



THE INTERVENING ROLE OF EMPLOYMENT MOTIVATION ON THE CAREER PERFORMANCE OF HIGHER EDUCATION INSTITUTION'S IN THE CAGAYAN VALLEY REGION: AN ASSESSMENT

OLIVER G. FERRER, MSCRIM-Faculty member, College of Criminal Justice Education
Cagayan State University, Aparri Campus Aparri, Cagayan Philippines

ABSTRACT: *In any organization, motivation plays an important role in shaping behavior. It influences productivity and work performance. It is a need, drive or desire that serves to organize behavior and directs it toward a goal. It makes a person continue his/her activity or work as a human being. This study aimed to assess the intervening role of employment motivation on the career performance of Criminal Justice Education Faculty members of HEI's in the Cagayan Valley Region. The descriptive correlational approach was utilized in this undertaking 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' career performance. Likewise, the correlational approach was used to deal with the relationship of the variables of the study such as the relations of Employment Motivation and Career Performance of Faculty members of the Criminal Justice Education in the HEI's. The data needed for the study was sourced from the 173 core faculty members of Higher Education Institution in Cagayan Valley offering Criminal Justice Education Programs. The researcher made use of a questionnaire in gathering the data for the study which composed of benchmark statements involving employment motivation based from the Herzberg Motivation Theory and the latest faculty performance result. In the treatment of the data gathered, the study utilized the weighted mean to determine the extent of the respondents' employment motivation using the five-point Likert scale and the chi-square to determine if there is significant relationship between the career performance of the Criminal Justice Education Faculty members with the employment motivation at .05 level of significance. Based from the findings of this study, it is recommended that continues implementation of the employment motivation practices of*



Higher Education Institutions in Cagayan Valley is advised for its sustainability towards maintaining outstanding career performance of educators.

KEYWORDS: *intervening role, employment motivation, career performance. Higher education institutions, recognition, wages and salary, professional advancement, job security, work condition*

INTRODUCTION

In any organization, motivation plays an important role in shaping behavior. It influences productivity and work performance. It is a need, drive or desire that serves to organize behavior and directs it toward a goal. It makes a person continue his/her activity or work as a human being. Former U.S. President Eisenhower as cited by Martinez said that motivation is the ability to get people to do what you want because they want to do it. This implies that motivation is an exchange between the individuals and their social environment. When one thinks of hard work and sacrifice associated with teaching, s/he may ask, "Does it pay to be a teacher?" This very stressful of all vocations requires thorough preparation, and is demanding and taxing upon vitality; yet it is considered the noblest profession. Those who practice it are expected to contribute to their pupils' success in life.¹

While the task of educating the citizens of a country is considered the primary role of teachers, the question of whether these professionals are satisfied with their work environment is usually forgotten. The working conditions of teachers have been the least attended in terms of policy trends in many countries because of assumptions that teaching-learning can be carried out by devoted teachers even if factors like school conditions, social support climates, the kind of learners, and policy directions are not so appealing. It is general knowledge that many teachers leave the profession for nonretirement reasons. Stressful working conditions, teacher salary, and heavy workloads are among the most common reasons for teacher attrition. Stressors in work environment could lead to emotional exhaustion, affecting teachers' motivation towards the profession. The most important element on work environment is the relationship with the school heads and peers. School heads have crucial role on job satisfaction and self-efficacy of teachers.

¹Cesar Martinez and Galileo S. Fule, Management Theory and Practice, 2nd Ed. (Manila: GIC Enterprises & Co., c. 1997), 86



As molders of youth and partners to progress, the Philippine Constitution recognizes the complementary roles of education as one of the most important sectors in the government. Article XIV, Section 5(5), the Philippine Constitution provides that: *“The State shall assign the highest budgetary priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment². “*

It is imperative for the academic sector, particularly those in the tertiary teaching positions to be more qualified and competitive in this field. It has been recognized that Higher Education Institutions (HEIs) play a significant role in the progress of every nation in terms of tertiary education. Its mandate is to provide quality tertiary education. To be able to attain this, the Higher Education Institutions have to attract and retain the best teachers, the need to know the needs of teachers and their work motivations.

In the tertiary level, the compensation schemes, benefits and allowances of State Universities and Colleges (SUCs) differs from private Higher Education Institutions (HEIs). The State Universities and Colleges (SUC) follow a compensation scheme based from the National Budget Circular No. 461 (NBC 461) of the Department of Budget and Management (DBM) which is applicable to public HEIs. This compensation schemes and other job satisfactions are considered as part of the work motivations of the faculty members of different programs of the SUCs. The private HEIs compensation scheme differs from that of the public sector since it is based from the formulated scheme of their employer subject to (under) the rules and regulations on wages of the Department of Labor and Employment (DOLE) and under the supervision of the Commission on Higher Education (CHED).

PRIME-HRM stands for “Program to Institutionalize Meritocracy and Excellence in Human Resource Management.” It aims to elevate public sector human resource management to a level of excellence through the assessment, assistance, and awarding processes of HRM Systems, Practices, and Competencies using HRM maturity level indicators that are at par with global HRM standards. The program covers all government offices – National Government Agencies (NGAs), Local Government Units (LGUs), Government-Owned or

²Philippine Official Gazette, The 1987 Constitution of the Republic of the Philippines – Article XIV, Section 5(5), <https://www.officialgazette.gov.ph/constitutions/the-1987-constitution-of-the-republic-of-the-philippines/the-1987-constitution-of-the-republic-of-the-philippines-article-xiv/> (accessed March 1, 2022).



Controlled Corporations (GOCCs), State Universities and Colleges (SUCs), as well as the regional offices of agencies with Human Resource offices/units. These offices will be referred to herein as an “Agency”. PRIME-HRM involves all Human Resource Management Officers (HRMOs), heads of agencies, supervisors, and rank and file employees. With the guidance of Assessors, PRIME-HRM gives agencies a reality checks on the maturity and proficiency levels for the four core HRM systems. Agencies shall be subjected to the assessment of its Systems, Practices, and Competencies of the four core HRM systems, namely: Recruitment, Selection, and Placement (RSP), Learning and Development (L&D), Performance Management (PM), and Rewards and Recognition (R&R). These four core HRM systems are considered the heart of PRIME-HRM because they cover all the essential people requirements of Attraction, Engagement, Performance, Motivation, and Retention of any organization.³

Most if not all of those in the public colleges and universities receive higher salaries compared to their counterpart in the private colleges and universities. For this matter, there are lot of private institution professors who want to transfer to public colleges and universities. Moreover, the Criminal Justice Educators in public colleges and universities, such as the Cagayan State University (CSU) are observed to be likewise affected with the work motivations in their respective workplaces. There are various factors that may affect the work motivation of the College of Criminal Justice Education Professors in either sectors, such as compensation and rewards, achievement recognition, and performance appraisal. Although the work motivations of faculty members may differ from one another, it can be assumed that these may affect the job performance in their respective workplace.

Reward and recognition come in many forms and it may be surprising to hear that most faculty members are satisfied with simple recognition, reassurance and praises. Perhaps, some bestways to consider are: what will work for the faculty members, ensure that teachers feel valued, or involve them in decision making.

³Philippines Australia Human Resource and Organisational Development Facility (PAHRODF), “Program to Institutionalize Meritocracy and Excellence in Human Resource Management.”<https://archive.austliiaawardsphilippines.org/resource-center/publication/csc-prime-hrm-primer> (accessed March 2, 2022).



Chron Contributor,⁴ mentioned that public recognition of hard work and accomplishments goes a long way in motivating teachers to keep up the hard work. By complimenting them in front of their peers, administrators help teachers gain a feeling of appreciation and gratitude. Certificates or awards may be given for classroom accomplishments or for simply going the extra mile. Some teachers' students may excel on a standardized test, while another teacher habitually volunteers for recess duty. Motivating both teachers is possible through recognition. In addition to verbal recognition with an award, many teachers are encouraged by receiving a gift card or money, while others are delighted with a special parking place. One of the biggest complaints by many teachers is that administrators rarely know what goes on in the classrooms. Administrators should make a point to visit teachers in their classrooms and make notes about positive things they are doing. Afterward, drop a note in the teacher's mailbox about the good things you noticed in her classroom. [Integrity Coaching](#) suggests implementing a mentorship or coaching program for teachers to support and provide feedback to peers. Teachers who are provided with opportunities to seek professional development feel valued by their school systems. In addition to the motivation, they receive from feeling valued; they may also obtain new outlooks, methods and knowledge through workshops and seminars that are geared to their teaching goals. Additionally, publicly share any professional development accomplishments with other teachers in the system. Just like anyone, teachers need some time off. Time away from the classroom can be refreshing and rejuvenating for a teacher. If your school district allows it, offer extra time off – a couple of hours or more – as rewards for teachers who regularly exceed expectations or excel in certain areas. A few hours of leave don't cost the school system much, and it can be invaluable to teacher performance. Food seems to be a motivator for nearly any group of people, especially if it's done for celebratory reasons. Celebrate the end of the quarter or semester with a continental breakfast or congratulatory cake. Allow educators opportunities to enjoy the food and time to socialize and relax. After all, it's their party. Providing regular snacks in the teacher's lounge or breakroom, or in a small care package for each teacher, would likely be appreciated.

⁴Chron Contributor, Ideas for Motivating and Rewarding Educators. <https://work.chron.com/ideas-motivating-rewarding-educators-hard-work-2618.html> (Accessed October 12, 2021)



Parreño⁵ cited that corporate performance is mainly affected by individual workers' motivation. The idea that employee's motivation boosts corporate performance has been backed by legitimate studies over the years. This is one of the reasons why companies all around the world devise business strategies, taking so much time and effort to decode and analyze possible means to make their employees motivated in the performance of duty. While companies thrive to achieve a level of understanding on what keeps an employee motivated, some of them made sound practices to motivate employees based from established theories available. Employees grow in age in the organization; a person-job fit should always be required in order for an employee to maintain motivation, thus, successfully age at work. Moreover, the relationship of employee age and job performance was positive for older employees when companies use compensation strategies as motivation. Indeed, the productivity employees achieve and their performance related to the job is a function of motivation.

Guerrero⁶ cited that Employee's motivation and performance is considered as muscles that drives the employee toward attaining specific goals and objectives of the organization. One of the main reasons of motivation being a tough job is due to the changing workplace. As employees become a part of their organization they will come up with various needs and expectations too. Nowadays it is one of the preeminent issues in organizations. For a manager it is a challenge to understand that different employee are motivated in different ways, since they have different beliefs, attitudes, values, backgrounds and thinking. In addition, majority of organization compete and handle their business in their most impressive approach to survive in profitable way in highly challenging and competitive global market economy. In fact, performance of the organization and growth of revenue is considered to be a great test by the external and internal operating environment factors.

Hernandez⁷ shares that Happiness at work, or job satisfaction, plays an important factor in keeping an employee engaged and motivated at work. As there is really no one "secret" to

⁵Edjan S. Parreño, "Exploring work motivation: The case of a government-owned and controlled corporation in Davao City Philippines." *University of Mining International Research Journal*, 12: 56 62 (2016).

⁶Jahzreel P. Guerrero, "Motivation and Performance of Employees of Hafele Philippines Inc." *International Journal of Engineering Science* 20611 (2019).

