



THE WORK MOTIVATION OF THE CRIMINAL JUSTICE EDUCATORS IN CAGAYAN VALLEY AND ITS IMPACT TO JOB PERFORMANCE

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ABSTRACT: *Employees are generally perceived to work at their best in an atmosphere conducive to the attainment of their aspirations, confidence, professional growth or career development. These motivations drive the employees to succeed in the workplace, to excel in their particular field. If employees are not motivated, they are likely to stagnate and contribute less to the overall success of their organization. These notions similarly apply to all employees, public or private, teaching or non-teaching. This study aimed to determine the factors affecting the work motivation of the Criminal Justice Educators in Cagayan valley and its impact on their job performance. The researcher used the descriptive correlational approach to describe the variables and the relationships that occur naturally between and among them. Descriptive approach according to Creswell is used to describe characteristics of a population or phenomenon in the study. The descriptive correlation method is appropriate for this study because is endeavored to look into the factors that motivate the teachers to work and the teachers' job performance. Likewise, the correlational approach was used to deal with the relationship of the variables of the study such as the relations of Work Motivation and Job Performance of Criminal Justice Education Professors. The respondents of the study are the 173 core faculty members of Higher Education Institution in Cagayan Valley offering Criminal Justice Education Programs. A researcher made questionnaire was utilized in gathering the data for the study. In analyzing the data gathered for the study, statistical tools were employed such as frequency and percentage count, weighted mean, ANOVA, Chi-square. Higher Education Institutions should continue their good practices in addressing work motivations of their teachers to maintain/sustain highly motivated educators towards attaining outstanding job performance and institutional productivity.*



Keywords: *work motivation, job performance, workplace, performance appraisals, policies, achievement, responsibility, relationships, status, supervision*

INTRODUCTION

Employees are generally perceived to work at their best in an atmosphere conducive to the attainment of their aspirations, confidence, professional growth or career development. These motivations drive the employees to succeed in the workplace, to excel in their particular field. If employees are not motivated, they are likely to stagnate and contribute less to the overall success of their organization. These notions similarly apply to all employees, public or private, teaching or non-teaching.

Basically, recognizing teachers' accomplishment yield better work results. To encourage expertise in academic settings, it is critical to have an award mechanism in place as bases in recognizing the efforts of educators. The mechanism may include choosing the right setup for teaching rewards program, the character of the school environment and the preferred modes of work. For educational establishments that focuses on teamwork, a team recognition program in which awards are assigned based on the effort of the whole team can be implemented. To motivate staff to keep an eye open for their colleagues' exceptional performances, build engaging peer recognition or peer guidance framework. The latter can be of great advantage in terms of building an expertise sharing space where teachers can learn and benefit from each other. Another good avenue of recognition is to honor individual accomplishments in multiple ways from simple appreciation notes to public teaching award ceremonies.

According to Viseu¹ Teacher motivation is vital for the educational system. For teachers to be motivated their work satisfaction and positive psychological capital are crucial. The state-of-the-art on teacher motivation requires a literature review regarding the studies that relate teacher motivation and the abovementioned constructs. The correlation coefficients

¹João Viseu, Saul Neves de Jesus, Claudia Rus, and José M. Canavarro. "Teacher motivation, work satisfaction, and positive psychological capital: A literature review." (2016).



between teacher motivation and work satisfaction emphasized the importance of these variables in educational context. Motivated and satisfied teachers have better teaching quality and motivate their students. It is important that educational leaders are aware of the importance of teacher motivation, because teachers are one of the most important pillars in the entire educational system. As stated above, teachers play an important role on student motivation, but also in the quality of teaching. Moreover, teachers are key actors in the implementation of educational reforms. Thus, only with motivated teachers will be possible to keep students motivated and deliver a quality education. For this to happen, and taking into account the reviewed studies, school leaders must invest in the work conditions of teachers, as the work satisfaction and motivation of these professionals are closely linked. Furthermore, although the number of studies between Psychological Capital and teacher motivation is reduced, schools should invest in the promotion of this construct, since it presents a motivational nature. Consequently, when working on the psychological strengths of teachers schools will be contributing to their motivation.

Friedman² cited that Organizational theorists argue that organizational efficiency can be improved by enhancing employees' professional autonomy—that is, by allowing staff greater decision-making power and more freedom to think and act. This argument is based on, among other things, studies indicating that organizations in which decision making is kept within the boundaries of senior echelons are less effective than are organizations in which decision making is decentralized. In recent years, state education authorities in many western countries have been furnishing their schools and local education authorities with the power to make decisions in an increasing number of important pedagogical and administrative matters. The main purpose of this delegation of authority process is to empower teachers and create within schools a highly autonomous ambiance. The teacher empowerment movement sharpened the need to enhance teacher autonomy in more areas of school functioning.

Guadaña³ cited that motivation has been the focus of a number of studies in language education. Motivation may be described in various ways depending on the context. It was

²Isaac A Friedman. "Teacher-perceived work autonomy: The concept and its measurement." *Educational and psychological Measurement* 59, no. 1 (1999): 58-76.

³Roma Marian Guadaña. "The Employment of Motivation Strategies by ESL Teachers in Language Teaching in the Philippines." *Middle Eastern Journal of Research in Education and Social Sciences* 1, no. 2 (2020): 67-76.



pointed out that “motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity”. Motivation was explained by using the question, “Why does an organism behave as it does?” and that motivation involves four aspects which are goal, effortful behavior; desire to attain the goal, and favorable attitudes toward the activity. Learning occurs not just inside the classroom. It happens when a person starts to give realization and interpretation to an idea that is unfamiliar to them.

Lopez⁴ et.al mentioned that teachers build a nation and teaching is thought to be the noblest among all professions. Therefore, to meet this expectation, the country seeks quality among teachers. In this sense, a teacher has to update professionally, personally and be rightfully motivated and committed so he/she could discharge his/her diverse tasks and responsibilities with efficiency and effectiveness. Teachers’ work is sophisticated and multifaceted and occurs in contexts that are demanding and “emotionally and intellectually challenging”.

Comighud⁵ et.al mentioned that Teachers serve as one of the most important elements of our educational system. In the Philippines, the attainment and failure of educational activities depends highly on their performance in executing the teaching and learning process, facilitating classroom management in the learning environment, participating in curriculum improvement and development, and promoting professional growth and engagement. Teachers’ decisions and behaviors are likely to influence their well-being and job prospects especially pertaining to their work ethics in classroom settings. Teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. At present, it can be said that many factors exist which promote teachers’ motivation. These factors may be viewed as material, psychological, etc. It is also found that a teacher’s daily experience on the job determines the activities which are psychologically most rewarding. It is important to note that teacher motivational level can rise when the teaching job enables

⁴Nora L Lopez., and Elmer A. Irene. "Motivation and commitment to teaching among pre-service teachers of a State University in Samar, Philippines." *Journal of Academic Research* 2, no. 3 (2017): 18-29.

⁵Sheena Mae T Comighud., and Melca Jamio Arevalo. "Motivation in relation to teachers’ performance." (2020).



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. Also, in the literature, there are many determinants of teacher motivation. These include teacher status, class size, workload and the like.

The study on Emotional labor and motivation in teachers reveals that the perception of positive display rules and job demands regarding client interaction seems to be the most relevant antecedents for the use of specific emotional labor strategy. Intrinsic motivation is relevant only in relation to deep acting, while surface acting is not associated with any form of motivation. Intrinsic motivation is not itself a predictor of deep acting, it has predictive value only when associated with several organizational antecedents. These findings must be discussed in the light of the particularity of investigated sample – mainly females, with relative high work experience and working at different educational level. Positive emotions display rules and negative emotions display rules are imposed by the organization. This aspect might also introduce significant variability in the results as the investigated teachers work in different school from different part of Romania, each school having its own internal norms and rules. The role of motivation is more complex than the mere impulse to action and behavior. Since the motivational bases of engaging in emotion regulation seems to be distinct for some strategies, for deep acting at least, a deeper analysis is required to identify the motives underlying employees' emotion management in the workplace.⁶

Robbins in Mobbs and McFarland, define motivation in the workplace as the willingness to exert high levels of effort toward organizational goals conditioned by the effort's ability to satisfy some individual needs. Capitalizing on understanding why people do what they do and fostering a motivated workforce means better organizational performance. Motivated employees improve an organization's productivity and its competitive advantage. They are more highly engaged, can better handle the unease that comes with uncertainty, generally make for better problem solvers, and are more innovative, creative, and customer focused. Campbell says that organizations with highly motivated workforces, in addition to being

⁶Camelia Truta. "Emotional labor and motivation in teachers." *Procedia-Social and Behavioral Sciences* 127 (2014): 791-795.



more profitable, report having higher levels of customer satisfaction and employee retention.

According to Muscalu and Muntean⁷ motivation is one of the fundamental problems which concerned the specialists over time, has always been in the managers' and the citizens' interest. The issue that fascinates them is given by the question "Why are people motivated to do something?". The human being, who is an active being par excellence, intervenes in the environment he lives in through the mediation of the gained experience, of his capacity of forecasting and planning. Thus, every behavior is directed from the inside no matter whether it is an action or a thought on the basis of human behavior there is always a set of motives supporting the achievement of human behavior. The concrete result of a motivation is always a certain action, which remains dependent on the person's subjective perception concerning what he or she considers generating satisfaction; we are talking about satisfactions seen from his or her point of view and not necessarily from the point of view of the association or the other employees. In this respect the issue concerning performance evaluation implies both practical considerations which refer to the way this should be realized and philosophical considerations regarding the reasons or the motives why it should be effectuated. Performance motivation allows for salary increases based on merit and not on seniority. Understanding that the motivation of employees is a concrete and consistent system of actions can provide the best that comes from the value valences that this represents. Of course, the salary is most important, but other strategies which enhance and strengthen the purposes of the individual and collective activities can be used. In this respect, the credit given to each employee, permanent recognition of their merits as well as negative facts, upgrading and creating a favorable environment for tasks by emphasis on participatory democracy become landmarks and conditions necessary to ensure a motivational system capable of providing high performance and efficiency of staff work on the level of the organization.

⁷Emanoil Muscalu, and Silvana Muntean. "Motivation—A Stimulating Factor for Increasing Human Resource Management Performance." *Business Excellence and Management* 2, no. 1 (2012): 63-70.



According to Kanfer⁸, motivation is the psychological force that generates complex processes of goal-directed thoughts and behaviors. These processes revolve around an individual's internal psychological forces alongside external environmental/contextual forces and determine the direction, intensity, and persistence of personal behavior aimed at a specific goal(s). Latham and Pinder⁹ mentioned that in the work domain, work motivation is "a set of energetic forces that originate within individuals, as well as in their environment, to initiate work-related behaviors and to determine their form, direction, intensity and duration". As mentioned, work motivation is derived from an interaction between individual differences and their environment (e.g., cultural, societal, and work organizational).

Ryan and Deci¹⁰ quote that to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated. Most everyone who works or plays with others is, accordingly, concerned with motivation, facing the question of how much motivation those others, or oneself, has for a task, and practitioners of all types face the perennial task of fostering more versus less motivation in those around them. Most theories of motivation reflect these concerns by viewing motivation as a unitary phenomenon, one that varies from very little motivation to act to a great deal of it. Yet, even brief reflection suggests that motivation is hardly a unitary phenomenon. People have not only different amounts, but also different kinds of motivation. That is, they vary not only in level of motivation (i.e., how much motivation), but also in the orientation of that motivation (i.e., what type of motivation). Orientation of motivation concerns the underlying attitudes and goals that give rise to action—that is, it concerns the why of actions. As an example, a student can be highly motivated to do homework out of curiosity and interest or, alternatively, because he or she wants to procure the approval of a teacher or parent. A student could be motivated to learn a new set of skills because he or she understands their potential utility or value or because learning the skills

⁸Ruth Kanfer. "Work motivation: Identifying use-inspired research directions." *Industrial and Organizational Psychology* 2, no. 1 (2009): 77-93.

⁹Gary P. Latham, and Craig C. Pinder. "Work motivation theory and research at the dawn of the twenty-first century." *Annu. Rev. Psychol.* 56 (2005): 485-516.

