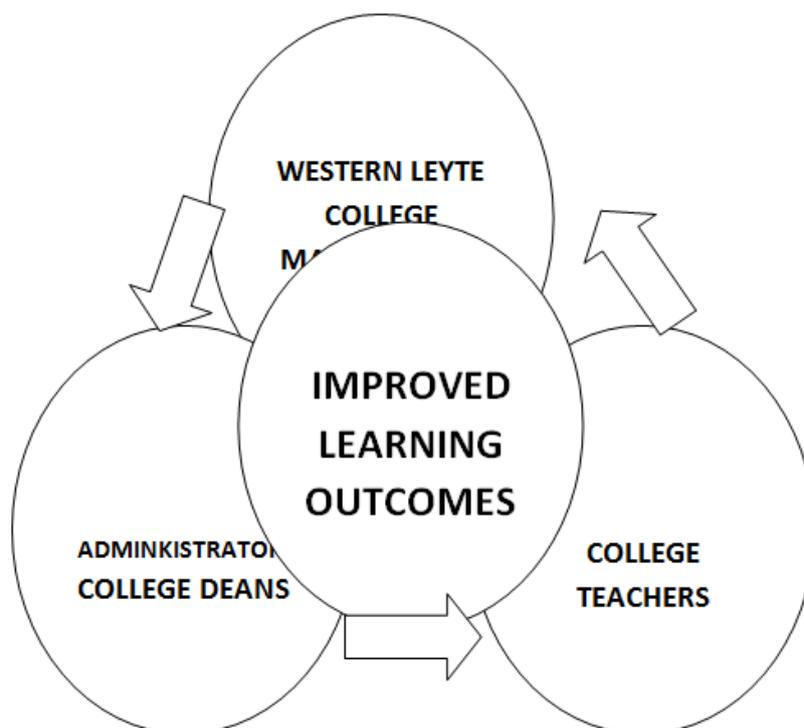
OBJECTIVES

Within the five (5) years period the Western Leyte College of Ormoc City, Leyte, Philippines would be able to:

1. increase motivation and satisfaction among College Teachers;
2. improved management functions of the respective administrator's; and

3. in general, improve the learning outcomes of the Western Leyte College of Ormoc City, Leyte, Philippines.

DEVELOPMENT PLAN IMPLEMENTATION PROCESS FLOW CHART



PROPOSED WESTERN LEYTE COLLEGE COLLEGE TEACHERS MOTIVATION, SATISFACTION AND ADMINISTRATORS MANAGEMENT DEVELOPMENT PLAN 2013-2017

PROGRAM/PROJECT/ACTIVITY	STRATEGIES	PERSONS INVOLVED	TIME FRAME	EXPECTED OUTPUT
A. College Teachers Motivation and Satisfaction				
<ul style="list-style-type: none"> College Teachers Registered Association 	<ul style="list-style-type: none"> meet, organize, election of officers formulation of CBL and registration 	College Teachers	2013	WLC College Teachers Asso. organized and registered
<ul style="list-style-type: none"> College Teachers Selection and Promotion 	<ul style="list-style-type: none"> participatory formulation of College Teachers Selection and Promotion Policies participatory formulation of College Teachers Benefits and Rewards Policies 	President College Teachers Asso., President Students Asso. Dean, WLC Management and other stakeholder	2013	Approved Guidelines on WLC College Teacher Selection and Promotion
<ul style="list-style-type: none"> College Teachers Benefits and Rewards 	<ul style="list-style-type: none"> participatory formulation of College Teachers Benefits and Rewards Policies conduct of prospective College Teacher Assessment and Evaluation 	President College Teachers Asso., President Students Asso. Dean, WLC Management and other stakeholder	2013	Approved Guidelines on WLC College Teacher Benefits and Rewards Policies
<ul style="list-style-type: none"> College Teachers Assessment and Evaluation 		President Students Asso, Dean, WLC Management and other stakeholder	2013-2017	WLC College Teachers Assessment and Evaluation conducted every year and thereafter

PROGRAM/PROJECT/ ACTIVITY	STRATEGIES	PERSONS INVOLVED	TIME FRAME	EXPECTED OUTPUT
<ul style="list-style-type: none"> College Teachers Trainings and Seminars <p>B. Administrators/College Deans Management Development</p> <ul style="list-style-type: none"> College Deans Training and Seminars <ul style="list-style-type: none"> Strategic Management Planning 	<ul style="list-style-type: none"> attendance to CHED and other educational institution trainings and seminars WLC Management sponsored trainings and seminars attendance to CHED and other educational institution trainings and seminars WLC Management sponsored trainings and seminars Conduct of WLC Management sponsored Strategic Management Planning every three (3) years 	<p>College Teachers</p> <p>College Teachers</p> <p>College Dean and WLC Management</p> <p>College Dean and WLC Management</p> <p>College Dean and WLC Management</p>	<p>2013-2017</p> <p>2013-2017</p> <p>2013-2017</p> <p>2013-2017</p> <p>2013 and 2017</p>	<p>100% of the WLC College Teachers attended trainings and seminars</p> <p>100% of the WLC College Teachers attended trainings and seminars</p> <p>100% of the WLC College Teachers attended trainings and seminars</p> <p>100% of the WLC College Teachers attended trainings and seminars</p> <p>WLC Strategic Management Planning conducted every three (3) years</p>
PROGRAM/PROJECT/ ACTIVITY	STRATEGIES	PERSONS INVOLVED	TIME FRAME	EXPECTED OUTPUT
<ul style="list-style-type: none"> College Teachers Assessment and Evaluation <p>C. WLC Administration Management Development</p> <ul style="list-style-type: none"> Improvement of School Facilities <ul style="list-style-type: none"> Compensation and Reward Incentives 	<ul style="list-style-type: none"> conduct of prospective College Deans Assessment and Evaluation improvement of lecture rooms and laboratories conducive for learning improvement of school library with updated references, online services and connections competitive salary, wages, benefits, and rewards incentives 	<p>President Students Asso., President College Teachers Asso., WLC Management and other stakeholder</p> <p>Western Leyte College Admin. (BOD, President, Vice President and Stockholders)</p> <p>Western Leyte College Admin. (BOD, President, Vice President and Stockholders)</p> <p>Western Leyte</p>	<p>2013-2017</p> <p>2013-2017</p> <p>2014-2015</p>	<p>WLC College Deans Assessment and Evaluation conducted every year and thereafter</p> <p>WLC lecture rooms and laboratories conducive for learning</p> <p>WLC College Library improved with updated references, online services and connections</p> <p>WLC total compensation rewards and incentives is competitive and responsive to the socio-economic conditions</p> <p>Feed-backing & Teachers/Deans</p>

<ul style="list-style-type: none"> Recognition and Feedback Mechanism 	<ul style="list-style-type: none"> Participatory Feedbacking Teachers/Deans Performance Recognition 	College Admin. (BOD, President, Vice President and Stockholders) Western Leyte College Admin. (BOD, President, Vice President)	2013-2017 2013-2017	Performance Recognition conducted
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