⁷Bea Hernandez, "What Motivates the Filipino Employee", <http://blog.avail.at/what-motivates-the-filipino-employee/> (accessed March 2, 2022).



keeping employees satisfied with their work and the company they work for, bosses and HR departments, strive to keep their employees happy by rolling out different incentive programs such as a rewards and loyalty program, referrals and performance-based bonuses. She also classifies some motivations based on a study profile on what kind of rewards matter for Filipino employees: this includes Intrinsic Motivation, Cash Trumps Awards, Non-competitive and Performance-based awards, Teamwork, Kinship, Socially Responsible Company, a Company that Creates a sense of Belonging, Appreciative Company Culture, Clear Expectations, and Company Pride.

According to Shah et.al.⁸, in their study on Job Satisfaction and Motivation of Teachers of Public Educational Institutions reveals that the Analysis has shown a close relationship between independent and dependent variables in different dimensions of Job satisfaction and work motivation. Employees are not found much satisfied with the work itself in comparison to supervision and reward and recognition. Teacher's participation in the decision-making process and performance recognition may make them more courageous and enthusiastic towards working in the Institution. Employees given task according to their expertise may cause high satisfaction and motivation. Precisely, management should focus at transparent, equitable and competitive compensation system. The periodical salary increments, allowances, and other compensations on regular and specific periods keep their morale high and make them more motivated and satisfied.

According to George⁹ et.al in their study on Work Motivation of Teachers: Relationship with Organizational Commitment reveals that there was a significant positive relationship between work motivation of degree college teachers and their organizational commitment. Teachers with high organizational commitment were found to be highly motivated at work when compared with teachers with low commitment. The main effect of organizational commitment on work motivation of degree college teachers was also found to be significant. Commitment is an additive function of organizational identification, job involvement and organizational loyalty. Therefore, strategies to increase job involvement

⁸Shah, Jamal Muhammad, Akhtar Gulnaz, Zafar Huma, and Riaz Adnan. "Job satisfaction and motivation of teachers of public educational institutions." *International Journal of Business and Social Science* 3, no. 8 (2012).

⁹George, Louis, and TharaSabapathy. "Work motivation of teachers: Relationship with organizational commitment." *Canadian Social Science* 7, no. 1 (2011): 90-99.



can also be used to enhance organizational commitment of teachers. These are increased teacher participation in decision making and delegation of authority. Organizational commitment of teachers can also be increased through organizational fairness which is communicated through the development and enactment of specific policies and procedures that are seen to be fair. Teacher's affective commitment is strongly influenced by how fairly decisions are made than by whether they always get what they want. Commitment of teachers can also be enhanced by the principal's trust. Trust means putting faith in the other person or group. It is also a reciprocal activity. Trust is important for organizational commitment of teachers because it touches the heart of the employment relationship. Teachers identify and feel obligated to work for an organization only when they trust their leaders. Organizational commitment of teachers can be increased by arranging periodical in-service programs. Teachers who receive training, particularly training intended to provide them the opportunity for advancement might perceive that organization values them as individuals, which bolsters their sense of self-worth and therefore develops a stronger affective commitment. This same training opportunity could lead to the development of continuance commitment, however if it is perceived as providing organization-specific skills that contribute to status or economic advantage within the organization. Finally, teachers who are aware of the expense of training or appreciate the skills they have acquired might develop a sense of obligation that is normative commitment which will hold them in the organization at least long enough to allow them to reciprocate. Similar scenarios can be envisioned for other management practices, like compensation, promotion and change in responsibilities.

STATEMENT OF THE PROBLEM

This study aimed to assess the intervening role of employment motivation on the career performance of Criminal Justice Education Faculty members of HEI's in the Cagayan Valley Region. Specifically, it sought to answer the following questions:

1. What is the assessment of the different faculty members of Criminal Justice Education in the higher education institutions as regards:

1.1 Recognition



- 1.2 Professional Growth and Advancement
 - 1.3 Work Condition
 - 1.4 Salary and Wages
 - 1.5 Job Security
2. What is the latest Performance Evaluation rating of the Criminal Justice Education Faculty members?
3. Is there a significant relationship between the latest Performance Evaluation rating of the Criminal Justice Education Faculty members with the employment motivation?

HYPOTHESIS

This study was guided on the lone hypothesis that there is no significant relationship between the career performance of the Criminal Justice Education Faculty members with the employment motivation.

RESEARCH METHODOLOGY AND STATISTICAL TREATMENT AND TOOLS

The descriptive correlational approach was utilized in this undertaking 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 it endeavored to look into the factors that motivate the teachers to work and the teachers' career performance. Likewise, the correlational approach was used to deal with the relationship of the variables of the study such as the relations of Employment Motivation and Career Performance of Faculty members of the Criminal Justice Education in the HEI's. The data needed for the study was sourced from the 173 core faculty members of Higher Education Institution in Cagayan Valley offering Criminal Justice Education Programs.

The researcher made use of a questionnaire in gathering the data for the study which composed of benchmark statements involving employment motivation based from the Herzberg Motivation Theory and the latest faculty performance result.



In the treatment of the data gathered, the study utilized the weighted mean to determine the extent of the respondents' employment motivation using the five-point Likert scale and the chi-square to determine if there is significant relationship between the career performance of the Criminal Justice Education Faculty members with the employment motivation at .05 level of significance.

To determine the extent of the respondents' employment 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

Employee Recognition

Table1.1: Frequency, Percentage, and Mean Distribution of the Employment Motivation of the Respondents on the Recognition Given by the Stakeholders

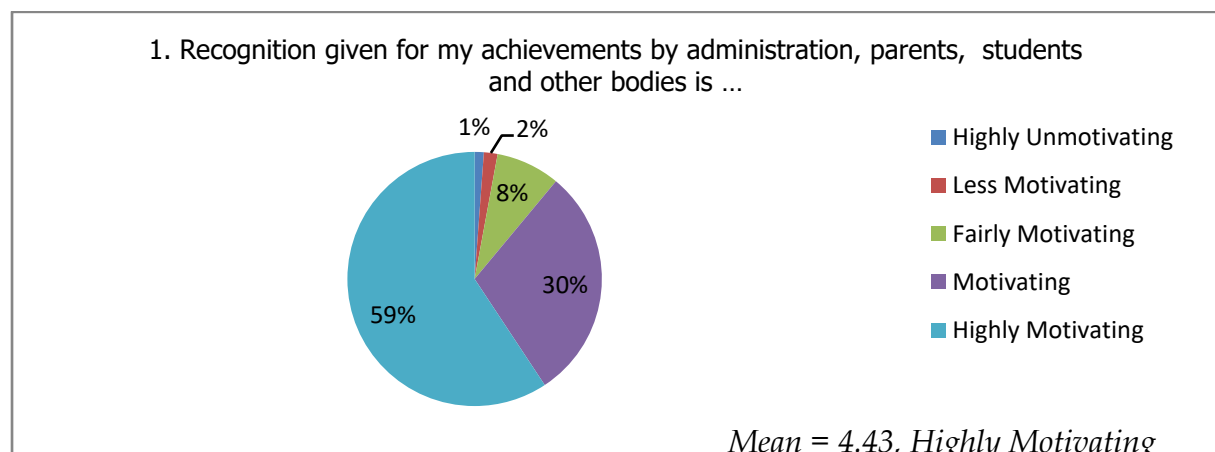
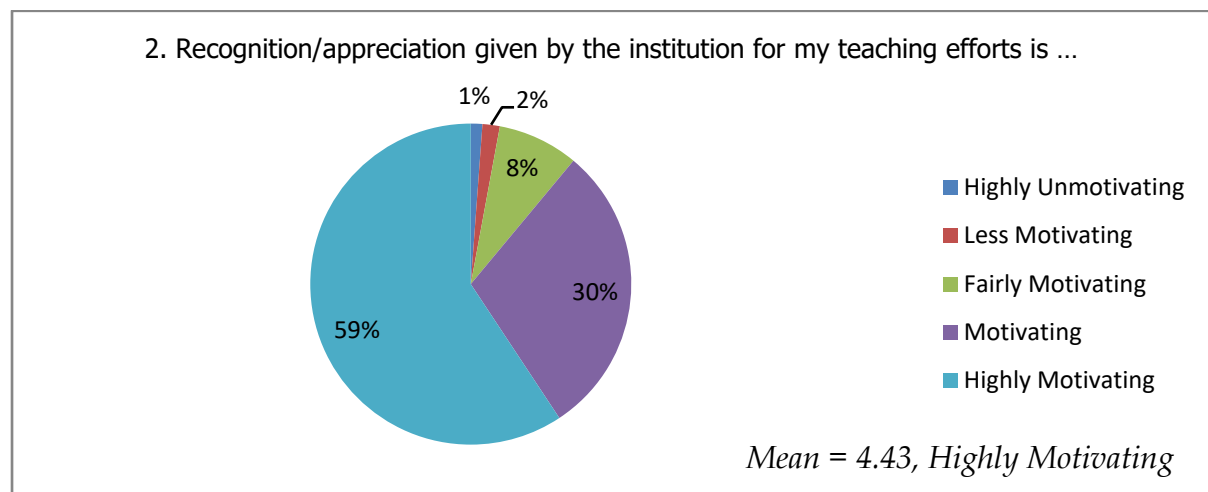




Figure 1.1 bares the responses of the respondents on how motivating is the recognition given for their achievements by administration, parents, students and other bodies. The data reveals that majority or 56 percent find recognition given them as *highly motivating* and more than a third or 33 percent find it *motivating*; 9 percent find it *fairly motivating* and 2 percent feels it to be *less motivating*. The general mean of 4.43 indicates that the recognition given to teachers is highly motivating in general.

This infers that teachers are inspired to do their work when their efforts are recognized by the administration, colleagues and students.

Figure 1.2: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents on Recognition and Appreciation from Internal Stakeholders



The extent to which recognition/appreciation given by their institution for teachers' efforts motivates the teachers are presented in Figure 1.2. The figure shows that 100 respondents or 58 percent find the recognition/appreciation as *highly motivating*; 30 percent say it is *motivating*; 9 percent find it *fairly motivating*; 2 percent feels it as *less motivating* and 1 percent considers it as un-motivating. Generally, the recognition and appreciation factor highly motivates the respondents as shown by the general weighted mean of 4.43. The findings imply that the Criminal Justice educators in region 02 consider important recognition and appreciation from internal stakeholders to motivate them to work.