¹⁰Richard M. Ryan, and Edward L. Deci. "Intrinsic and extrinsic motivations: Classic definitions and new directions." *Contemporary educational psychology* 25, no. 1 (2000): 54-67.



will yield a good grade and the privileges a good grade affords. In these examples the amount of motivation does not necessarily vary, but the nature and focus of the motivation being evidenced certainly does.

As Criminal Justice Educator for almost a decade in the Cagayan Valley region, the researcher believes that this study regarding the work motivation of the Criminal Justice Educator suits to his present teaching profession for having experienced most of these motivating factors to job performance. Moreover, it is on this premise that the researcher undertook this study in order to determine the factors that motivate the Criminal Justice Educators and how this affects their job performances in their respective workplace.

STATEMENT OF THE PROBLEM

This study aimed to determine the factors affecting the work motivation of the Criminal Justice Educators in Cagayan valley and its impact on their job performance. It also sought to answer the following questions:

1. What is the profile of the respondents in terms of the following:
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Civil Status
 - 1.4 Highest educational attainment
 - 1.5 Employment Status
 - 1.6 Academic Rank
 - 1.7 Length of Service
2. How do the Criminal Justice Educators assess their work motivation in terms of:
 - 2.1 Achievement
 - 2.2 The Work Itself
 - 2.3 Responsibility
 - 2.4 Institutional Policies
 - 2.5 Supervision
 - 2.6 Relationships



2.7 Status

3. How do the Criminal Justice Educators perform based on their latest faculty evaluation?
4. Is there significant difference in the respondents' assessments of their work motivation when grouped according to their profile variables?
5. Is there significant relationship between the work motivation of the Criminal Justice Educators and their job performance?

HYPOTHESES

This study will test the following hypotheses:

1. There is no significant difference in the respondents' assessments of their work motivation when grouped according to their profile variables.
2. There no significant relationship between the work motivation of the Criminal Justice Educators and their job performance.

RESEARCH METHODOLOGY AND STATISTCAL TREATMENT AND TOOLS

The researcher used the descriptive correlational approach to describe the variables and the relationships that occur naturally between and among them. Descriptive approach according to Creswell is used to describe characteristics of a population or phenomenon in the study. The descriptive correlation method is appropriate for this study because is endeavored to look into the factors that motivate the teachers to work and the teachers' job performance. Likewise, the correlational approach was used to deal with the relationship of the variables of the study such as the relations of Work Motivation and Job Performance of Criminal Justice Education Professors. The respondents of the study are the 173 core faculty members of Higher Education Institution in Cagayan Valley offering Criminal Justice Education Programs. Total enumeration of Criminal Justice Educators in Cagayan Valley handling major subjects served as respondents in the study. The identified HEIs includes twelve (12) schools in Cagayan, twenty (20) schools in Isabela, three (3) schools in Nueva Vizcaya, two (2) schools in Quirino or a total of thirty-seven (37) HEIs. The table below shows the distribution of the respondents.



Table 1

Frequency and Percentage Distribution of Respondents

School Type/ Province	Respondents	
	F	%
State Universities and Colleges		
Cagayan	16	9.24
Isabela	47	27.16
Quirino	8	4.62
Private HEIs		
Cagayan	56	32.36
Isabela	31	17.91
Nueva Vizcaya	15	8.67
Total	173	100%

The researcher used the following instrument in gathering the data needed in answering the sub-problems of the study:

1. **Questionnaire.** A researcher made questionnaire was utilized in gathering the data for the study. The first part of the questionnaire consists of the profile of the Criminal Justice Educator in Cagayan Valley. The second part contains the work motivation of the Criminal Justice Educators based from the Herzberg Motivation Theory. The third part is on the job performance of the respondents which is the result of their latest faculty evaluation.

In analyzing the data gathered for the study, the following statistical tools were employed:

Frequency and Percentage Count. The profile of the Criminal Justice Educators- Respondents and their Job performance were analyzed using the frequency and percentage distribution. This was also utilized to analyze the work motivations of the respondents.



Weighted Mean. To determine the general extent of the respondents' work motivation, the weighted mean was utilized using the five-point Likert scale.

ANOVA. To determine if there is a significant difference in the respondents' assessments of their work motivation when grouped according to their profile variables, the ANOVA was used.

Chi-square. This was utilized to determine if there is significant relationship between the work motivation of the Criminal Justice Educators and their job performance at .05 level of significance.

To determine the extent of the respondents' work motivation, the scale below was used as reference point.

Mean Range	Descriptive Scale
4.20 - 5.00	Highly Motivating
3.40– 4.19	Motivating
2.60 – 3.39	Fairly Motivating
1.80 – 2.59	Less Motivating
1.00 - 1.79	Highly Un-motivating

RESULTS AND DISCUSSIONS

**Table 2: Frequency and Percentage Distribution of Respondents
According to Age**

Age	Frequency	Percentage
21-30 years	59	34.3
31-40 years	82	47.7
41-50 years	28	16.3
51-60 years	2	1.2
61 years & above	1	.6
TOTAL	172	100

The above table presents the frequency and percentage distribution of the Criminal Justice Educators according to their age. Out of 172 respondents, 82 or 47.7 percent are in the age



bracket of 31-40, followed by 21-30 with 34.3 percent; 41-50 with 16.3 percent; 51-60 with 1.2 percent. The least number of respondents are those 61 years old and above with less than one percent. As can be deduced from table 2, most of the respondents are in their middle age which implies that they are predominantly young and still in their prime age.

Table 3: Frequency and Percentage Distribution of Respondents

According to Sex

Sex	Frequency	Percentage
Female	55	32.0
Male	117	68.0
TOTAL	172	100

The table exhibits the frequency and percentage distribution of the Criminal Justice Educators according to their sex. It reflects that out of the 172 respondents, 117 or 68 percent of the respondents are male and 95 or 32 percent are female. This indicates that in terms of the number of respondents, the Criminal Justice Education Programs in Region 02 is dominated by male educators. This confirms the common observation that Criminal Justice Education is dominated by male educators in terms of population. However, it negates the perception that the Criminology course is only for male. This implies that Criminology today has become more gender-inclusive because of feminist efforts.

Table 4: Frequency and Percentage Distribution of Respondents

According to Civil Status

Civil Status	Frequency	Percentage
Single	53	30.8
Married	116	67.4
Widow/er	2	1.2
Separated	1	.6
TOTAL	172	100

Table 4 discloses the frequency and percentage distribution of the Criminal Justice Educators according to their civil status. The table shows that majority or 67.4 percent of the respondents are married; followed by those who are single with 30.8 percent; widow/er



with 1.2 percent and one or 0.6 percent is separated. Those who are married dominate the number of Criminal Justice Educators in the Cagayan Valley. According to Mannell et.al, married adults typically have higher levels of life satisfaction than non-married groups. This implies that most of the Criminal Justice Educators have higher levels of life satisfaction that are perceived to affect their work motivations and job performance.

**Table 5: Frequency and Percentage Distribution of Respondents
According to Highest Educational Attainment**

Highest Educational Attainment	Frequency	Percentage
Doctorate Degree	51	29.7
Masters' degree with Doctoral Units	45	26.2
Masters' degree	26	15.1
BS degree with MA/MS units	27	15.7
Bachelors' Degree	21	12.2
Certificate/Diploma	2	1.2
TOTAL	172	100

Table 5 shows the frequency and percentage distribution of the Criminal Justice Educators according to their highest educational attainment. As shown in the above table, 51 or 29.7 percent of the 172 respondents have doctorate degree; 45 or 26.2 percent possess master's degree with doctoral units; 27 or 15.7 percent are master's degree holders; 21 or 12.2 percent are bachelors' degree holders, and two or 1.2 percent are certificate/diploma holders. Findings reveal that majority of the Criminal Justice Educators have pursued graduate studies, which indicates that they are very much concerned with their professional growth and development. Article VII section 11.2 of CHED Memorandum Order No. 21 series of 2005 provides that faculty members teaching professional courses shall be holders of at least Master's and baccalaureate degrees in Criminology, must be registered professionals, practitioners for at least three (3) years and preferably with at least one (1) year of teaching experience. This implies that majority of the Criminal Justice Educators in Cagayan Valley has complied with the minimum requirement prescribed by CHED in terms of educational qualifications.



Table 6: Frequency and Percentage Distribution of Respondents

According to Employment Status

Employment Status	Frequency	Percentage
Regular	132	76.7
Contract of Service	28	16.3
Probationary	11	6.4
Casual	1	.6
TOTAL	172	100

The table displays the frequency and percentage distribution of the respondents according to their employment status. One hundred thirty-two or 76.7 percent of the 172 respondents are regular employees; 16.3 percent are under contract of service; 6.4 percent are probationary and one has a casual status .The data reveals that majority of the Criminal Justice Educators in Region 02 have regular status which means that they have security of tenure in their present job. This conforms to the findings of Castellacci et.al that academic tenure is a relatively more important factor of job satisfaction.

Table 7: Frequency and Percentage Distribution of Respondents

According to Academic Rank

Academic Rank	Frequency	Percentage
Professor 3	1	.6
Professor 1	1	.6
Associate Prof. 5	1	.6
Associate Prof. 4	2	1.2
Associate Prof. 2	2	1.2
Associate Prof. 1	7	4.1
Assistant Prof. 4	11	6.4
Assistant Prof. 3	13	7.6
Assistant Prof. 2	9	5.2
Assistant Prof. 1	16	9.3
Instructor 3	24	14.0
Instructor 2	11	6.4
Instructor 1	74	43.1
TOTAL	172	100



The table displays the frequency and percentage distribution of the respondents according to their current academic rank. It shows that 43.1 percent of the 172 respondents are occupying Instructor 1 position; 14 percent are classified as Instructor 3; 9.3 percent are Assistant Professor 1; 7.6 percent, Assistant Professor 3; 6.4 percent are hold Instructor 2 and Assistant Professor 4 item; 5.2 percent hold a rank of Assistant Professor 2; 4.1 percent are Associate Professor 1; 1.2 percent are Associate Professor 2 and Associate Professor 4; and 0.6 percent each are with academic rank of Associate Professor 5, Professor 1, and Professor 3. This shows that majority of the Criminal Justice Educators are with the academic rank of Instructor. This can be attributed to the fact that higher positions require higher accumulated points or merits. Further, the DBM National Budget Circular NBC 461 Chapter 7.8.3 also limits the appointment to professor ranks which allow only a maximum of 20 percent of the total number of faculty members per university to occupy professorial positions.

**Table 8: Frequency and Percentage Distribution of Respondents
According to Length of Service**

Length of Service	Frequency	Percentage
1-5 years	73	42.4
6-10 years	53	30.8
11-15 years	35	20.3
Over 16 years	11	6.4
TOTAL	172	100

Table 8 exhibits the frequency and percentage distribution of the Criminal Justice Educators in Cagayan Valley according to their length of service .The table shows that 73 or 42.4 percent of the 172 respondents have served the academe for 1-5 years; followed by 6-10 years with 30.8 percent; 11-15 years with 20.3 percent, and over 16 years with 6.4 percent. Further analysis of the data shows that almost half of the Criminal Justice Educators are still young in the profession having worked in the higher education institution for 1-5 years. However, viewed as a whole, the greater number of the Criminal Justice Educators have been in the academe from more than six years now may imply that they have vast academic experience in the academe.



WORK MOTIVATION OF THE CRIMINAL JUSTICE EDUCATORS

2.1 Achievement Factors

Figure 3.1: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents on their Achievement in the Teaching Profession



Figure 3.1 shows the responses of the CJE on how motivating their achievement in their teaching profession makes them proud and fulfilled. The figure shows that majority or 66.9 percent find their achievement *highly motivating*; 27.3 percent find it *motivating*; 4.1 percent find it *fairly motivating*; 1.2 percent feels it *less motivating*; and 0.6 percent considers it *un-motivating*. The findings imply that the respondent's achievement in the teaching profession which makes them proud and fulfilled is *highly motivating* as shown by the general weighted mean of 4.58.

Figure 3.2: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents on their Institutions Motivation for them to Work at their Best

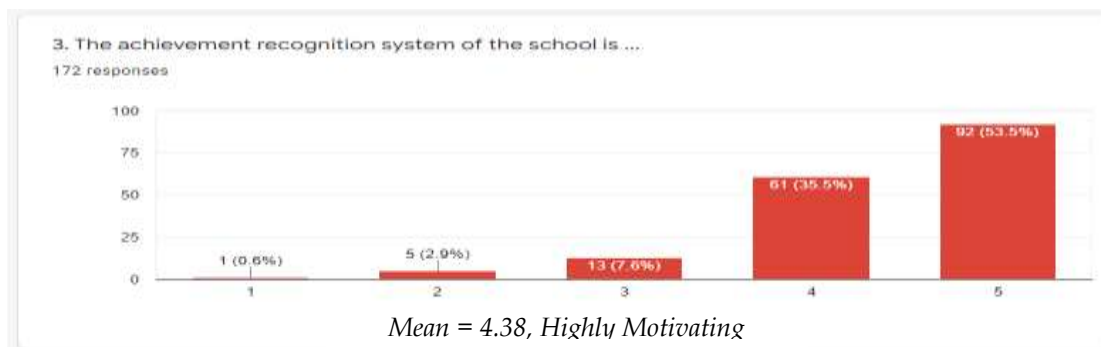


Figure 3.2 presents the responses of the CJE on how motivating their institution's motivation for them to work at their best in the field of Criminal Justice Education. The data



reveals that 114 or 66.3 percent find their institution's motivation for them to work at their best as *highly motivating*; 24.4 percent find it *motivating*; 6.4 percent consider it *fairly motivating*; 1.2 percent feels it as *less motivating*; and 1.7 percent considers it *un-motivating*. In summary, the motivation given them by the institution to perform at their best in *highly motivating* with a computed mean of 4.52.

Figure 3.3: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents on the Achievement Recognition System of their Institution



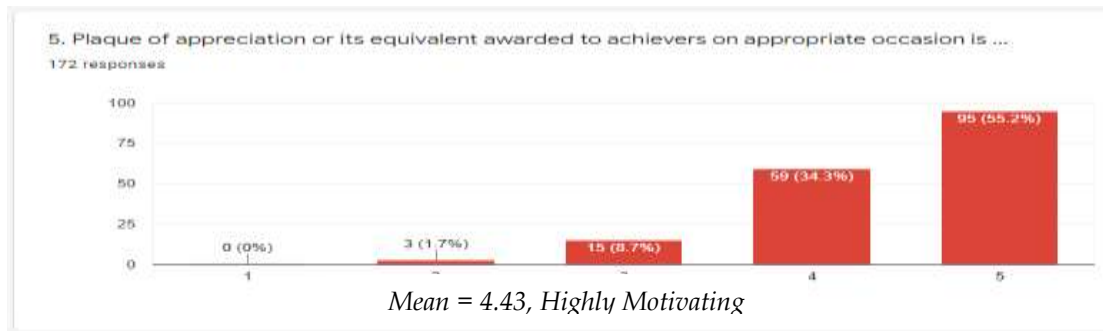
The responses of the CJE on how motivating the achievement recognition system of their school is are presented in the figure above. The figure shows that 92 or 53.5 percent find the achievement recognition system of their school as *highly motivating*; 35.5 percent find it *motivating*; 7.6 percent find it *fairly motivating*; 2.9 percent feels it *asless motivating*; and one or 0.6 percent considers it *un-motivating*. This implies that the achievement recognition system of their school is *highly motivating* for the teachers as shown by the mean of 4.38.

Figure 3.4: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents on the Institution's Criteria for Promotion

Figure 3.4 displays the responses of the respondents on how motivating the institution's criteria for promotion are. As shown, 86 or 50 percent find the school's criteria for promotion as *highly motivating*; 36.6 percent find it *motivating*; 11.6 percent find it *fairly motivating* and 1.7 percent say it is *less motivating*. The findings indicate that the institution's criterion for promotion which includes attendance, punctuality and loyalty or longevity of service is *highly motivating* as revealed by the mean of 4.34.



Figure 3.5: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents on Appreciation and Awards Received



The figure above shows the respondents' extent of motivation on the appreciation and awards they receive for their achievement on appropriate occasion. Ninety-five or 55.2 percent consider the achievement and award they receive from the schools for their achievement as *highly motivating* and about 34 percent find it *motivating*; 8.7 percent say it is *fairly motivating* while 1.7 percent considers it *less motivating*. In totality, the Criminal Justice Educators are *highly motivated* of the appreciation/award or its equivalent given to achievers on appropriate occasion. This is shown by the mean of 4.43.

Table 9: Summary Table Showing the Mean Distribution of the Work Motivation of the Respondents According to Achievement Factor

Achievement	Mean	Descriptive Scale
My achievements in the teaching profession which makes me proud and fulfilled are...	4.58	Highly Motivating
The institution's motivation to work at my best in the field of Criminal Justice Education is ...	4.52	Highly Motivating
The achievement recognition system of the school is ...	4.38	Highly Motivating
Attendance, punctuality and loyalty or longevity of service as among the criteria for promotion is ...	4.34	Highly Motivating
Plaque of appreciation or its equivalent awarded to achievers on appropriate occasion is ...	4.43	Highly Motivating
AVERAGE MEAN	4.45	Highly Motivating

Table 9 shows the summary of the respondents work motivation in terms of the achievement factor. The data implies that achievement factor as work motivation of the respondents is described as *Highly Motivating* as indicated by the general mean of 4.45. It can be inferred that the Criminal Justice Educators in Region 02 are highly motivated in



terms of achievement factors. The high percentages of highly motivated educators as to achievement factor also signifies that majority of the Higher Education Institutions in Cagayan Valley comply to the PRIME-HR program of the Civil Service Commission under Rewards and Recognition phase. This finding complements the Acquired Needs Theory of Douglas McClelland which states that those who have high need for achievement have a strong need to be successful. Likewise, the Achievement Motivation Theory of Lussier and Achua explain and predict behavior and performance based on the person's need for achievement, power and affiliation.

The Work Itself

Figure 4.1: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents on their Job as Criminal Justice Educator

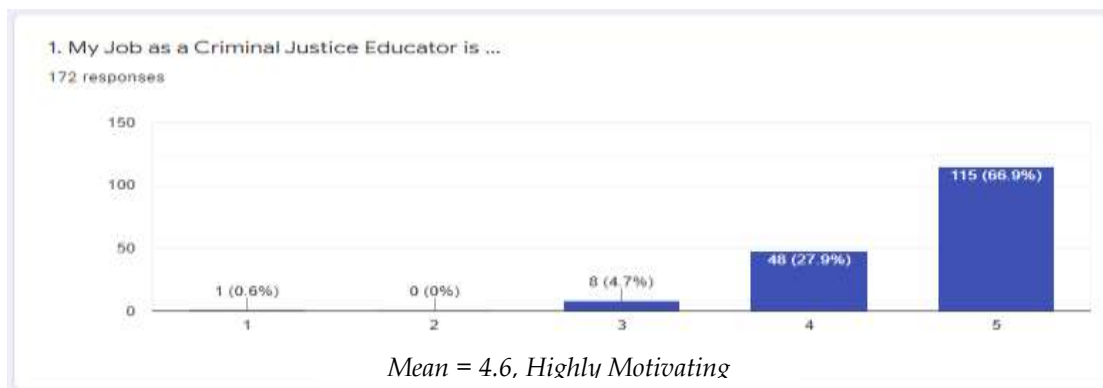


Figure 4.1 shows how motivating the respondents' job as Criminal Justice Educator is. The figure reflects that majority or 66.9 percent find their job highly motivating; 27.9 percent consider it motivating; 4.7 percent find assess it to be fairly motivating and 0.6 percent considers it *unmotivating*. In aggregate, the computed mean of 4.25 denotes that the work itself or being a Criminal Justice educator is *highly motivating* for the respondents.



Figure 4.2: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents on the Uniqueness of their Job

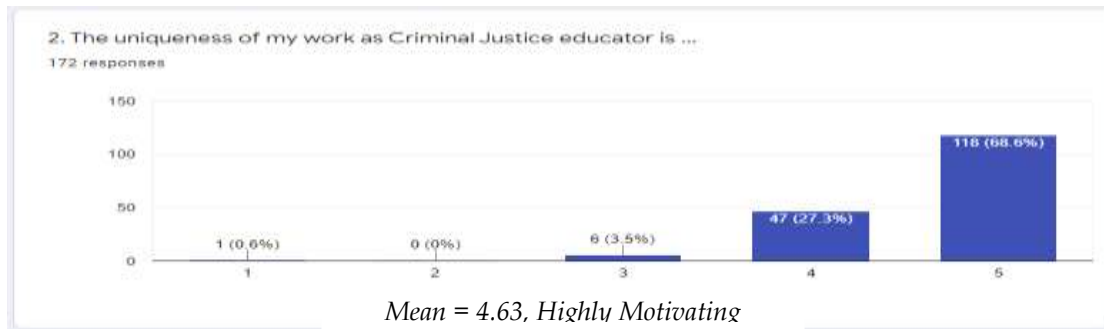
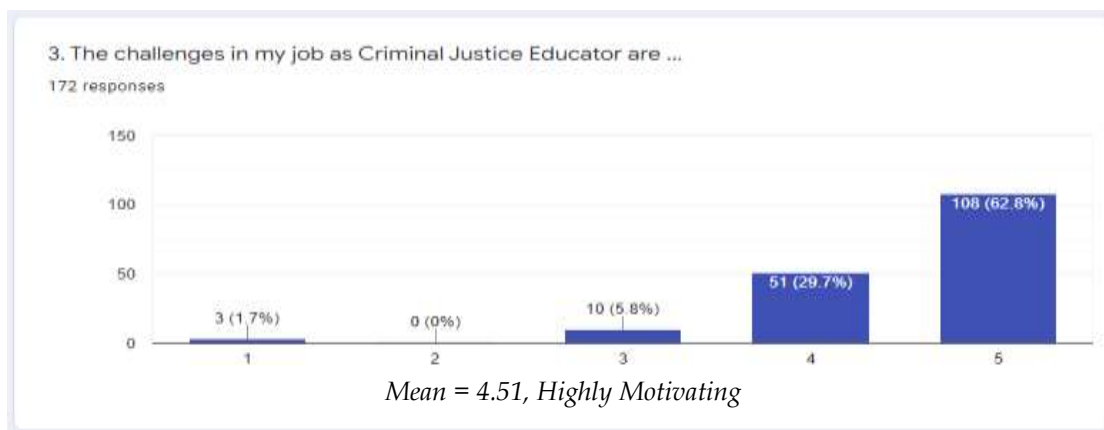


Figure 4.2 reflects the responses of the CJE on how motivating is the uniqueness of their work as Criminal Justice educator. Majority or 68.6 percent consider the uniqueness of their job as *highly motivating*; 27.3 percent find it *motivating*; 3.5 percent see it as *fairly motivating* and 0.6 percent considers it *unmotivating*. It can be inferred that the uniqueness of the work of Criminal Justice Educators in Cagayan Valley is *highly motivating* with a computed mean of 4.63.

Figure 4.3: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents on the Challenge of the Job

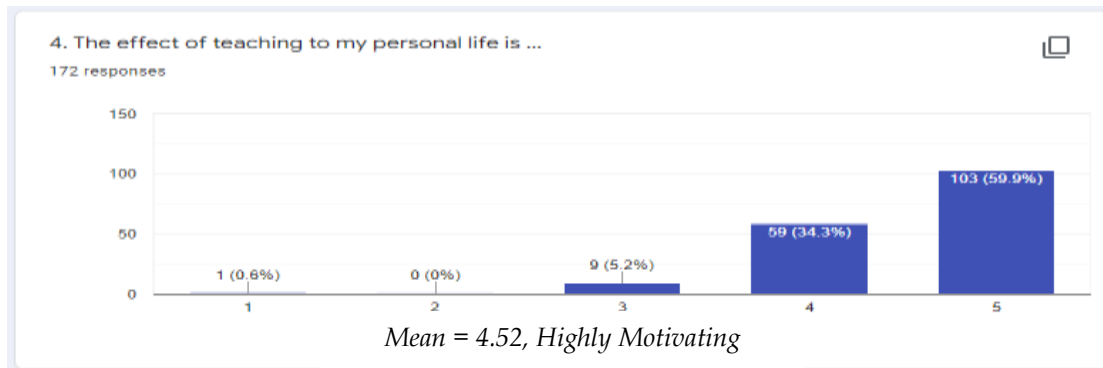


The figure above reflects the respondents' assessment on how motivating the challenges of their job as Criminal Justice Educator are. The data reflects that that 108 or 62.8 percent find the challenge of their job as *highly motivating*; 29.7 percent find it *motivating*; 5.8 percent consider it *fairly motivating* and 1.7 percent assess it as *un-motivating*. Based on the result, the respondents are *highly motivated* in terms of the challenges in their job as Criminal Justice Educator as shown by the general weighted mean of 4.51. Things that make their job challenging according to them include added responsibilities given them by their



heads, their participation in professional development opportunities. Those who find their job less challenging consider their work routinary and they need a change.