Figure 1.3: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents on Public Recognition

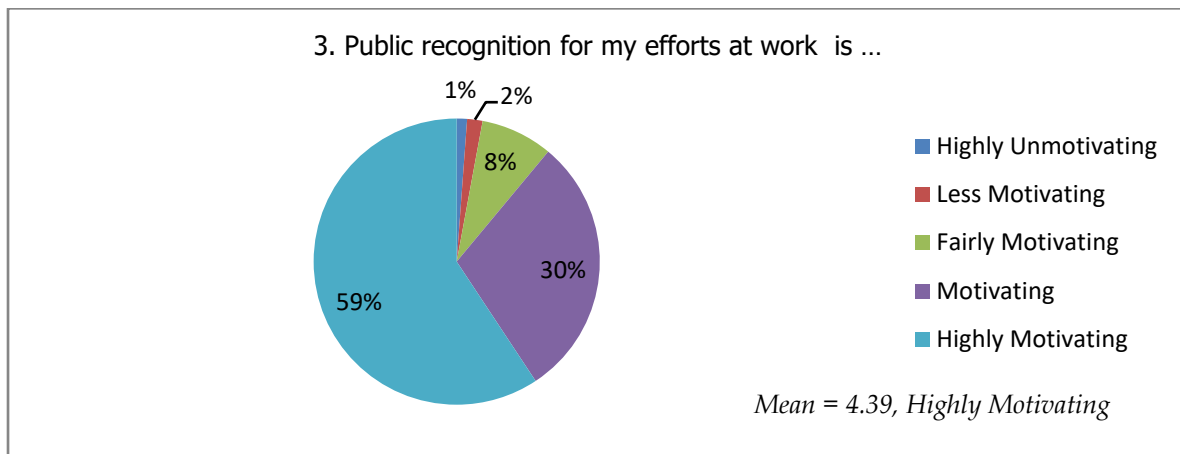


Figure 1.3 shows the extent to which public affirmation motivates teachers to perform. Figure 1.3. points out that majority or 52 percent find public recognition as *highly motivating*; 37 percent find it *motivating*; 9 percent consider it *fairly motivating*; 1 percent, *less motivating* and *unmotivating*. The computed mean of 4.39 indicates that generally, the recognition the respondents get from the public is highly motivating.

Figure 1.4: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents on Recognition/Awards for Teaching Effectiveness

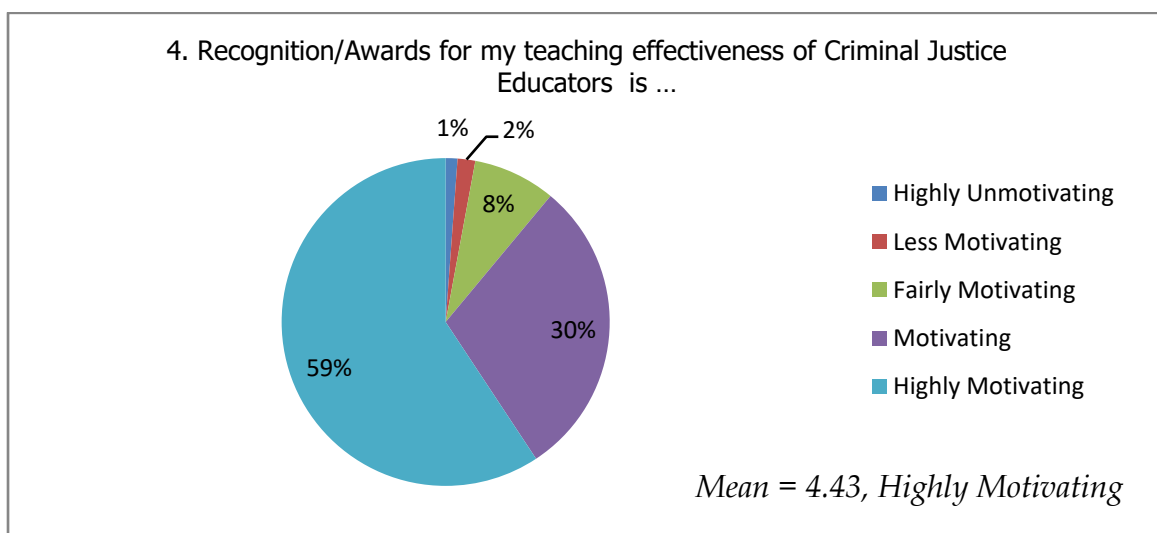
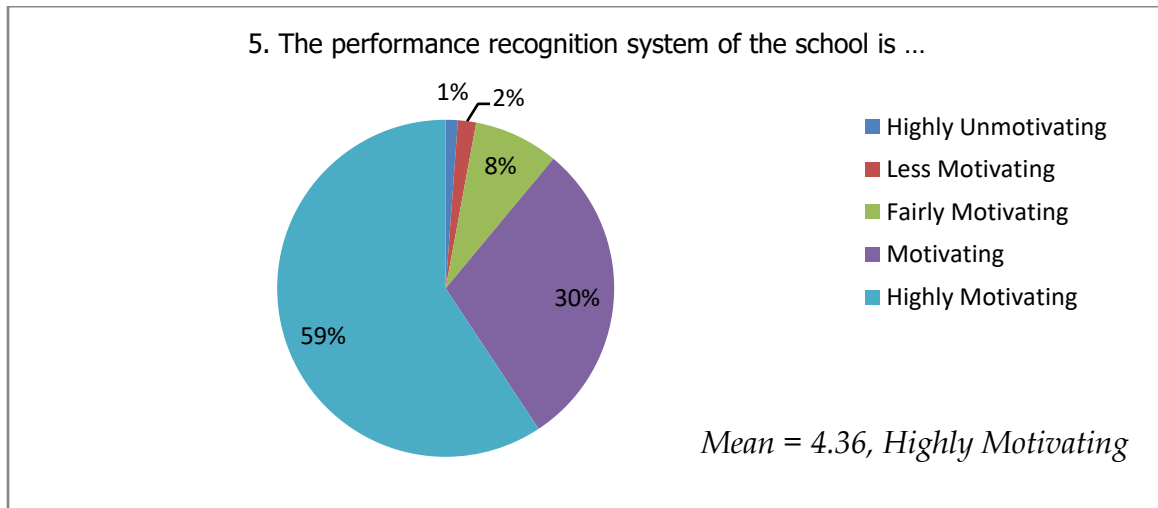


Figure 1.4 shows the respondents' assessment on how motivating is the recognition/Awards given them for their teaching effectiveness as Criminal Justice Educators. The figure illustrates that 101 or 59 percent find the recognition for teaching effectiveness as *highly motivating* and 29 percent consider it *motivating*. There are about 9 percent who assess it



to be *fairly motivating*; 2 percent feels it as *less motivating* and 1 percent considers it as *unmotivating*. In summary, the recognition given to the respondents for their teaching effectiveness highly motivates them to do well as indicated by the computed mean of 4.43.

Figure 1.5: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents on the Performance Recognition System of the School



The responses of the CJE on how motivating the performance recognition system of their school is are presented in Figure 1.5. Data shows that 56 percent find the performance recognition system of their school as *highly motivating*; 29 percent claim it to be *motivating*; 11 percent assess it as *fairly motivating*; 3 percent feels it *less motivating* and 1 percent considers it as *unmotivating*. As a whole, the respondents find this recognition factor as highly motivating with a computed mean of 4.36.

Based from the above figure, it can be deduced that majority of the respondents are highly motivated. This implies that the performance recognition system of HEIs in Cagayan Valley is highly motivating.



Figure 1.6: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents on Incentives Given for Extra Services Rendered

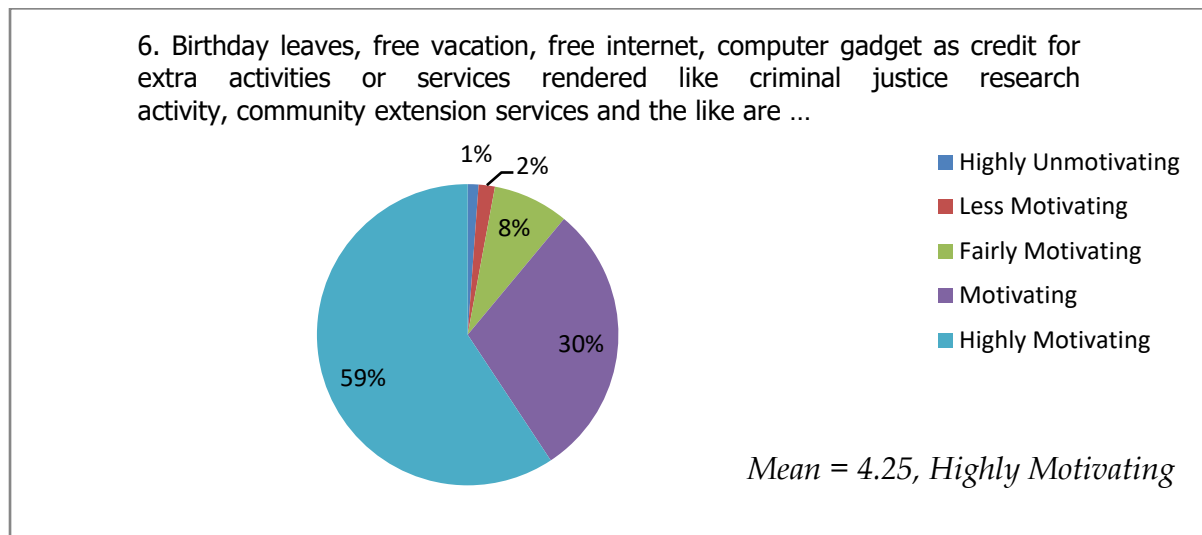


Figure 1.6 shows the respondents' answers on how motivating the incentives given them by the school for extra services rendered. These incentives maybe in the form of birthday leaves, free vacation, free internet, and computer gadget. The figure reflects the following: 53 percent say it is *highly motivating*; 32 percent find it *motivating*; 7 percent consider it *fairly motivating*; 3 percent feels it as *less motivating* and 5 percent considers it *unmotivating*. The computed mean of 4.25 connotes that the CJs are highly motivated with the incentives given them such as birthday leaves, free vacation, free internet, computer gadget as credit for extra activities or services rendered,

Table 1: Summary Table Showing the Mean Distribution of the Work Motivation of the Respondents According to Recognition Factors

Recognition	Mean	Descriptive Scale
Recognition given for my achievements by administration, parents, students and other bodies is ...	4.43	Highly Motivating
Recognition/appreciation given by the institution for my teaching efforts is ...	4.43	Highly Motivating
Public recognition for my efforts at work is ...	4.39	Highly Motivating



Recognition/Awards for my teaching effectiveness of Criminal Justice Educators is ...	4.43	Highly Motivating
The performance recognition system of the school is ...	4.36	Highly Motivating
Birthday leaves, free vacation, free internet, computer gadget as credit for extra activities or services rendered like criminal justice research activity, community extension services and the like are ...	4.25	Highly Motivating
AVERAGE MEAN	4.38	Highly Motivating

Table 1 shows the summary of the recognition factors that motivate the Criminal Justice Educators in Cagayan Valley. It reveals that the respondents' assessments on the recognition factors affecting their motivation yielded a computed mean of 4.38 which is described as *Highly Motivating*. This confirms Chron Contributor's article which states that recognition of hard work and accomplishments goes a long way in motivating teachers to keep up the hard work. By complimenting them in front of their peers, administrators help teachers gain a feeling of appreciation and gratitude. This is further strengthened by Maccoby's statement that appreciation and recognition are the kinds of rewards that strengthen motivating relationship.