Figure 4.4: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents on the Effect of teaching on their Personal Life



The responses of the CJ educators on how motivating the effect of teaching to their personal life is reflected in Figure 4.4. The figure shows that 103 or 59.9 percent find the effects of teaching to their personal life as *highly motivating*; 34.3 percent see it as *motivating*; 5.2 percent consider it *fairly motivating* and 0.6 percent assess it to be *un-motivating*. The Criminal Justice Educators in the study are *highly motivated* by the effect of teaching on their personal life as revealed by the computed mean of 4.52. Teachers are responsible for more than just academics, they have to be good models, meaning they have to live a life that is worthy of emulation by their students. They must behave, speak and work just as they want their students to be.

Figure 4.5: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents on Their Professional Status

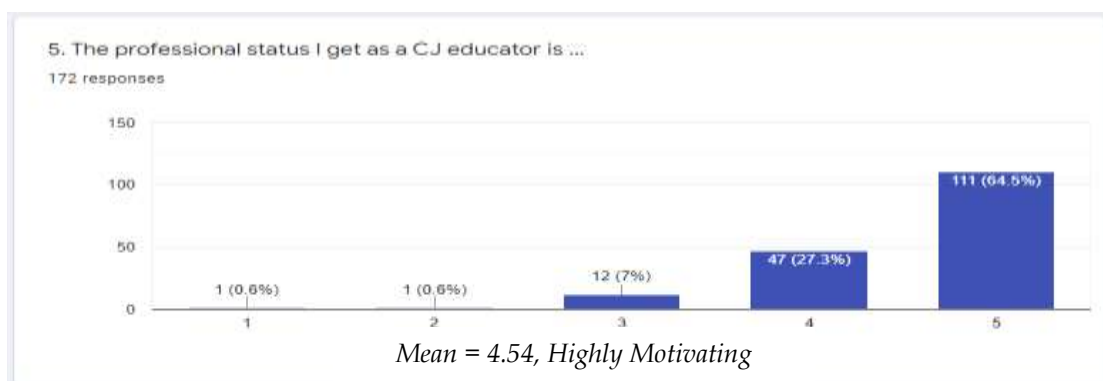




Figure above shows how the respondents assess how motivating their professional status as Criminal Justice Educator is. The figure present that 111 or 64.5 percent find their professional status as *highly motivating*; 27.3 percent say it is *motivating*; 7 percent find it *fairly motivating* and 0.6 percent each considers it less motivating and *unmotivating*. Based on the figures, it can be deduced that the respondents are highly motivated of the professional status they get as a Criminal Justice Educator with a mean of 4.54. This can be attributed to the fact that teachers enjoy higher occupational prestige in the community.

Table 10: Summary Mean Distribution of the Work Motivation of the Respondents According to the Work Itself Factor

The Work Itself Factor	Mean	Descriptive Scale
My Job as a Criminal Justice Educator is ...	4.6	Highly Motivating
The uniqueness of my work as Criminal Justice educator is ...	4.63	Highly Motivating
The challenges in my job as Criminal Justice Educator are ...	4.51	Highly Motivating
The effect of teaching to my personal life is ...	4.52	Highly Motivating
The professional status I get as a CJ educator is ...	4.54	Highly Motivating
AVERAGE MEAN	4.56	Highly Motivating

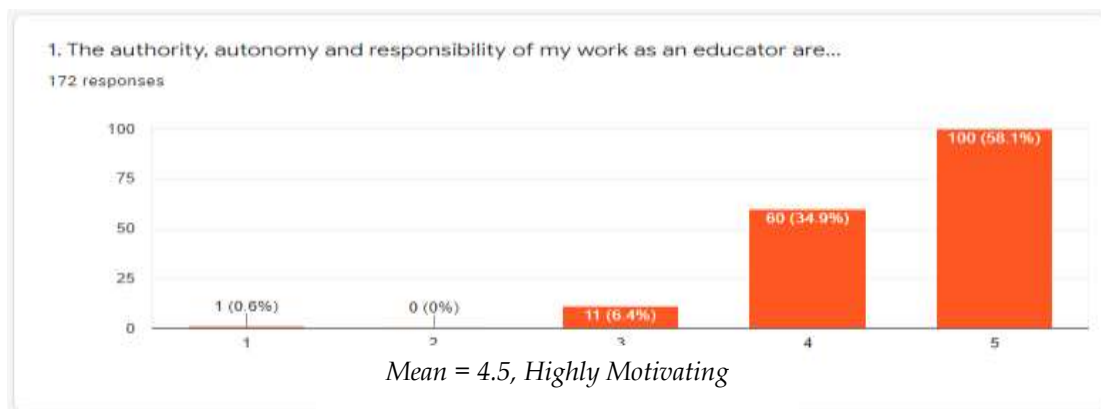
Table 10 bares the mean distribution of the work motivation of the Criminal Justice Educators in Cagayan Valley in terms of the work itself. It can be deduced from the table that respondents' assessments of the work itself as a motivating factor is described as *Highly Motivating* as indicated by the overall mean of 4.56. This finding connotes that the respondents are highly motivated in terms of the work itself which implies that they are satisfied with their work as Criminal Justice educators. The finding complements the study of Viseu et.al which states that the correlation coefficients between teacher motivation and work satisfaction emphasized the importance of these variables in educational context. Motivated and satisfied teachers have better teaching quality and can motivate their



students. When the job itself is interesting, varied and provide enough challenges, employees are kept motivated.

Responsibility

Figure 5.1: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Authority



Authority embodied in one's work is perceived to be a motivating factor for teachers to perform well. The extent to which these motivate employees is reflected in Figure 5.1. Data reflects that majority or 58.1 percent find the authority attached to their work as *highly motivating*; 34.9 percent say it *motivating*; 6.4 percent assess it as *fairly motivating* and 0.6 percent considers it *unmotivating*. This reveals that the Criminal Justice Educators in Cagayan Valley considers the authority in their work as an educator is *highly motivating* as shown by the mean of 4.5. According to Hurpur, when employees are granted authority, they become empowered and are able to decide matters on their level and no longer defer authority to the head.



Figure 5.2: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Autonomy

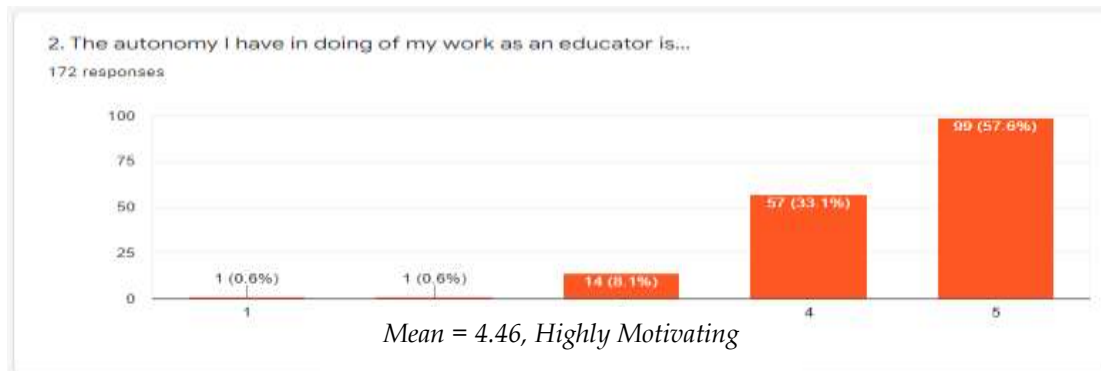
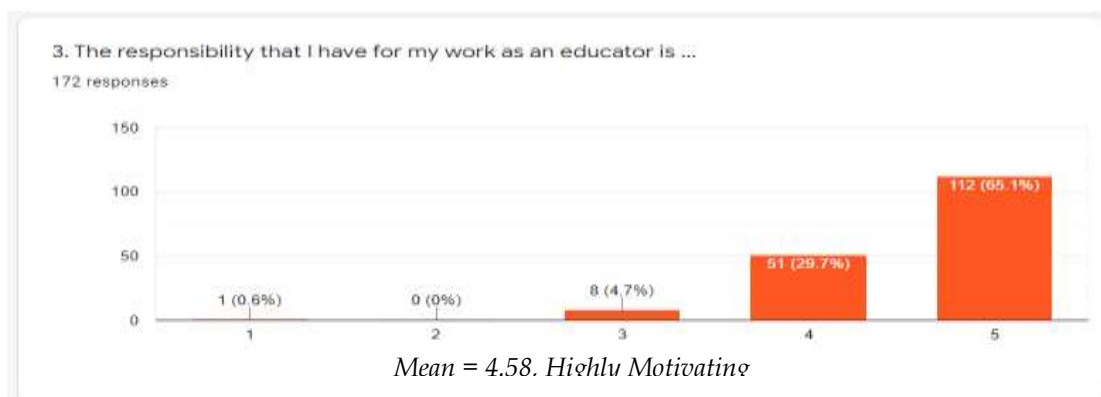


Figure 5.2 shows the responses of the CJE on how motivating the autonomy they have in doing their work as an educator. The figure shows that 99 or 57.6 percent find the autonomy they have as *highly motivating*; 33.1 percent see it as *motivating*; 8.1 percent consider it *fairly motivating* and 0.6 percent each considers it as *less motivating* and unmotivating. The figure generally implies that the Criminal Justice Educators in Cagayan Valley are *highly motivated* of the autonomy they have in doing their work as an educator. The respondents feel it important to be empowered. They need to be given stewardship over their work for them, to perform better. When they feel they are trusted, they are more likely to perform best.

Figure 5.3: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Responsibility



The extent to which responsibility motivates the respondents are presented in Figure 5.3. Data shows that 112 or 65.1 percent find responsibility as *highly motivating*; 29.7 percent say it is *motivating*; 4.7 percent assess it to be *fairly motivating* and 0.6 percent considers it



unmotivating. The result generally shows that the Criminal Justice Educators in Cagayan Valley are highly motivated in terms of responsibility that they have for their work as an educator as revealed by the mean of 4.58. The respondents are motivated when they are given responsibilities that are meaningful and engage their abilities and values. This conforms with Maccoby's statement that the most motivating responsibilities are those that stretch and develop skills and are most meaningful when they fit a person's values.

Figure 5.4: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Accountability

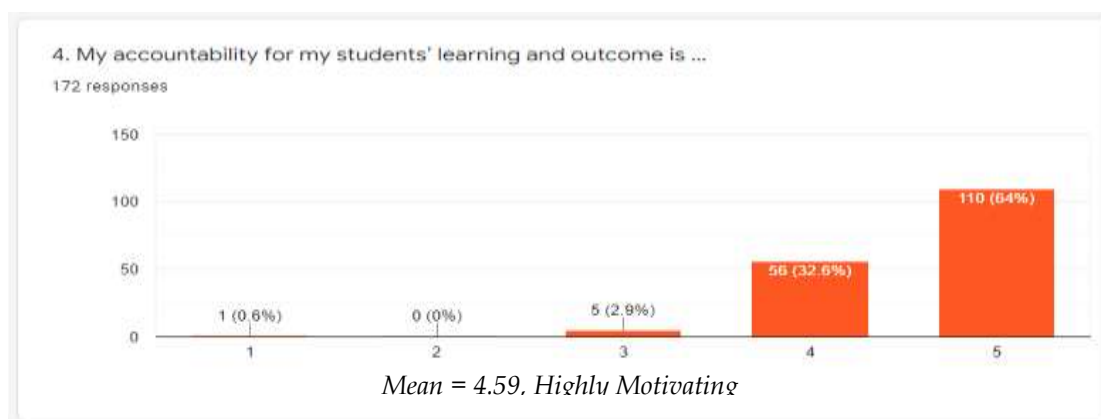


Figure 5.4 reflects the responses of the CJE on how motivating is their accountability for their students' learning and outcome. Findings show that majority or 64 percent find accountability *as highly motivating*; 32.6 percent, *motivating*; 2.9 percent, *fairly motivating* and 0.6 percent considers it *unmotivating*. The general weighted mean of 4.59 reveals that the Criminal Justice Educators in Cagayan Valley are *highly motivated* in terms of accountability for their students' learning and outcome. For them, they as educators have the most direct impact on the learners' success so they do their best to set a high performance of every student under them because this also reflects their performance as educators.