Professional Advancement and Growth

Figure 2.1: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Opportunity for Higher Position

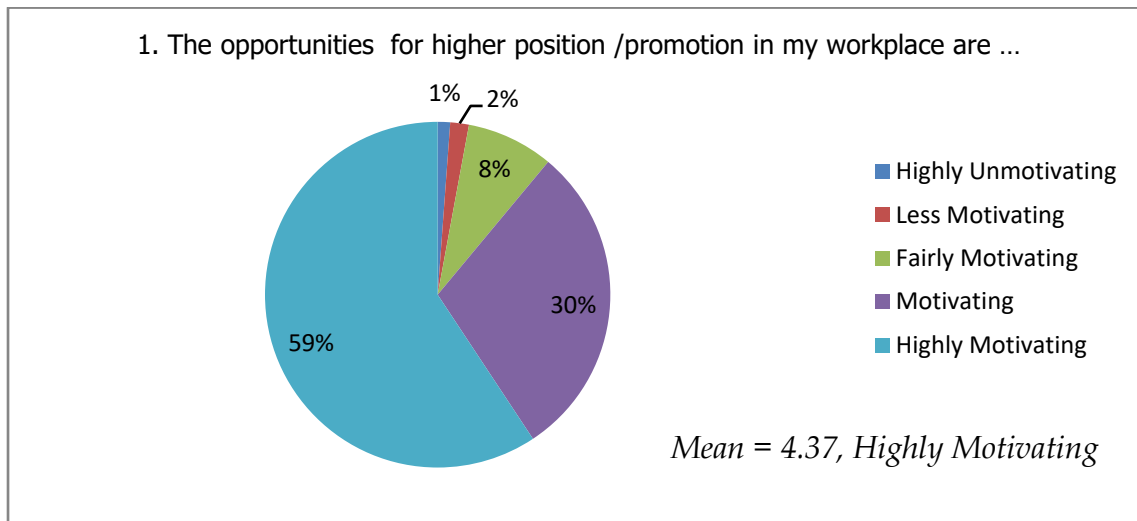


Figure 2.1 shows the extent to which opportunities for higher position /promotion in the workplace motivate the respondents. The figure shows that 56 percent find opportunities for promotion as *highly motivating*; 30 percent consider it *motivating*; 11 percent say it is *fairly motivating*, 2 percent perceive it as *less motivating* and 1 percent considers it *unmotivating*. The computed mean of 4.37 implies that the Criminal Justice Educators in Cagayan Valley are *highly motivated* by the opportunities for higher position /promotion in their workplace.



Figure 2.2: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Opportunities for Improving their Professional Skills

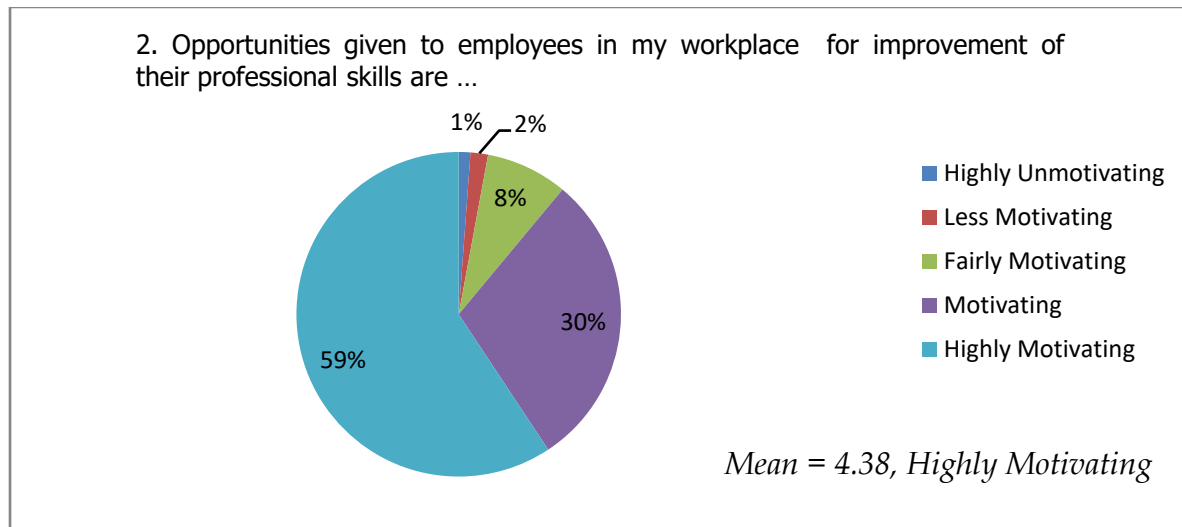
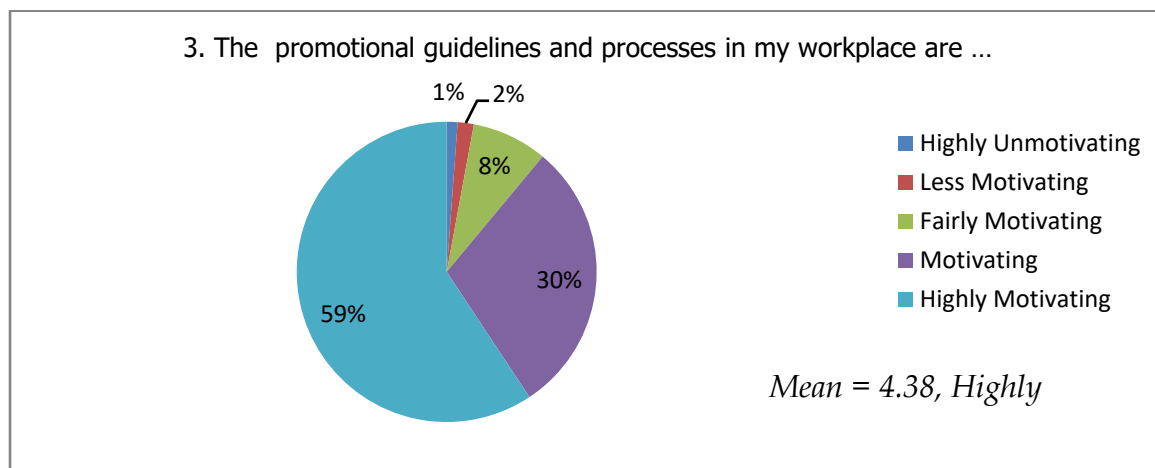


Figure 2.2 shows the responses of the CJE on how motivating the opportunities given to employees in their workplace for improvement of their professional skills. The figure shows that 55 percent find the opportunities given to them as *highly motivating*; 34 percent consider it *motivating*; 7 percent assess it to be *fairly motivating*, 3 perceived it as *less motivating* and 1 percent considers it *unmotivating*. The findings imply that Criminal Justice Educators in Cagayan Valley are highly motivated by the opportunities given to them in their workplace for improvement of their professional skills. This is shown in the computed weighted mean of 4.38

Figure 2.3: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Promotional Guidelines and Processes





The assessment of the CJE on how motivating the promotional guidelines and processes in their workplace is presented in Figure 2.3. The figures reveal that 55 percent find the promotional guidelines in their workplace as *highly motivating*; 33 percent find it *motivating*; 8 percent see it to be *fairly motivating*, 3 percent perceive it as *less motivating* and 1 percent considers it *unmotivating*. This means that the Criminal Justice Educators in Cagayan Valley are highly motivated by the promotional guidelines and processes in their workplace as revealed by the weighted mean of 4.38.

Figure 2.4: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents in Terms of faculty Development Program

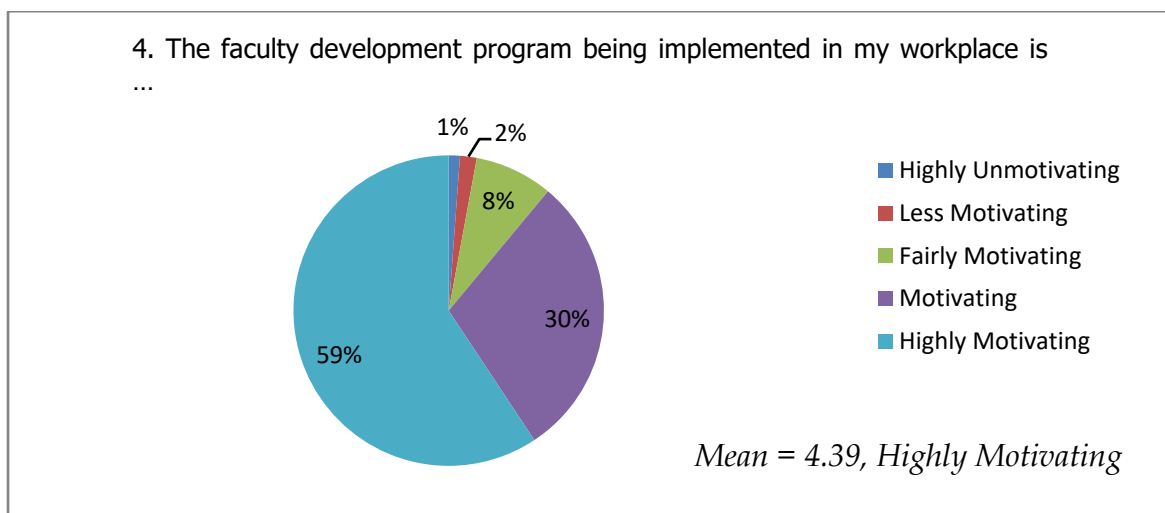


Figure above shows the responses of the CJE on how motivating the faculty development program being implemented in their workplace. Figure 2.4 reflects that 59 percent find the faculty development programs in their respective schools as *highly motivating*; 28 percent rated it *motivating*; 8 percent consider it *fairly motivating*, 3 percent perceive it as *less motivating* and 2 percent considers it *unmotivating*. As can be deduced in the figure, the computed mean of 4.39 reveals that majority of Criminal Justice Educators in Cagayan Valley are highly motivated by the faculty development program being implemented in their workplace.



Figure 2.5: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Opportunities for Seminars and Trainings

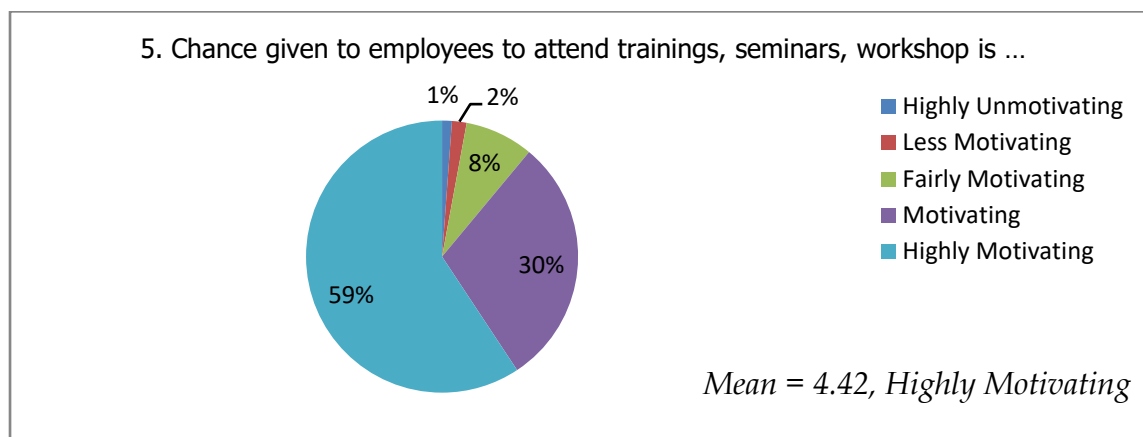
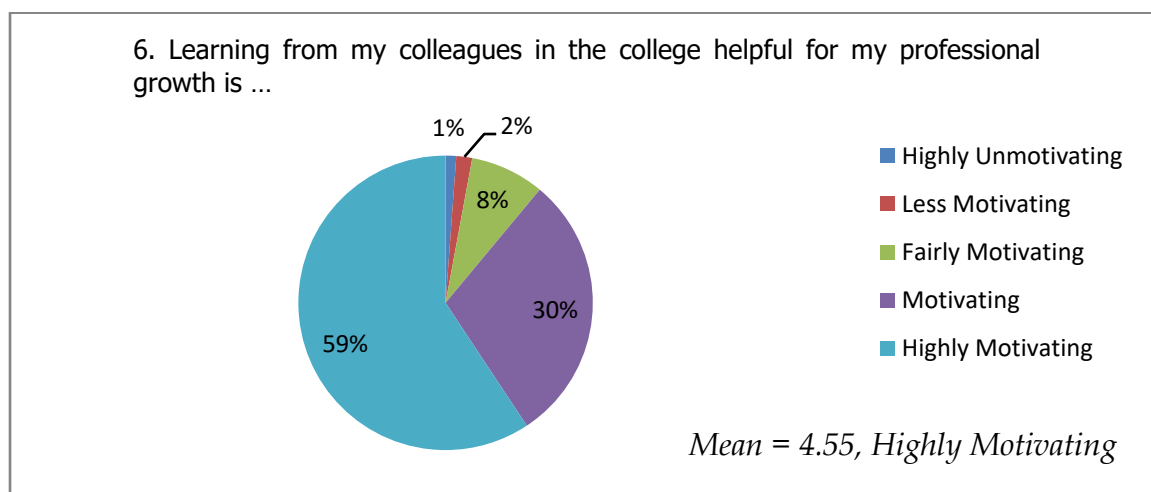