Table 11: Summary Table Showing the Mean Distribution of the Work Motivation of the Respondents According to Responsibility Factor

Responsibility	Mean	Descriptive Scale
The authority, autonomy and responsibility of my work as an educator are...	4.5	Highly Motivating
The autonomy I have in doing of my work as an educator is ...	4.46	Highly Motivating
The responsibility that I have for my work as an educator is ...	4.58	Highly Motivating
My accountability for my students' learning and outcome is ...	4.59	Highly Motivating
AVERAGE MEAN	4.53	Highly Motivating

Table 11 illustrates the mean distribution of the work motivation of the Criminal Justice Educators in Cagayan Valley in terms of responsibility factor. Based on the findings, it can be inferred that the Criminal Justice Educators in the region are highly motivated in terms of responsibility factor as indicated by the average mean of 4.53. The finding complements to the statement of Friedman in his study which states that organizational efficiency can be improved by enhancing employees' professional autonomy—that is, by allowing staff greater decision-making power and more freedom to think and act. Furthermore, the finding also matches the motivation theory of Herzberg stating that employee empowerment means delegating increasing responsibility to each team member.

Institutional Policies



Figure 6.1: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Institutional Policies on Work Condition

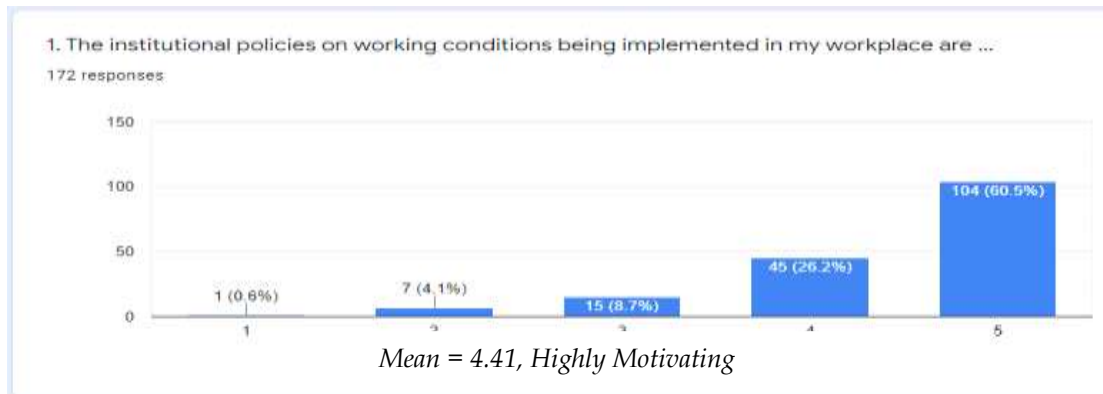
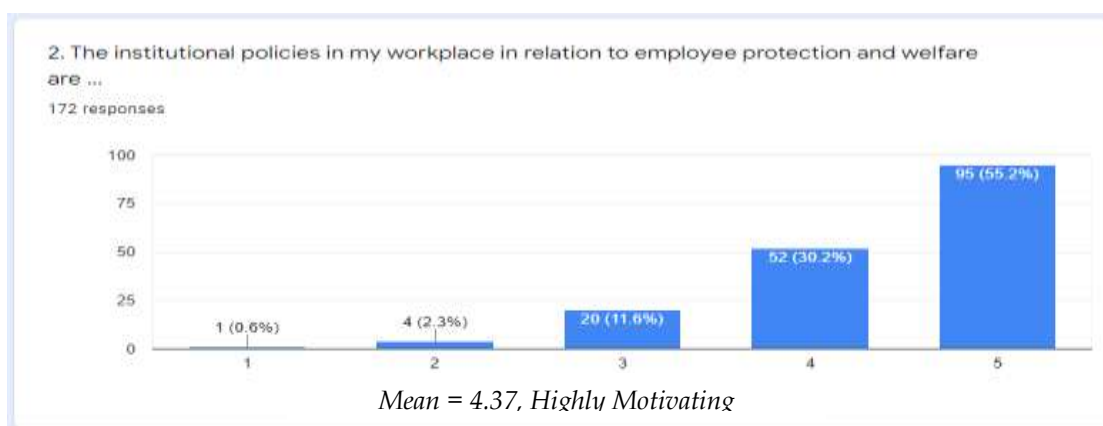


Figure 6.1 shows the responses of the CJE on how motivating are the institutional policies on working conditions being implemented in their workplace. The figure denotes that 104 or 60.5 percent find the institutional policies related to work condition as *highly motivating*; 26.2 percent find it *motivating*; 8.7 percent see it as fairly motivating, 4.1 percent perceive it as *less motivating* and 0.6 percent considers it *unmotivating*. The findings imply that the majority of the Criminal Justice Educators are highly motivated with their institutional policies on working conditions being implemented in their workplace. This is supported by the computed mean of 4.41.

Figure 6.2: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Term of Institutional Policies on Employee Protection and Welfare

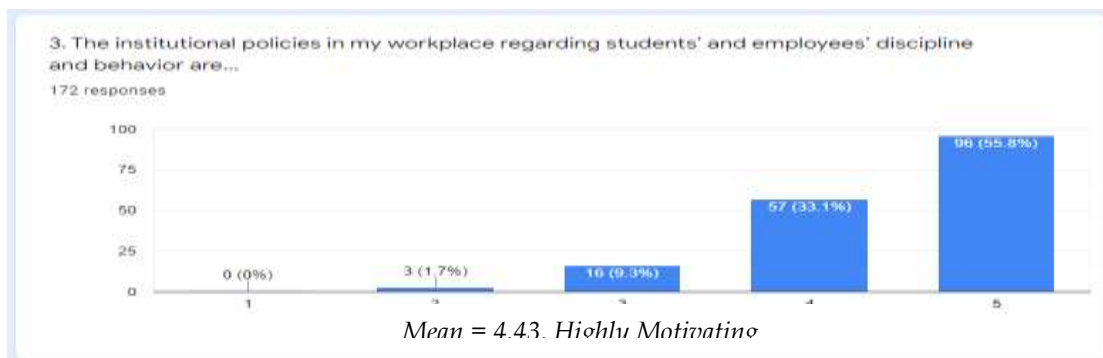


The responses of the CJE on how motivating their institutional policies on employee protection and welfare are. The figure shows that 95 or 55.2 percent find the institutional policies as *highly motivating*; 30.2 percent find it *motivating*; 11.6 percent see it as *fairly*



motivating, 2.3 percent perceive it *less motivating* and 0.6 percent considers it *unmotivating*. The general computed mean of 4.37 implies that the majority of the Criminal Justice Educators are highly motivated by their institutional policies in relation to employee protection and welfare.

Figure 6.3: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Institutional Policies on Student and Employee Discipline



The extent to which institutional policies regarding students and employees' discipline are motivating the respondents is presented in Figure 6.3. The figure shows that 96 or 55.8 percent find the institutional policies on student s and employees' discipline as *highly motivating*. There are about 33 percent who say it is *motivating*; 9.3 percent find it *fairly motivating* and 1.7 percent perceives it as *less motivating*. The findings imply that the Criminal Justice Educators are highly motivated by their institutional policies regarding students and employees' discipline and behavior as indicated by the computed mean of 4.37.

Figure 6.4: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Institutional Policies on Academic Requirements

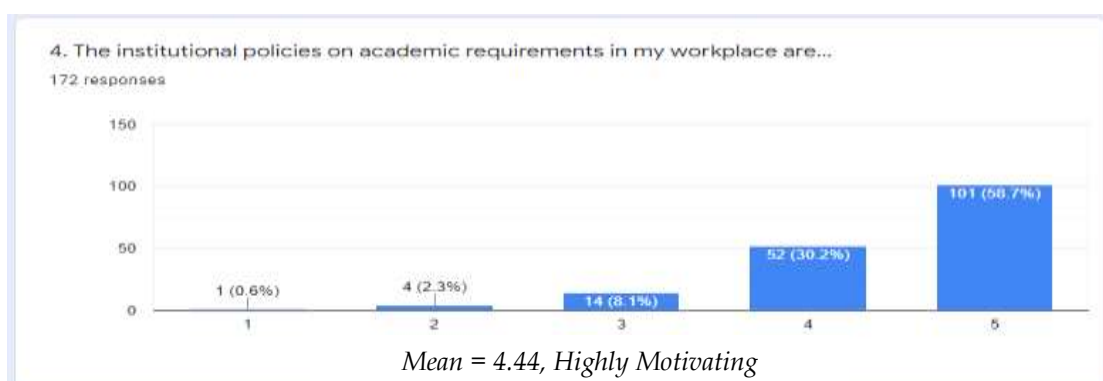
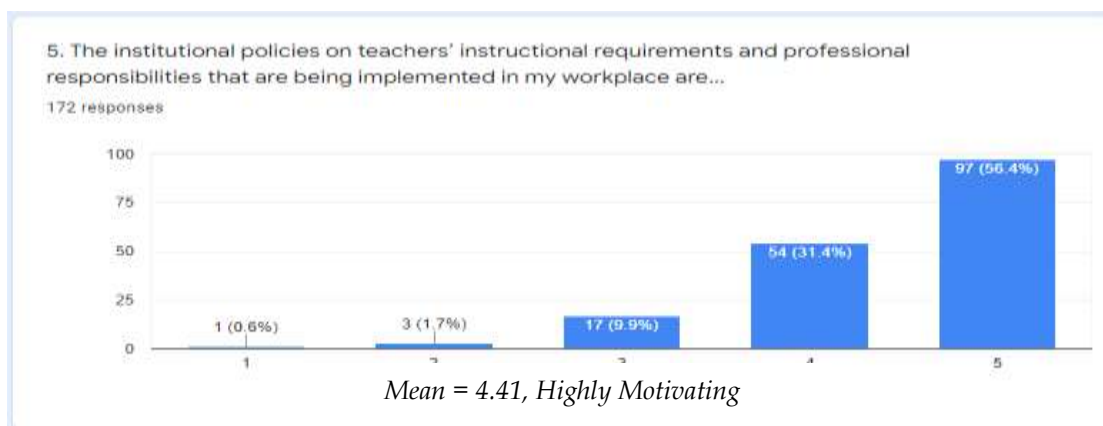




Figure 6.4 shows the assessment of the CJE on how motivating the institutional policies on academic requirements are in their workplace. Majority of 58.7 percent find the institutional policies on academic requirements *highly motivating*; 30.2 percent, *motivating*; 8.1 percent, *fairly motivating*, 2.3 percent perceive it as *less motivating* and 0.6 percent considers it *unmotivating*. The figure implies that the majority of the Criminal Justice Educators are highly motivated by the institutional policies on academic requirements in their workplace with a computed mean of 4.44.

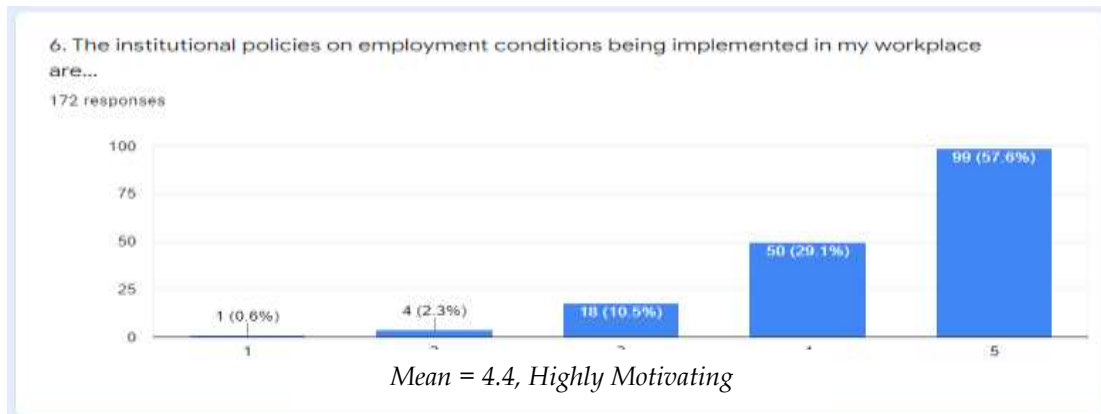
Figure 6.5: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Institutional Policies on Teachers' Instructional Requirement



The figure above shows the responses of the CJE on how motivating are the institutional policies on teachers' instructional requirements and professional responsibilities being implemented in their workplace. Data reveals that 97 or 56.4 percent find the institutional policies as *highly motivating*; 31.4 percent consider it *motivating*; 9.9 percent perceive it as *fairly motivating*, 1.7 percent sees it to be less motivating and 0.6 percent considers it unmotivating with a computed mean of 4.41. The figure implies that the majority of the Criminal Justice Educators are *highly motivated* by the institutional policies on teachers' instructional requirements and professional responsibilities that are being implemented in their workplace. This is supported by the general computed mean of 4.41.



Figure 6.6: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In terms of Employment Conditions



The responses of the CJE on how motivating the institutional policies on employment conditions are in their workplace are presented in Figure 6.6. The figures reflect that majority or 57.6 percent find the institutional policies as *highly motivating* and 29.1 percent, *motivating*. On one hand, 10.5 percent consider it *fairly motivating*, 2.3 percent perceive it to be *less motivating* and 0.6 percent considers it *unmotivating*. From the data shown, it can be deduced that the majority of the Criminal Justice Educators are in general *highly motivated* by the institutional policies on employment conditions being implemented in their workplace as shown by the computed weighted mean of 4.4. If the working condition policies are good, employees can be naturally motivated by the working environment, the performance is stable and even improves, loyalty increases and the employees have no reason to leave the company.

Table 12: Summary Table Showing the Mean Distribution of the Work Motivation of the Respondents According to Institutional Policies

Institutional Policies	Mean	Descriptive Scale
The institutional policies on working conditions being implemented in my workplace are ...	4.41	Highly Motivating
The institutional policies in my workplace in relation to employee protection and welfare	4.37	Highly Motivating



are ...		
The institutional policies in my workplace regarding students' and employees' discipline and behavior are...	4.43	Highly Motivating
The institutional policies on academic requirements in my workplace are...	4.44	Highly Motivating
The institutional policies on teachers' instructional requirements and professional responsibilities that are being implemented in my workplace are...	4.41	Highly Motivating
The institutional policies on employment conditions being implemented in my workplace are...	4.4	Highly Motivating
AVERAGE MEAN	4.41	Highly Motivating

The table above shows the mean distribution of the work motivation of the Criminal Justice Educators in Cagayan Valley in terms of institutional policies. It shows that all of the variables under the institutional policies are assessed by the respondents as *Highly Motivating* as reflected in the computed means of each variable and the general weighted mean of 4.41. Further analysis also shows that the average mean for achievement factor as work motivation of the respondents is 4.41, with descriptive scale of Highly Motivating. This implies that the Criminal Justice Educators-Respondents in Region 02 are highly motivated in terms of institutional policies factor. According to Louise Balle, an employee motivation plan is crucial to a company's overall success. It is important to enact policies to motivate workers throughout their employment. Likewise, Weimer in his article emphasizes that institutional policies in support of teaching and learning are directly related to faculty members' teaching practices.



Supervision

Figure 7.1: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Supervision Practices



Figure 7.1 shows the respondents' assessment on how motivating are the supervision practices of their direct superior in their workplace. The figure bares that 100 or 58.1 percent find the supervision practices of the immediate heads as *highly motivating*; 33.7 percent find it *motivating*; 6.4 percent perceives it as fairly motivating, 1.2 percent say it is *less motivating* and 0.6 percent considers it *unmotivating* .It can be deduced from the figure that the majority of the Criminal Justice Educators are generally *highly motivated* by the supervision practices of their direct superior in their workplace. This finding supports Hannang's point that good supervision can ensure a competitive advantage in the work can improve morale and increase team cohesion.

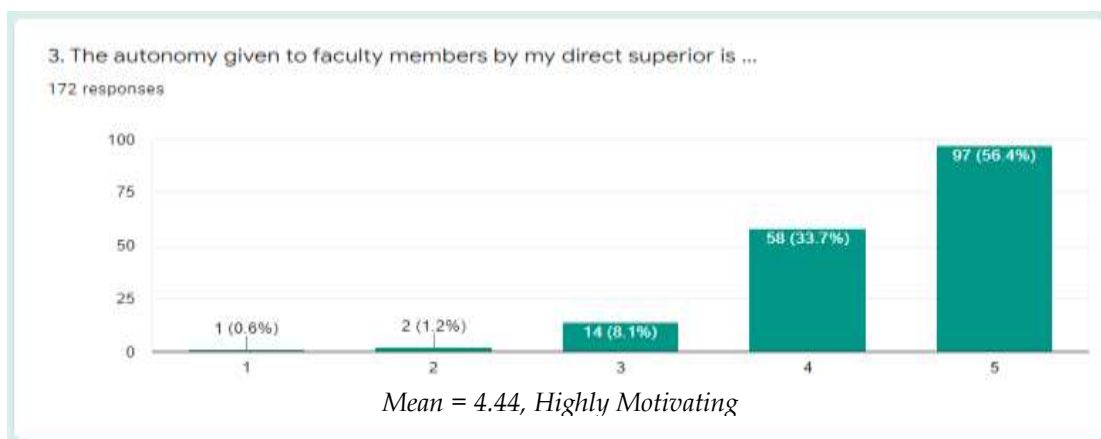
Figure 7.2: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Criteria for Employee Performance





Figure 7.2 shows the responses of the CJE on how motivating the criteria for evaluating their performance in their workplace is. The data reveals that 100 or 58.1 percent find their institution's criteria for employee performance as *highly motivating*; 32.6 percent find it *motivating*; 7 percent consider it *fairly motivating*, 1.7 percent perceive it to be *less motivating* and 0.6 percent considers it *unmotivating*. This implies that the Criminal Justice Educators are highly motivated by their institutions' criteria for evaluating their performance with a mean of 4.45.

Figure 7.3: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of the Autonomy Given Them



The figure above shows the respondents' assessment on how motivating is the autonomy given to them by their direct superior. The figures reflect that 97 or 56.4 percent find the autonomy given them as *highly motivating*; 33.7 percent find it *motivating*; 8.1 percent assess it to be *fairly motivating*, 1.2 percent perceive it to be *less motivating* and 0.6 percent considers it *unmotivating*. The data implies that the majority of the Criminal Justice Educators are *highly motivated* by the autonomy given to them by their direct superior. Autonomy is the need to direct one's own life and work. To be fully motivated, one must be able to control what he does, when he does it, and who he does it with. According to Pink, autonomy motivates one to think creatively without needing to conform to strict workplace rules.



Figure 7.4: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In terms of the Conduct of Supervision

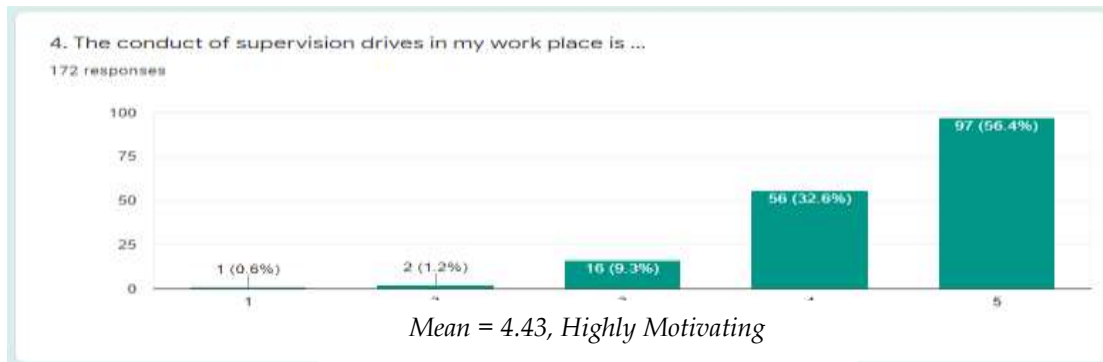


Figure 7.4 shows the responses of the CJE on how motivating the conduct of supervision is in their work place. The figure reveals that 97 or 56.4 percent find the conduct of supervision as *highly motivating* and 32.6 percent consider it *motivating*. There are 9.3 percent who find it *fairly motivating*; 1.2 percent, *less motivating* and 0.6 percent considers it *unmotivating*. The data implies that the majority of the Criminal Justice Educators are *highly motivated* of the way they are being supervised in their work place. Organization behavior dictates that supervision of employees must involve observing and measuring an employee's performance during an appraisal period, recording these observations, communicating results to the employee, and recognizing high performance while devising ways of improving deficiencies. Supervision is considered effective when employees are given adequate notice, fair hearing, and judgment based on evidence.

Table 13: Summary Table Showing Mean Distribution of the Work Motivation of the Respondents According to Supervision Factors

Supervision	Mean	Descriptive Scale
The supervision practices of my direct superior in my workplace are...	4.47	Highly Motivating
The criteria for evaluating employee performance in my workplace are ...	4.45	Highly Motivating
The autonomy given to faculty members by my direct superior is ...	4.44	Highly Motivating
The conduct of supervision drives in my work place is ...	4.43	Highly Motivating
AVERAGE MEAN	4.45	Highly Motivating



Table 13 displays the mean distribution of the work motivation of the Criminal Justice Educators in Cagayan Valley in terms of supervision factors. The table shows that the respondents' assessments on the variables under the supervision factor are described as *Highly Motivating* as shown by the individual weighted means and the general weighted mean of 4.45. The finding runs parallel with Ikegbusi et.al's findings that internal and external supervision imparts positive influence on teacher effectiveness. In other words, both internal and external supervision of instruction have significant influence on the effectiveness of teachers.

Relationships

Figure 8.1: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Working Relationship with Colleagues

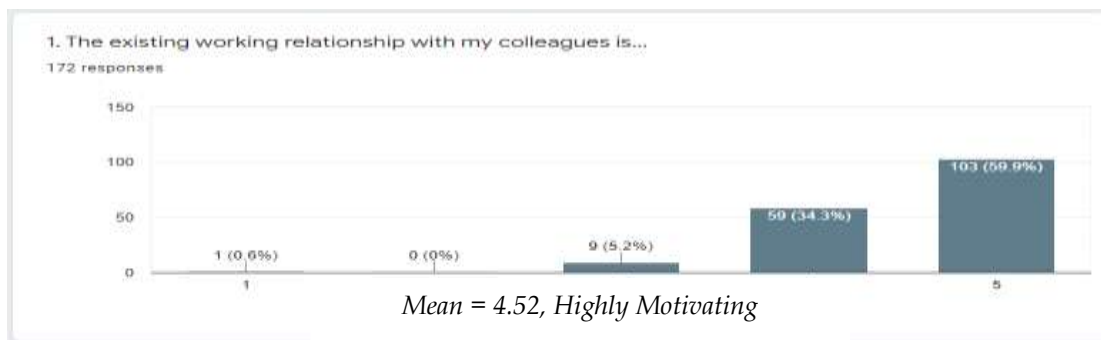


Figure 8.1 shows the responses of the CJE on how motivating the existing working relationship with their colleagues is. Data shows that 103 or 59.9 percent find the working relationship as *highly motivating*; 34.3 percent, *motivating*; 5.2 percent consider it as *fairly motivating* and 0.6 percent see it as *unmotivating*. It can be deduced from the figure that the majority of the Criminal Justice Educators are *highly motivated* by the existing working relationship with their colleagues. This is shown in the general weighted mean of 4.52.