Figure 2.5 shows the responses of the CJE on how motivating the opportunities given to them in attending trainings, seminars, workshop is. The figure bares that 60 percent find the chance given to them for seminars as *highly motivating*; 26 percent assess it to be *motivating*; 11 percent find it *fairly motivating*, 2 perceived it to be *less motivating* and 1 percent considers it *unmotivating*.

As can be deduced in the figure, majority of Criminal Justice Educators in Cagayan Valley are *highly motivated* by the chance given to them in attending trainings, seminars, workshop as revealed by the computed mean of 4.42.

Figure 2.6: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Learning from Colleagues



The respondents' assessment on the extent to which learning from their colleagues is motivating is presented in Figure 2.6. Data shows that 62 percent find it *highly motivating*



learning from their colleagues; 33 percent see it as *motivating* and 5 percent consider it as *fairly motivating*. Based on the computed mean of 4.55, it can be deduced that the Criminal Justice Educators in Cagayan Valley are *highly motivated* by the learnings from their colleagues in the college.

Figure 2.7: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Monetary and Non-Monetary Incentives Given To Them in Attending Seminars and Trainings

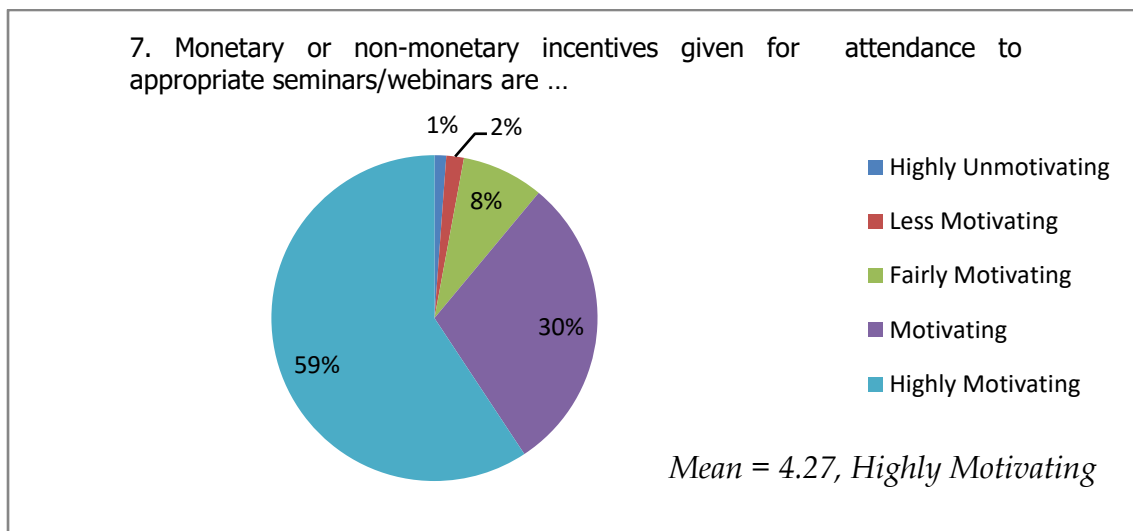


Figure 2.7 reflects the responses of the CJE on how motivating are the monetary or non-monetary incentives given them for attendance to appropriate seminars/webinars. The figure shows that majority or 53 percent find the incentives given to them as *highly motivating*; 29 percent find it *motivating*; 13 percent see it as *fairly motivating*, 3 perceived it to be *less motivating* and 2 percent considers it *unmotivating*. As a whole, the computed mean of 4.27 for this indicator reveals that the monetary or non-monetary incentives given to the respondents for attendance to appropriate seminars/webinars are highly motivating.



Figure 2.8: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Other Incentive Packages

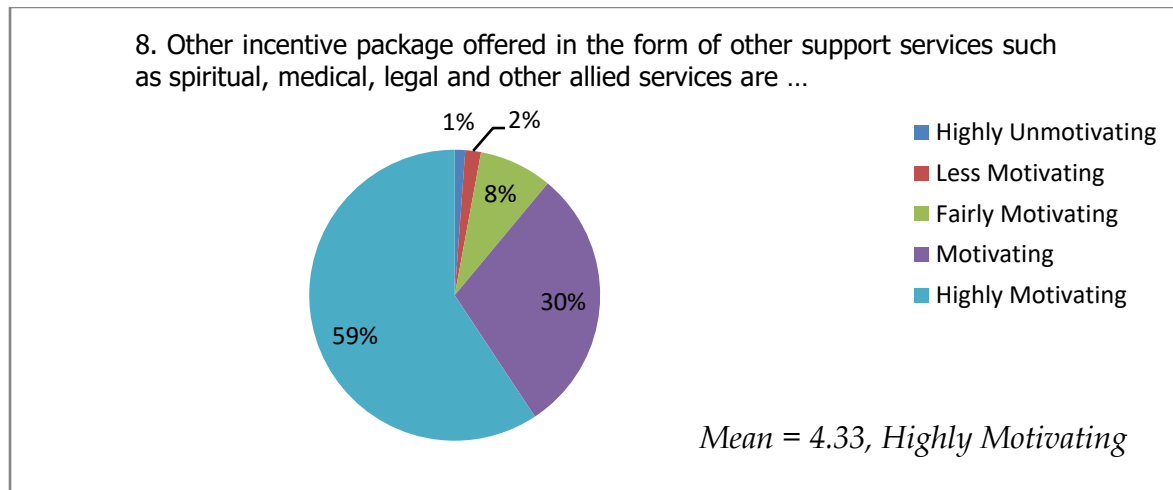


Figure 2.8 shows the respondents' assessment on how motivating are the other incentive package given them. The other incentive packages are in the form of other support services such as spiritual, medical, legal and other allied services. The figure indicates that 56 percent find the other incentives packages as *highly motivating*; 28 percent see it *motivating*; 11 percent consider it *fairly motivating*, 3 percent perceive it as *less motivating* and 2 percent considers it *unmotivating*. The findings imply that the other incentive package offered in the form of other support services given to the Criminal Justice Educators are highly motivating as indicated by the overall computed mean of 4.33.

Figure 2.9: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Scholarship Grants

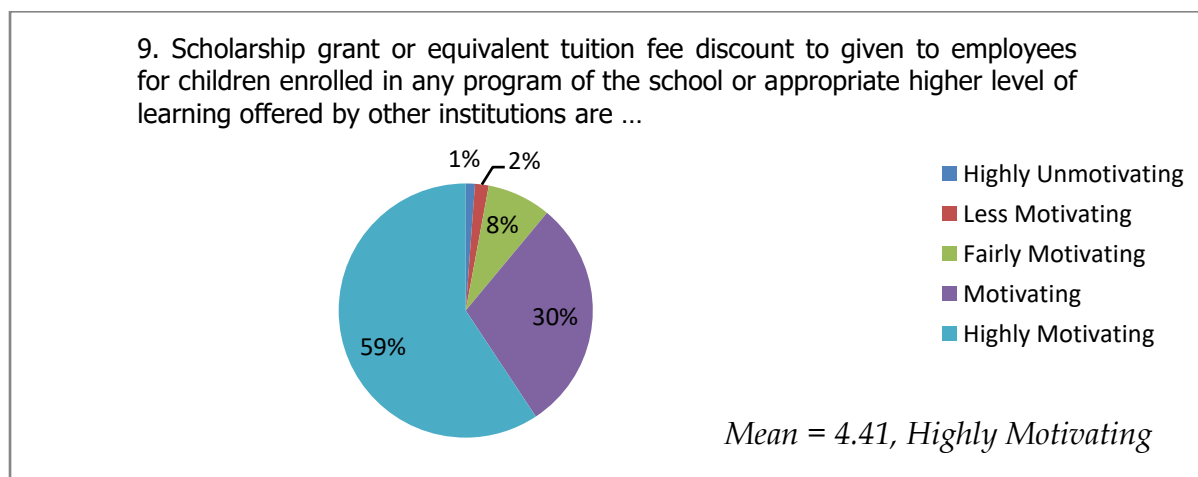




Figure 2.9 reflects the extent to which the scholarship grant or their equivalents given are motivating to the respondents. The figure shows that 61 percent find the scholarship grants as *highly motivating*; 25 percent see it as *motivating*; 10 percent consider it *fairly motivating*, 2 percent each perceived it as less motivating and *unmotivating*. The general computed mean of 4.41 implies that the scholarship grants or its equivalent are considered as *highly motivating* by the respondents.

Table 2: Summary Table of the Mean Distribution of the Work Motivation of the Respondents According to Professional Advancement and Growth Factor

Professional Advancement and Growth	Mean	Descriptive Scale
The opportunities for higher position /promotion in my workplace are ...	4.37	Highly Motivating
Opportunities given to employees in my workplace for improvement of their professional skills are ...	4.38	Highly Motivating
The promotional guidelines and processes in my workplace are ...	4.38	Highly Motivating
The faculty development program being implemented in my workplace is ...	4.39	Highly Motivating
Chance given to employees to attend trainings, seminars, workshop is ...	4.42	Highly Motivating
Learning from my colleagues in the college helpful for my professional growth is ...	4.55	Highly Motivating
Monetary or non-monetary incentives given for attendance to appropriate seminars/webinars are ...	4.27	Highly Motivating
Other incentive package offered in the form of other support services such as spiritual, medical, legal and other allied services are ...	4.33	Highly Motivating
Scholarship grant or equivalent tuition fee	4.41	Highly Motivating



discount to given to employees for children enrolled in any program of the school or appropriate higher level of learning offered by other institutions are ...		
AVERAGE MEAN	4.39	Highly Motivating

The table shows the overall mean distribution of the work motivation of the Criminal Justice Educators in Cagayan Valley in terms of professional advancement and growth factor. It indicates that the respondents assessed the professional advancement and growth factor as *Highly Motivating* as reflected in the computed means in each of the variables and in general. This conforms with Sabapathy's which considers the opportunities for advancement as one factor that influences people to behave in a particular way or to move in a particular direction. According to Klongerbo, employees should be motivated with opportunities for growth at work and watch their engagement and retention grow, too. In a study conducted by Quantum Workplace, employees listed professional growth as one of their highest drivers of engagement.