Figure 8.2: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Team Building Activities

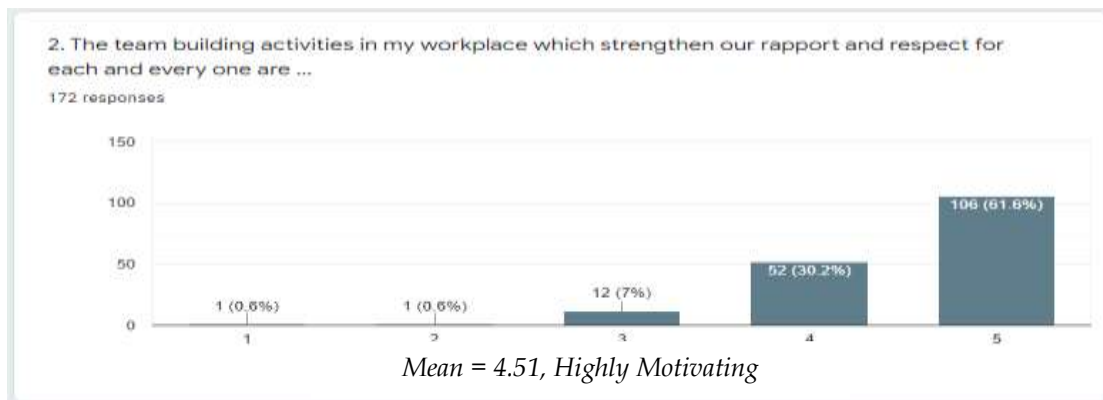


Figure 8.2 shows the respondents' perception on how motivating the team building activities in their workplace is. The figure presents that 106 or 61.6 percent find the team building activities in their workplace as *highly motivating*; 30.2 percent say it is *motivating*; 7 percent see it to be *fairly motivating* and 0.6 percent each perceive it to be *less motivating* and *un-motivating*. The finding implies that the team building activities in the workplace of the respondents are *highly motivating* as shown by the weighted mean of 4.51. When employees successfully complete a team building activity, it creates momentum and makes them feel good about themselves and it increases employees' confidence in their, and their team's, ability. According to Lisa Magloff, teams can help drive innovation, by aiding interaction and cooperation between employees. The organization can motivate its employee's team building by providing opportunities for employee's to work together and by empowering employees to improve their skills and abilities.



Figure 8.3: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Working Relationship With Superiors

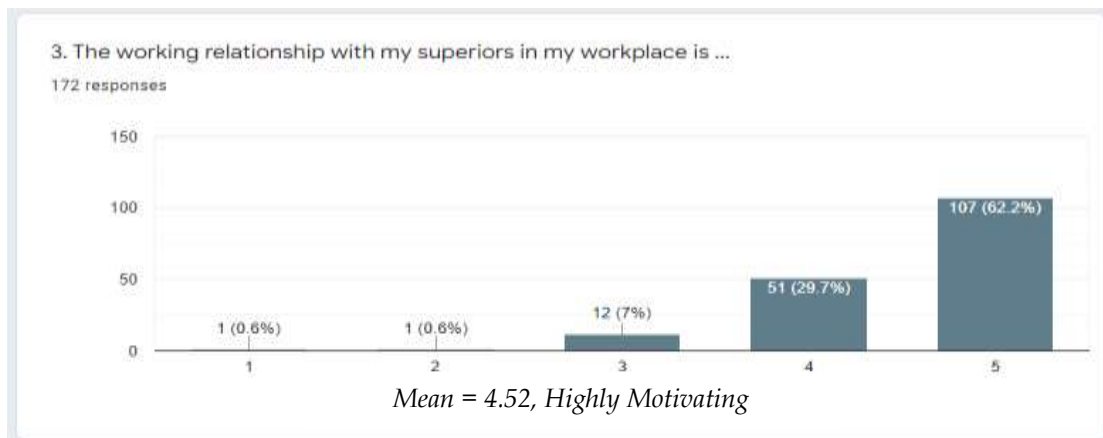
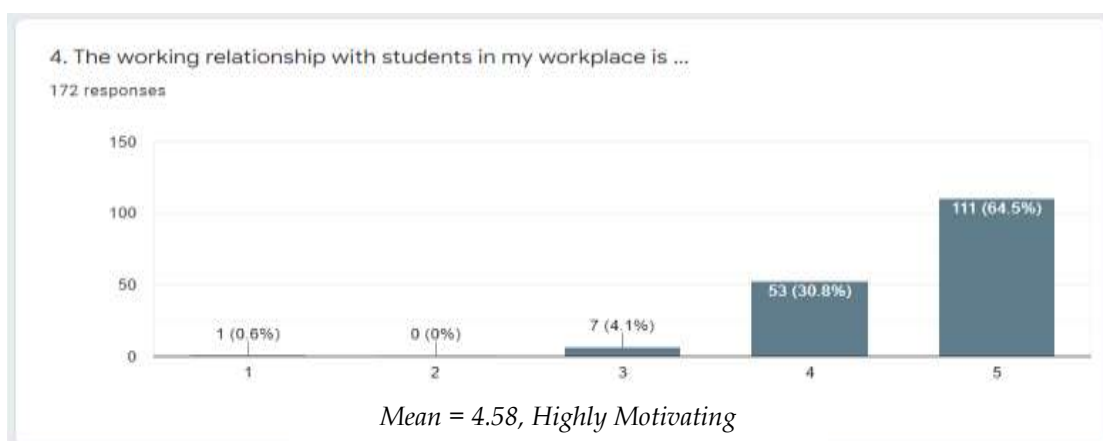


Figure 8.3 shows the responses of the CJE on how motivating is the working relationship with their superiors in their workplace. The figures show that 107 or 62.2 percent find the working relationship as *highly motivating*; 29.7 percent see it as *motivating*; 7 percent consider it as *fairly motivating* and 0.6 percent each perceive it *less motivating* and *unmotivating*. The findings imply that the working relationship of the CJE with their superiors in the workplace is *highly motivating* with a computed mean of 4.52. Research shows that when employees build strong relationships with their supervisors, they are more likely to be pleased with their job and likely perform better than they would if the relationship with their supervisor was negative.

Figure 8.4: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Working Relationship with Students





The figure above shows the how motivating the working relationship with students is as perceived by the respondents. The data bares that majority or 64.5 percent find the respondents' working relationship with their students as *highly motivating*; about 31 percent see it as *motivating*; 4.1 percent consider it as *fairly motivating* and 0.6 percent perceive it to be *unmotivating*. The finding implies that the respondents working relationship with students in their workplace is *highly motivating* as revealed by the computed general weighted mean of 4.58. Davis in his study found that middle school students and teachers who perceived their relations as supportive and positive reported enhanced motivation, more facilitative classroom settings, and higher grades.

Figure 8.5: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Working Relationship of the School with the Community

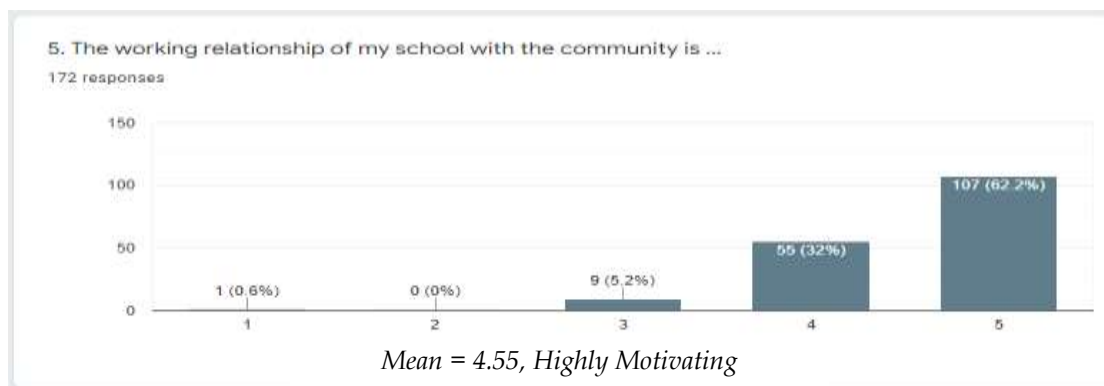


Figure 8.5 shows the CJE's assessment on how motivating the working relationship of their school with the community is. The figure shows that 107 or 62.2 percent find the working relationship of the school with the community as *highly motivating*; 32 percent find it *motivating*; 5.2 percent assess it to be *fairly motivating* and 0.6 percent considers it *unmotivating*. It can be deduced from the figure that the majority of the Criminal Justice Educators are highly motivated by the working relationship of their school with the community with a general weighted mean of 4.55. A good relationship between the school and community offers a clear benefit not only to the school and the learners but to the teachers as well. School-community partnership enhances learning opportunities by providing students with resources, experiences, and environments. On the part of the school personnel and teachers, it generates engagement and excitement.



Figure 8.6: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Termss of Relationship with Parent

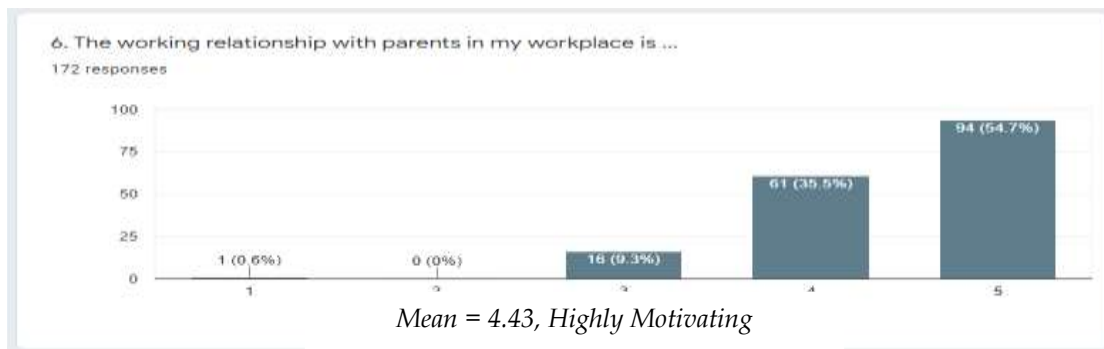


Figure 8.6 presents the responses of the CJE on how motivating the working relationship with parents in their workplace is. The figure shows that 94 or 54.7 percent find the working relationship with parents as *highly motivating*; 35.5 percent see it to be *motivating*; 9.3 percent assess it as *fairly motivating* and 0.6 percent considers it *unmotivating*. It can be inferred from the figures that the majority of the Criminal Justice Educators are *highly motivated* by the working relationship with parents in their workplace as shown by the general weighted mean of 4.43. Research shows that good teacher-parent relationship allows teachers to focus more on the task of teaching children. Also, by having more contact with parents, teachers learn more about students' needs and home environment, which is information they can apply towards better meeting those needs and which eventually makes the teachers more motivated to do their work.

Table 14: Summary Table Showing the Mean Distribution of the Work Motivation of the Respondents According to Relationship Factors

Relationships	Mean	Descriptive Scale
The existing working relationship with my colleagues is...	4.52	Highly Motivating
The team building activities in my workplace which strengthen our rapport and respect for each and every one are ...	4.51	Highly Motivating
The working relationship with my superiors in my workplace is ...	4.52	Highly Motivating



The working relationship with students in my workplace is ...	4.58	Highly Motivating
The working relationship of my school with the community is ...	4.55	Highly Motivating
The working relationship with parents in my workplace is ...	4.43	Highly Motivating
AVERAGE MEAN	4.52	Highly Motivating

Table 14 reveals the mean distribution of the work motivation of the Criminal Justice Educators in Cagayan Valley in terms of relationship factors. It can be deduced from the table that the respondents' assessments on all of the variables under relationship factor are *highly motivating* with a general mean of 4.52. Teachers are motivated by good relationship with superiors, colleagues, students, parents. For many teachers, relationship with their superior is paramount. This conforms with Mausethagen's findings that positive collegial relationships enhance teachers' motivation and efficacy, even in a constraining context.