Work Condition

Figure 3.1: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Facilities in the Work Place

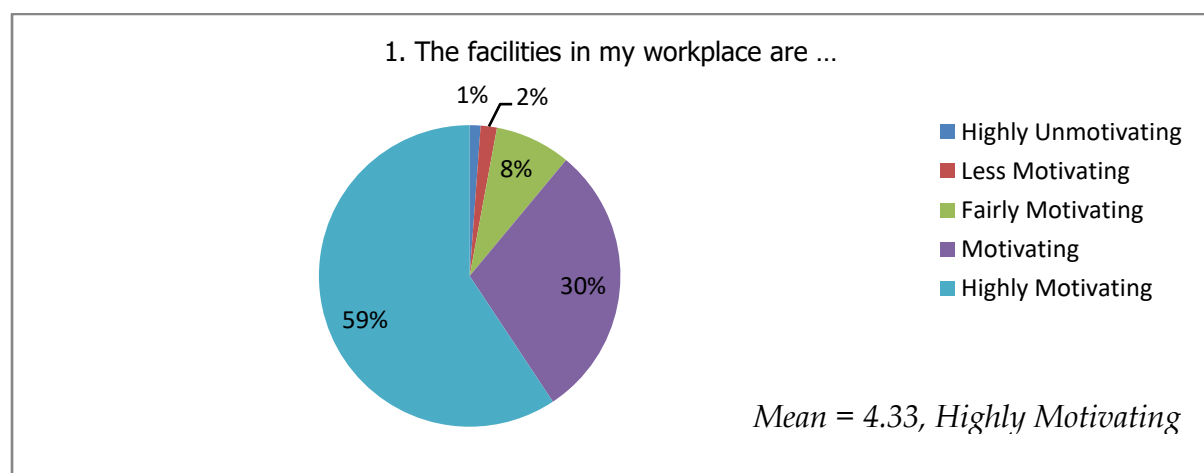
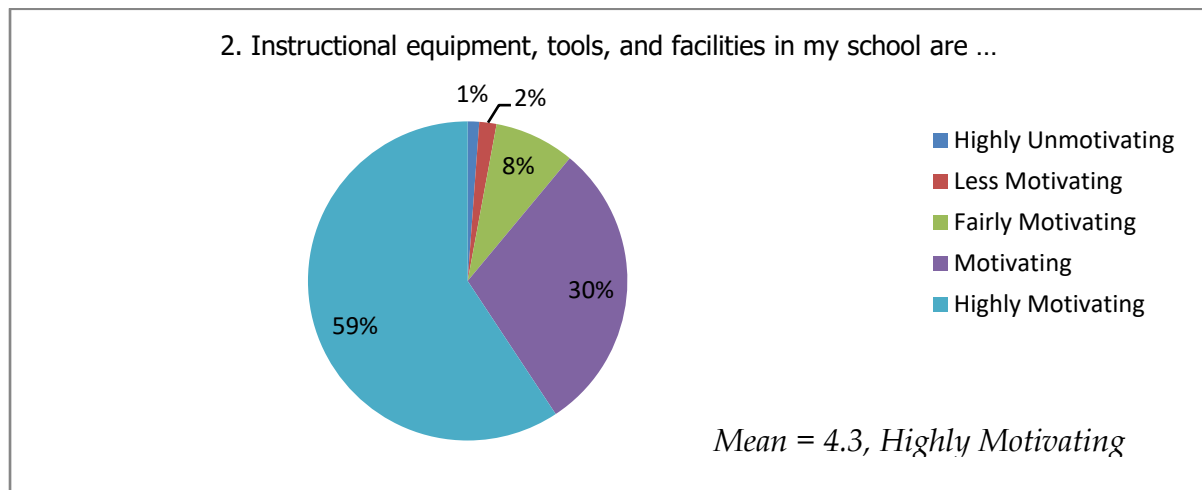


Figure 3.1 shows the responses of the CJE on how motivating the facilities in their workplace are. Majority or 55 percent find the facilities in their workplace as *highly motivating* and about 30 percent consider it motivating; 10 percent assess it as *fairly motivating*, 4 percent



perceived it to be *less motivating* and 1 percent considers it *unmotivating*. The general computed mean of 4.33 implies that generally, the Criminal Justice Educators are highly motivated by the facilities they have in their workplaces.

Figure 3.2: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Instructional Equipment and Tools



The responses of the CJE on how motivating the instructional equipment, tools, and facilities are in their school are reflected in Figure 3.2. There are 93 or 54 percent who claim that the instructional equipment in their workplace is *highly motivating*; 28 percent find it *motivating*; 13 percent answered *fairly motivating* and 5 percent perceive it as *less motivating*. It can be deduced that the majority of the Criminal Justice Educators are highly motivated in the instructional equipment, tools, and facilities in their school with a computed mean of 4.3. Instructional equipment and tools are essential in teaching every subject in the school curriculum. They help teachers allow the students to interact with words, symbols and ideas in ways that develop their abilities which result to better learning outcomes. When learning outcomes is high, teachers are more motivated in teaching.



Figure 3.3: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Policies, Benefits and Services

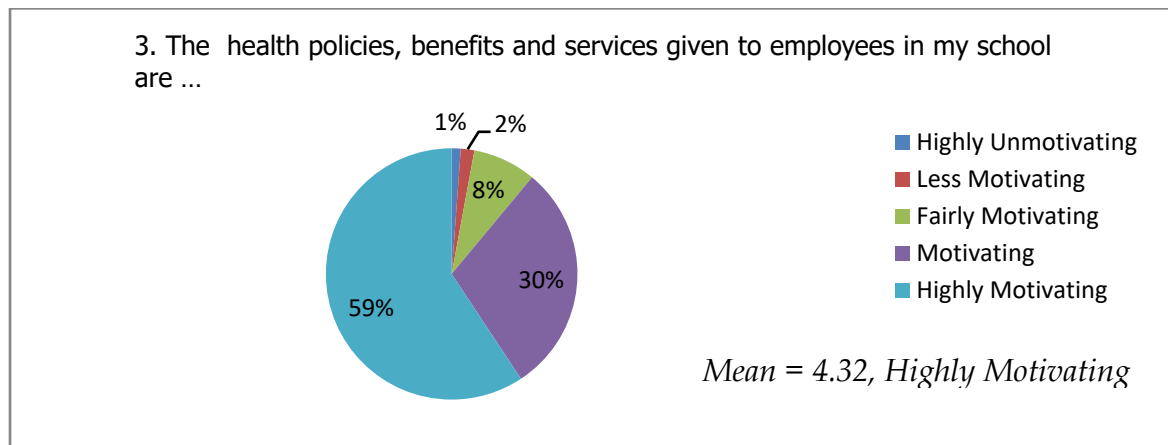
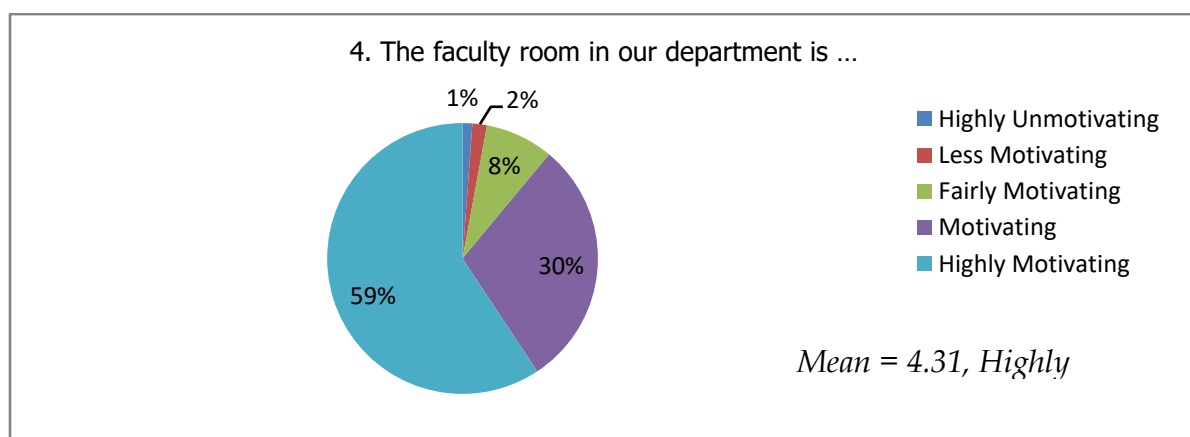


Figure 3.3 shows the responses of the CJE on how motivating are the health policies, benefits and services given to employees in their school. The figures show that 55 percent find the health policies, benefits and services as *highly motivating*; 29 percent say it is *motivating*; 10 percent consider it *fairly motivating*, 5 percent perceived it as *less motivating* and 1 percent considers it *unmotivating*. The finding implies that the majority of the Criminal Justice Educators are *highly motivated* by the health policies, benefits and services given to them by their school with a computed mean of 4.32.

Figure 3.4: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of their Faculty Room



The figure above presents the responses of the CJE on how motivating the departmental faculty room is. Eighty-eight or 50 percent find their department faculty room as *highly motivating*; 36 percent find it *motivating*; 10 percent see it as *fairly motivating*, 3 percent



perceive it to be *less motivating* and 1 percent considers it *unmotivating*. The finding implies that the in general, the Criminal Justice Educators are highly motivated with the faculty room they have in in their department with a computed mean of 4.31.

Figure 3.5: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Classrooms

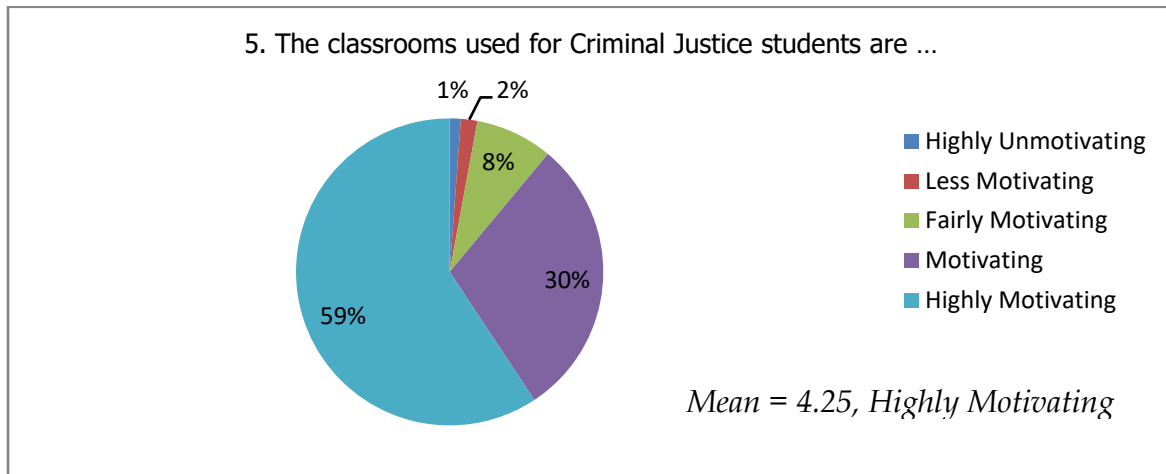


Figure 3.5 bares the mean distribution of how motivating the classrooms used for Criminal Justice students are. The data shows that 88 or 51 percent find the classrooms as *highly motivating*; 31 percent find it *motivating*; 12 percent say it is *fairly motivating*, 4 percent perceived it to be *less motivating* and 2 percent considers it *unmotivating*. The general computed mean of 4.25 implies that the majority of the Criminal Justice Educators are highly motivated of the classrooms they use for Criminal Justice classes.