Status

Figure 9.1: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Feeling of Fulfillment

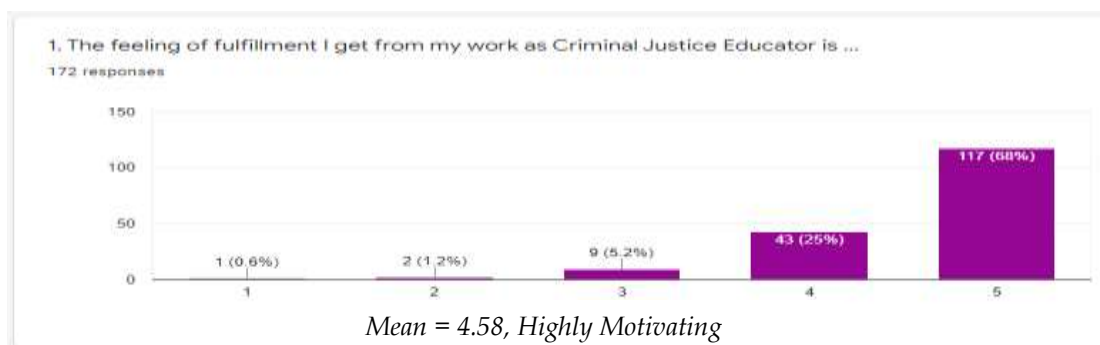


Figure 9.1 shows the responses of the CJE on how motivating is the feeling of fulfillment they get from their work as Criminal Justice Educator. Findings reveal that 117 or 68 percent find the feeling of fulfillment as *highly motivating*; 25 percent consider it *motivating*; 5.2 percent see it as *fairly motivating*, 1.2 percent perceived it as *less motivating* and 0.6 percent considers it *unmotivating*. The finding implies that the feelings of fulfillment they get from their work as Criminal Justice Educator highly motivates them to perform their job.



Figure 9.2: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of the Tasks Assigned Them as Per their Contract



Figure 9.2 shows the responses of the CJE on how motivating are the tasks designated to them in relation to appointment as Criminal Justice Educator. The figures present that 102 or 59.3 percent find their tasks as *highly motivating*; 31.4 percent consider it *motivating*; 7.6 percent see it as *fairly motivating*, 0.6 percent perceived it as less *motivating* and 1.2 percent considers it *unmotivating*. The average computed mean of 4.47 reveals that the designated tasks as prescribed in their appointment as Criminal Justice Educator are *highly motivating*.

Figure 9.3: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents in how their institution maintains their status

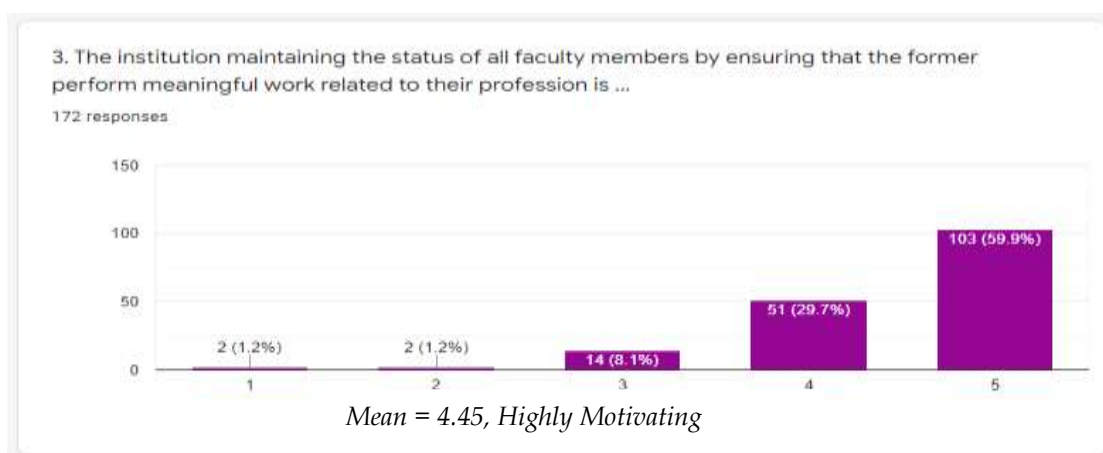


Figure 19.3 presents how motivating is the respondents' performance of meaningful work related to their profession. The figure shows that 103 or 59.9 percent find the status as *highly motivating*; 29.7 percent find it *motivating*; 8.1 percent find it *fairly motivating*, 1.2



percent each perceived it as *less motivating* and *unmotivating*. The result reveals that in terms of the institution's maintaining the respondents' status by ensuring that the Criminal Justice Educators perform meaningful work related to their profession, the respondents are *highly motivated as revealed by the weighted mean of 4.45*.

Table 15: Summary Mean Distribution of the Work Motivation of the Respondents According to Status Factor

Status	Mean	Descriptive Scale
The feeling of fulfillment I get from my work as Criminal Justice Educator is ...	4.58	Highly Motivating
The tasks designated to me and my contract and or obligations prescribed in my appointment paper as a Criminal Justice Educator are ...	4.47	Highly Motivating
The institution maintaining the status of all faculty members by ensuring that the former perform meaningful work related to their profession is ...	4.45	Highly Motivating
AVERAGE MEAN	4.5	Highly Motivating

Table 15 illustrates the mean distribution of the work motivation of the Criminal Justice Educators in terms of status factor. The result show that the respondents' assessments of the status factors is *Highly Motivating* as indicated by the average mean of 4.53. This finding complements that of Tadic's et.al that if a teacher continuously experiences a low level of self-concordance during work, and, in turn, feels unhappy at work most of the time that could be a signal to change one's job or to craft the job so that it better fits with personal needs and abilities and is more self-concordant with personal interests.



**Table 16: Summary Mean Distribution of the Factors Affecting
the Respondents' Work Motivation**

Work Motivations	Mean	Descriptive Scale
Achievement	4.45	Highly Motivating
The Work Itself	4.56	Highly Motivating
Responsibility	4.53	Highly Motivating
Institutional Policies	4.41	Highly Motivating
Supervision	4.45	Highly Motivating
Relationships	4.52	Highly Motivating
Status	4.50	Highly Motivating
AVERAGE MEAN	4.44	Highly Motivating

Table 16 exhibits the summary of factors affecting the respondents' motivation with their corresponding mean values. The result shows that the 12 identified factors *highly motivate* the CJE with a general weighted mean of 4.44. It further reflects that the work itself has the highest mean at 4.56 followed by responsibility (4.53), relationship (4.52). According to Deloitte's Talent 2020 series, performing meaningful work is one of the top 3 motivational drivers. Finding the meaning behind work turns out to be related to being able to make a difference to humanity through one's job. The other factors found to highly motivate the respondents are the following: achievement, institutional policies, supervision and security.

Job Performance of Criminal Justice Educators based on their latest faculty evaluation

**Table 17: Frequency and Percentage Distribution of the Criminal Justice Educators
According to their Job Performance**

Performance	Frequency	Percentage
Outstanding	43	25.0
Very Satisfactory	115	66.9
Satisfactory	12	7.0
Fair	2	1.2
Poor	-	-
TOTAL	172	100



The above table reflects the frequency and percentage distribution of the Criminal Justice Educators in Cagayan Valley Region according to their job performance. The result reveals that 115 or 66.9 percent of the 172 Criminal Justice Educators have a *Very Satisfactory* performance; 43 or 25 percent are performing *Outstandingly*; 12 or 7 percent have *Satisfactory* performance, and two or 1.2 percent are *fairly* performing. The finding implies that majority of the Criminal Justice Educators in Cagayan Valley Region performs *very satisfactorily* in their respective higher education institutions.

Difference of the Respondents' Work Motivation and Their Profile Variables.

Table 18: Result of the Test of Difference in the Assessment of the Respondents of their Work Motivation when Grouped According to their Profiles

Profile	F-Test Probability (P)	Alpha (A)	Analysis	Decision	Remarks
Age	0.021	0.05	$P < A$	Ho is Rejected	There is Significant Difference
Gender	0.000	0.05	$P < A$	Ho is Rejected	There is Significant Difference
Civil Status	0.006	0.05	$P < A$	Ho is Rejected	There is Significant Difference
Highest Educational Attainment	0.064	0.05	$P > A$	Ho is Accepted	There is no Significant Difference
Employment Status	0.000	0.05	$P < A$	Ho is Rejected	There is Significant Difference
Academic Rank	0.03	0.05	$P < A$	Ho is	There is



				Rejected	Significant
					Difference
				Ho is	There is
Length of Service	0.001	0.05	$P < A$	Rejected	Significant
					Difference

Table 18 shows the result of the test of significant difference in the assessments of the Criminal Justice Educators on the factors affecting their work motivations when grouped according to their profile using the Analysis of Variance F-test of the computer aided statistics at level of significance, alpha 0.05. For the profile variable on age, gender, civil status, employment status, academic rank, and length of service, the computed F-probability (P) of 0.021, 0.000, 0.06, 0.000, 0.003, 0.001, respectively are less than the given level of significance alpha (A) at 0.05. This led to the rejection of the null hypothesis; hence, the factors that motivate them are influenced by their age, gender, civil status, employment status, academic rank, and length of service. On the other hand, the respondents' highest educational attainment does not significantly cause a difference in the respondents' motivating factors. This is shown in the computed F-probability (P) of 0.064 which is greater than the given level of significance alpha (A) at 0.05. The findings of this study confirm the results of the study of Heidarian, et. al. that the important variables that influence motivational factors are hire status, marital status, gender, age and years of service. Findings of the present study however negate their findings that academic degree is an important variable that influence motivational factors.

Correlation between the work motivation of the Criminal Justice Educators and their job performance.

Table 19: Result of the Test of Significant Relationship between the Work Motivation of the Criminal Justice Educators and their Job performance

	χ^2 - Test				
Variables	Probability (P)	Alpha (A)	Analysis	Decision	Remarks



Job Performance	0.000	0.05	$P < A$	Ho is Rejected	There is Significant Relationship
Work Motivation					

Table 19 shows the result of the test of significant relationship between the work motivations of the Criminal Justice Educators and their job performance using the Chi-Square (X^2) test of the computer aided statistics at level of significance, alpha 0.05. Based on the table, the computed X^2 -probability (P) is 0.000, which is less than the given level of significance alpha (A) at 0.05. This led to the rejection of the null hypothesis that there is no significant relationship between the work motivation of the Criminal Justice Educators and their job performance. This implies that the job performance of the Criminal Justice Educators is significantly influenced by their work motivation. This indicates that the more motivated the Criminal Justice Educators are, the more they perform well in their respective job and vice versa. The findings of the present study confirm the result of Said et. al.'s study on the Relationship between Employee Motivation and Job Performance which shows that motivation is important to the employees as it can boost up their level of job performance. When teachers are motivated, they have greater job satisfaction, heightened performance and a willingness to succeed. Motivation can facilitate the attainment of their goals, and can facilitate self-development. When they attain some initial goals, they are further motivated to continue at a higher level.

CONCLUSIONS

Based from the findings of the study, the following conclusions were deduced:

The high work motivation of the Criminal Justice Educators in Cagayan Valley Region is determined by varied factors to include both motivator and hygiene factors. Their high motivation has contributed to their Very Satisfactory job performance. Their work motivation is likewise influenced by their age, gender, civil status, employment status, academic rank, and length of service.



RECOMMENDATIONS

Based from the findings and conclusions of the study, the following recommendations are formulated:

1. Despite of the good number of the Criminal Justice Educators-Respondents who met the minimum qualification (Masters' degree holder) to teach in the tertiary education, Higher Education Institutions are encouraged to implement their faculty development plan specifically in terms of pursuing higher graduate studies to meet the minimum teaching qualification as mandated by the Policies, Standards and Guidelines PSG for Criminology.
2. Considering the number of Criminal Justice Educators who are under contract of service, probationary, and casual status, the administration of HEIs' should devise a scheme for the regularization of faculty members in order for them to be more highly motivated in their work.
3. Higher Education Institutions should continue their good practices in addressing work motivations of their teachers to maintain/sustain highly motivated educators towards attaining outstanding job performance and institutional productivity.
4. Since the present study is not exhaustive, further studies along similar concept should be conducted to explore the gaps in this present study.
5. Results of this study particularly on the areas needing enhancement can serve as inputs to Higher Education Institutions' Human Resource Development Programs.

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