Table 3: Summary Mean Distribution of the Work Motivation of the Respondents According to Work Condition Factors

Work Condition	Mean	Descriptive Scale
The facilities in my workplace are ...	4.33	Highly Motivating
Instructional equipment, tools, and facilities in my school are ...	4.3	Highly Motivating
The health policies, benefits and services given to employees in my school are ...	4.32	Highly Motivating
The faculty room in our department is ...	4.31	Highly Motivating



The classrooms used for Criminal Justice students are ...	4.25	Highly Motivating
AVERAGE MEAN	4.3	Highly Motivating

The table above shows the mean distribution of the factors affecting the Criminal Justice Educators' motivation in terms of working conditions. It is deduced from the table that all the factors on working conditions are described as highly motivating with a general mean of 4.30. Chadwick in her study concluded that motivated employees thrive in a positive work environment. She further said that employees work better in an environment that stimulates the senses. Thus, Viseu et.al. recommend that school leaders must invest in the work conditions of teachers, as the work satisfaction and motivation of these professionals are closely linked.

Salary and Wages

Figure 4.1: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Salary

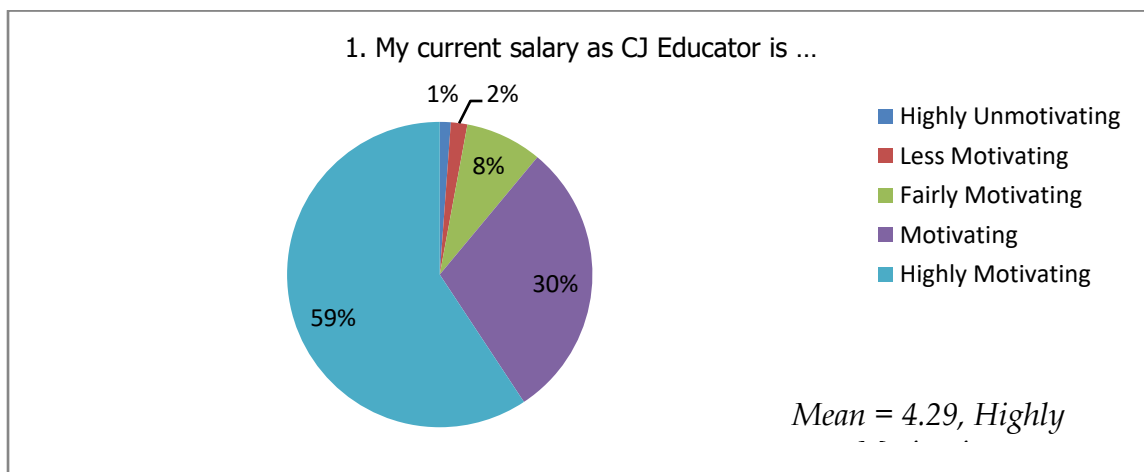


Figure 4.1 shows the responses of the CJE on how motivating their current salary as Criminal Justice Educator is. The figures reveal that 56 percent find their salary as *highly motivating*; 27 percent claim it is *motivating*; 9 percent consider it *fairly motivating*, 4 percent each perceive it as *less motivating* and *unmotivating*. with a computed mean of 4.29. The figure implies that the salary one receives is a highly motivating factor for the Criminal Justice Educators.



Figure 4.2: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Other Benefits

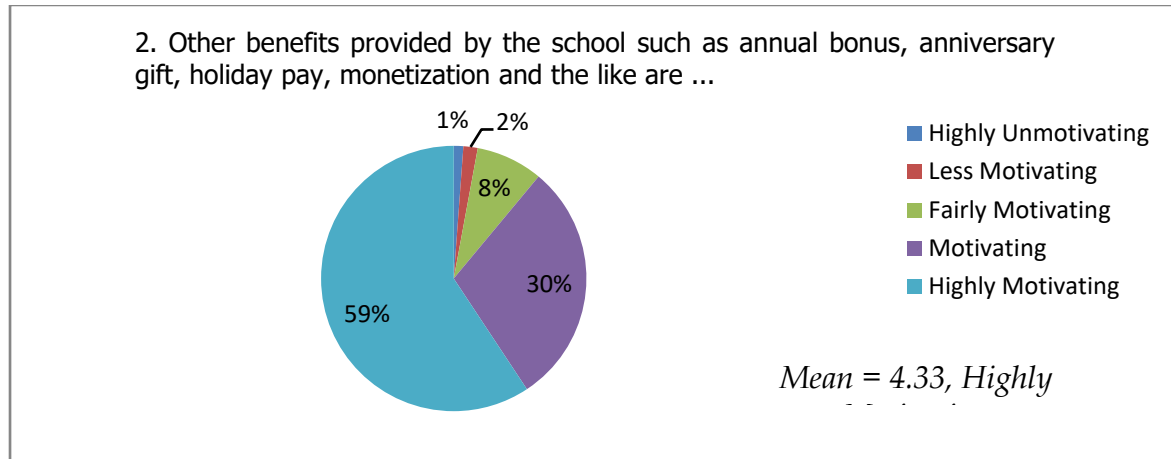
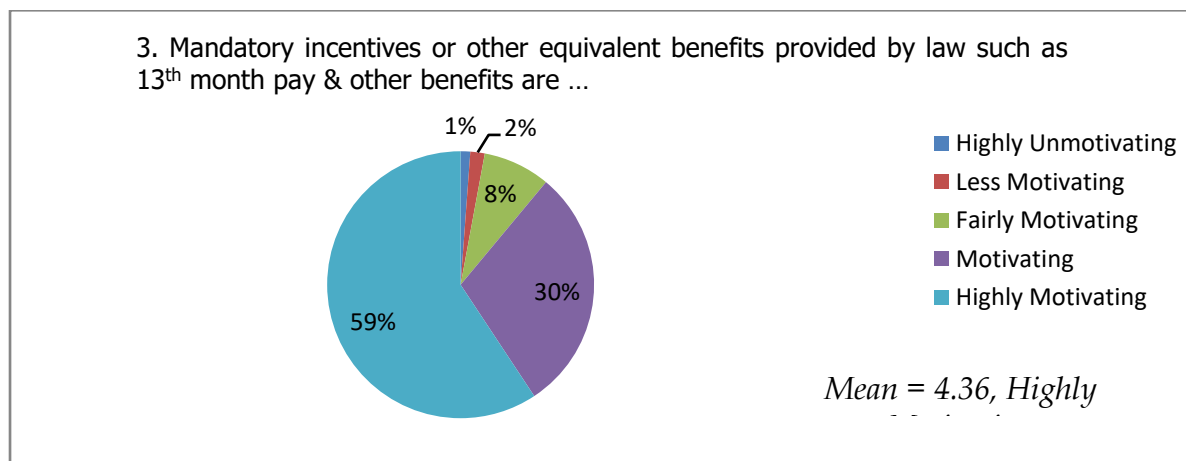


Figure 4.2 shows the responses of the CJE on how motivating are the other benefits provided by their school such as annual bonus, anniversary gift, holiday pay, monetization and the like. It bears that more than half or 57 percent find the other benefits as *highly motivating*; 30 percent consider it *motivating*; 5 percent assess it to be fairly motivating, 6 percent perceive it as *less motivating* and 2 percent considers it *unmotivating*. This implies that the other benefits provided by the school like annual bonus, anniversary gift, holiday pay, monetization and the like for the Criminal Justice Educators are highly motivating as shown by the computed general mean of 4.33.

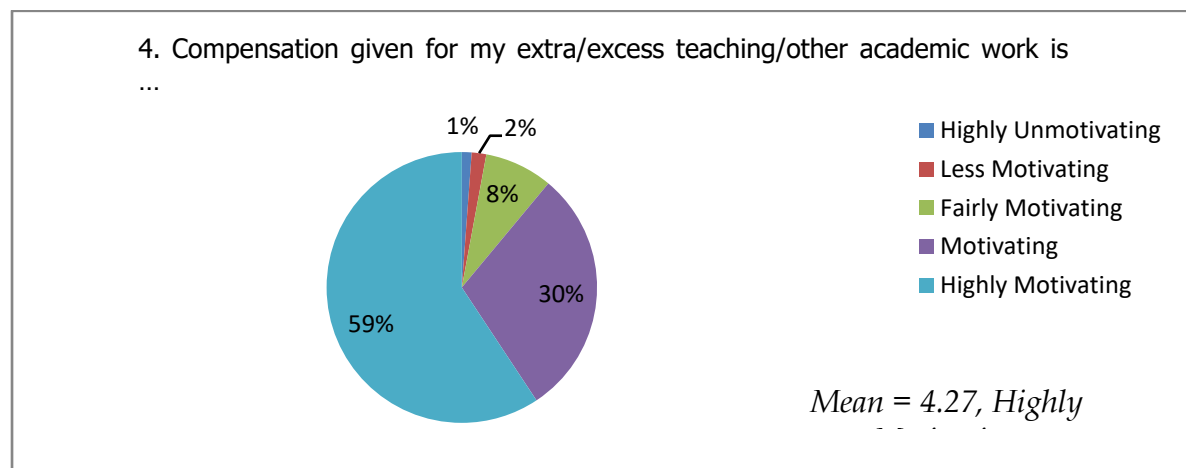
Figure 4.3: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Mandatory incentives





The respondents' answers how motivating are the salary and wages they receive. This factor includes mandatory incentives or other equivalent benefits provided by law such as 13th month pay & other benefits. The figure shows that 59 percent find the mandatory incentives as *highly motivating*; 29 percent find it *motivating*; 4 percent claim it to be *fairly motivating*, *less motivating* and *unmotivating*. with a computed mean of 4.36. The figures reflect that the mandatory incentives or other equivalent benefits provided by law such as 13th month pay & other benefits for the Criminal Justice Educators are *highly motivating* with a mean of 4.36.

Figure 4.: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Compensation for Extra Work



The figure above shows the responses of the CJE on how motivating are the compensation given them for excess teaching load and other extra academic work. Findings show that 55 percent consider the compensation as *highly motivating*; 28 percent find it *motivating*; 9 percent assess it as *fairly motivating*, 4 percent perceived it as *less motivating* and *unmotivating*. It can be deduced in the figure that the compensation given for the teachers' excess teaching load and other extra academic work as Criminal Justice Educators are *highly motivating* with a computed mean of 4.27.



Table 4: Summary Table Showing the Mean Distribution of the Work Motivation of the Respondents According to Salary and Wages Factor

Salary and Wages	Mean	Descriptive Scale
My current salary as CJ Educator is ...	4.29	Highly Motivating
Other benefits provided by the school such as annual bonus, anniversary gift, holiday pay, monetization and the like are ...	4.33	Highly Motivating
Mandatory incentives or other equivalent benefits provided by law such as 13 th month pay & other benefits are ...	4.36	Highly Motivating
Compensation given for my extra/excess teaching/other academic work is ...	4.27	Highly Motivating
AVERAGE MEAN	4.31	Highly Motivating

Table 4 displays the summary mean distribution of the work motivation of the Criminal Justice Educators in terms of salary and wages factor. It reveals that all of the indicators under salary and wages are assessed by the respondents to *behighly motivating* as shown by the general weighted mean of 4.31. According to Burlacu and Birsan, the main reason which stands behind money as the individual main motivator is not having the money, but the subconscious need of satisfying needs that either allows him to survive; either provides him a certain degree of pleasure, generated from doing the things that makes one happy. ChronContributors added that a person earning high salary feels motivated to do his job because his salary brings him a feeling of security, allows him to feel accomplished and gives him a high status or ranking that he enjoys.



Employment Security

Figure 5.1: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Government Policies on Job Security

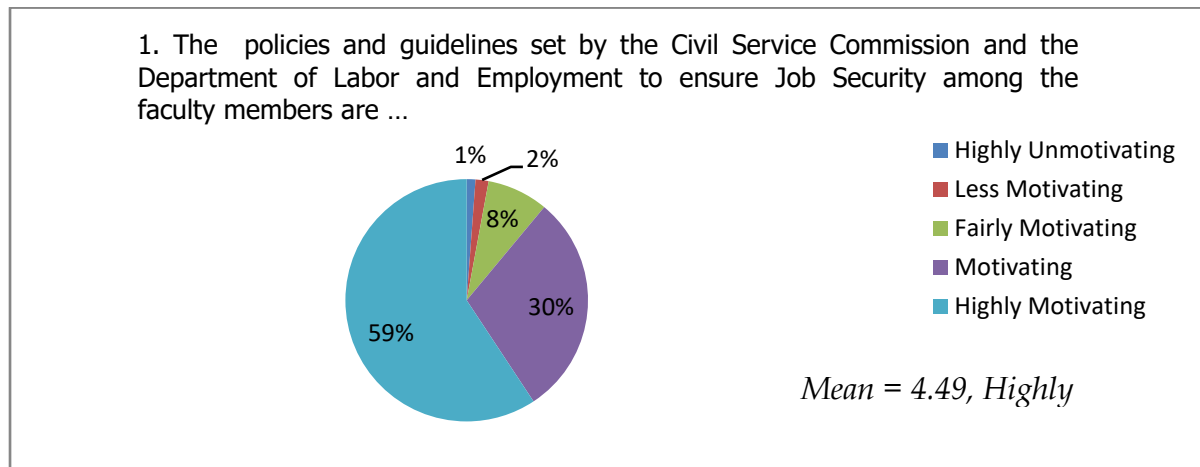


Figure 5.1 shows the responses of the CJE on how motivating are the policies and guidelines set by the Civil Service Commission and the Department of Labor and Employment to ensure job security. The figure shows that 61 percent find the government policies and guidelines as *highly motivating*; 30 percent see it as *motivating*; 7 percent consider it as *fairly motivating* and 2 percent perceive it as *less motivating*. The result reveals that in terms of policies and guidelines set by the Civil Service Commission and the Department of Labor and Employment to ensure Job Security among Criminal Justice Educators are highly motivating with a computed mean of 4.49.

Figure 5.2: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of the Institutions' Overall Management

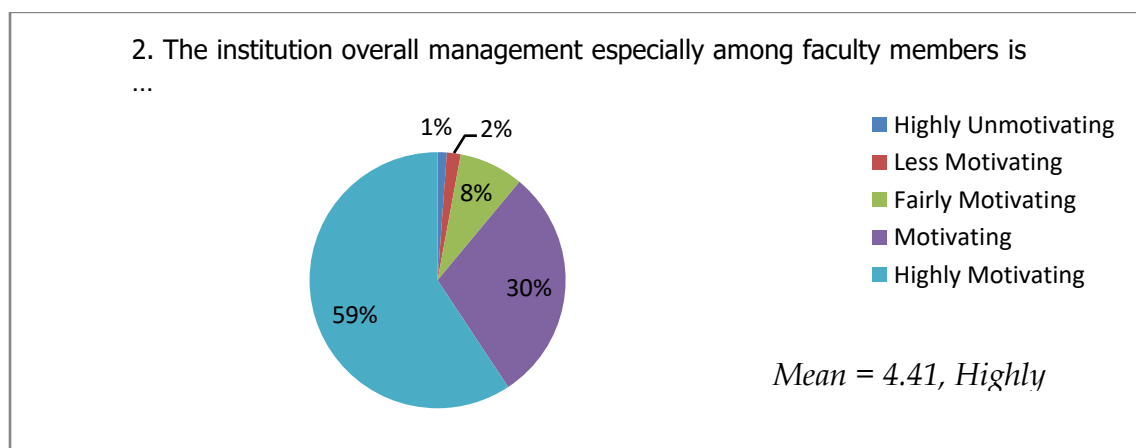




Figure 5.2 present the responses of the CJE on how motivating the institution overall management is. The figure shows that 99 or 58 percent consider the institution's management as *highly motivating*; 30 percent find it *motivating*; 10 percent see it as *fairly motivating* and 2 percent perceived it as unmotivating. The result reveals that majority of the Criminal Justice Educators are highly motivated of the institution overall management especially among them. This is shown in the computed mean of 4.41.

Figure 5.3: Frequency, Percentage, and Mean Distribution of the Work Motivation of the Respondents In Terms of Compliance to Legal Documents

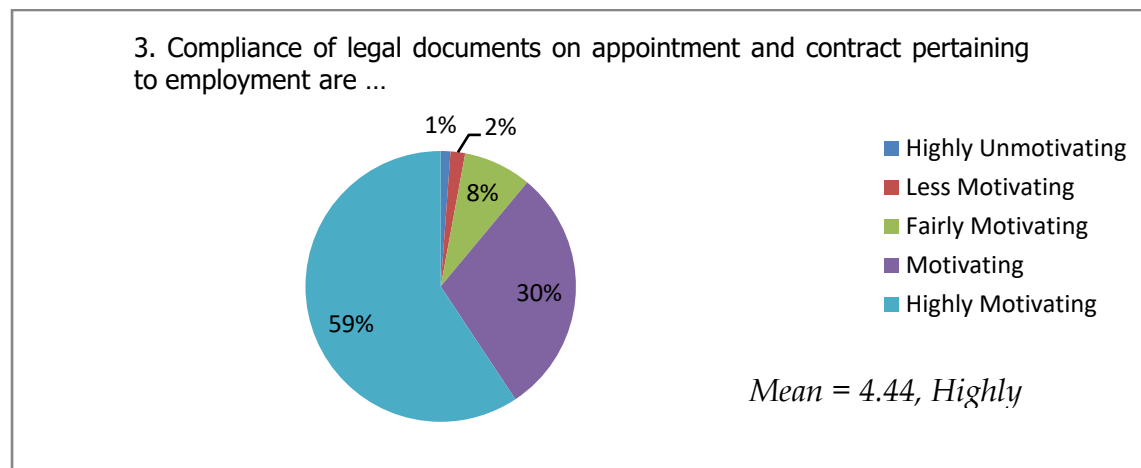


Figure 5.3 shows the responses of the CJE on how motivating are the institution's compliance of legal documents on appointment and contract pertaining to employment. The figure reveal that 59 percent find the institution's compliance as highly motivating; 30 percent, motivating; 8 percent see it as fairly motivating, 2 percent perceived it as less motivating and 1 considers it unmotivating. Based on the computed mean of 4.44, the Criminal Justice Educators are highly motivated with the institution's compliance of legal documents on appointment and contract pertaining to employment.



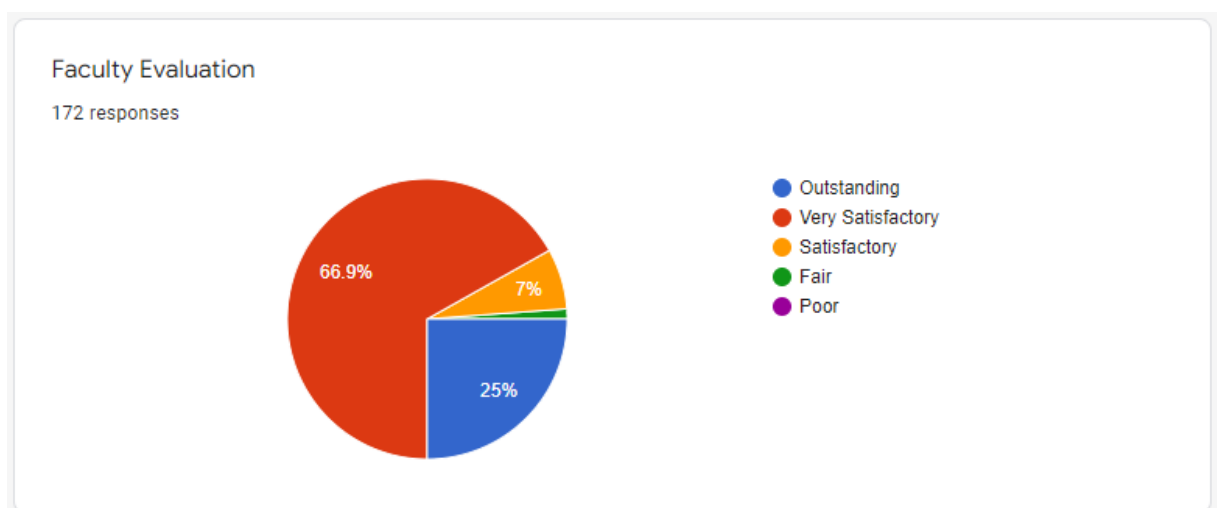
Table 5: Summary Mean Distribution of the Work Motivation of the Respondents According to Security Factors

Security	Mean	Descriptive Scale
The policies and guidelines set by the Civil Service Commission and the Department of Labor and Employment to ensure Job Security among the faculty members are ...	4.49	Highly Motivating
The institution overall management especially among faculty members is ...	4.41	Highly Motivating
Compliance of legal documents on appointment and contract pertaining to employment are ...	4.44	Highly Motivating
AVERAGE MEAN	4.45	Highly Motivating

The frequency, percentage, and mean distribution of the work motivation of the Criminal Justice Educators in terms of security factors are shown in Table 5. As can be gleaned from the table, all variables under the security factor are all Highly Motivating according to the respondents as indicated by the average mean of 4.45. Akpan, in his study reveals that providing conditions for job security and job satisfaction for teachers will improve their organizational commitment and other outcomes related to productivity and commitment.

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

Figure 6: Frequency and Percentage Distribution of the Criminal Justice Educators According to their Job Performance





The above figure 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.

CONCLUSIONS

Based from the findings of the study, it can be deduced that the high result on employment motivation of the Faculty members of the Criminal Justice Education in Cagayan Valley Region is determined by varied factors and has contributed to their Very Satisfactory career performance.

RECOMMENDATIONS

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

1. The findings manifested highly motivating employment motivations, Thus, Continues implementation of the employment motivation practices of Higher Education Institutions in Cagayan Valley is advised for its sustainability towards maintaining outstanding career performance of educators.
2. Considering the limitations of the study, it is advised to conduct further research with the same concept to explore the gaps and the effects of other factors governing employment motivations of Educators in the Higher Education Institutions.
3. Of all the employment motivations, the work conditions garnered a lowest mean despite attaining the descriptive scale of Highly Motivating. There is a need for the Higher Education Institutions to revisit the working conditions of their educators to further uplift the work motivation in their respective institution.



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