

JOB MOTIVATION AND MANAGERIAL PRACTICES: THEIR INFLUENCE ON STATE HIGHER EDUCATION INSTITUTIONS FACULTY PERFORMANCE

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Abstract— The study explored to determine the job motivation and managerial practices their influence on State Higher Education Institutions faculty performance in Region XII. Specifically, it determined the job motivation of the administrators; their degree of managerial practices; level of faculty performance; significant influences of job motivation to faculty performance; managerial practices to faculty performance; and job motivation to the managerial practices.

The respondents were 77 administrators and 243 permanent faculty. Mean was used to determine the level of job motivation, managerial practices, and faculty performance, while; multiple linear regression analysis to test the hypotheses of the study.

The findings showed that job motivation significantly influenced the faculty performance in instruction and extension. Intrinsic motivation turned out the best predictor for instruction and research; whereas, extrinsic motivation was on production.

Job motivation significantly influenced the managerial practices particularly planning. Intrinsic motivation came out most significant predictor on managerial practices in planning and controlling; whereas, extrinsic motivation on planning and organizing.

Managerial practices significantly influenced the faculty performance particularly instruction. Planning was the most significant predictor in instruction; while; organizing on faculty performance in research, extension and production.

It could be concluded that when an administrator is intrinsically and extrinsically motivated he/she will have a high performance in planning, organizing and controlling; and when the faculty is highly motivated intrinsically and extrinsically, he will have high performance in instruction, research, extension and production respectively.

Keywords— Motivation, Managerial Practices and Performance

INTRODUCTION

Education is one of the fundamental elements in transforming a nation, especially when it focuses not only on developing skills but also on inculcating virtuous lessons to guide our youth in their journey in life.

School is one of the most important institutions in a society. An agent for bringing quality education that will enable man to explore the knowledge of the human race.

Administrators play a very crucial role in the realization of educational targets. They need to be equipped

to function effectively and see to it that everything is in order in terms of exercising their managerial functions. They must have acquired enough knowledge, skills, training and qualifications for effective performance. The key managerial functions of planning, organizing, leading and controlling are all crucial to the success of any manager (Heather Rothbauer – Wanish, 2009).

The fervent aspirations of the different institution for relevant and quality instruction were enhanced through innovative and ICT based instructional materials. The focus in this concern is to upgrade of instruction via improve instructional facilities and faculty competence through study grants, trainings, seminars, conferences and etc. The administrators believe on accreditation as a good measure of determining the quality of instruction and competency of the school as a whole. Like other state institutions aspires for academic excellence. It has to shift to higher gear in order to catch up with other state schools that are aiming high.

The researcher believes that the school administrators must be competent to which they exercise their managerial practices. The promotion of school administrators today is performance based, therefore administrators' managerial functions must be properly exercised and likewise the job motivation which may affect functions must be fully understood. The effectiveness of the school in delivering the commodities which is quality education is anchored with the capacity of the administrators managing the school.

The proposed study on job motivation and managerial practices is a clear manifestation which emphasizes in understanding managerial functions and job motivation. It is on the assertion of the researcher to conduct the study to determine the job motivation and managerial practices of the administrators its influence on the SUCs Faculty performance in Region XII.

Statement of the Problem

This study sought to answer the following problems.

1. What is the level of job motivation of the administrators in terms of intrinsic and extrinsic motivation in Region XII?

2. What are the degrees of managerial practices of the administrators in terms of planning, organizing, leading and controlling in Region XII?
3. What are the level of SUCs faculty performance on the different program like instruction, researcher extension and production in Region XII?
4. Is there significant influence of the job Motivation of the administrators such as intrinsic and extrinsic on the SUCs faculty performance in Region XII?
5. Is there significant influence of the managerial practices of the administrators on the SUCs faculty performance in Region XII?
6. Is there any significant influence of the job motivation and the managerial Practices of the administrators in Region XII?

REVIEW OF RELATED STUDIES

Job Motivation

Job motivation are very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies, and in genuinely determining educational success and performance. The relevance of job motivation is very crucial in any educational system as determinant of educational success and performance. Professional knowledge, skills and center competencies occur when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filaket al., 2003).

The preceding factors are closely similar to efficacy, and, of course, it is well known that many teachers lose or fail to develop self-efficacy within educational settings (Dweck, 1999). In addition, needs satisfaction and motivation to work are very essential in the lives of educators because they form the fundamental reason for working in life. While almost every faculty works in order to satisfy his or her needs in life, he or she constantly agitate for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance (Ololube, 2013).

Intrinsic Motivation

Intrinsic Motivation refers to the inherent or internal stimulus of the individual to learn. It is based on the natural desire of the individual to satisfy his drives and motives without the need for reward and punishment.

In the study of Adeyeri (2012), it was emphasized that Intrinsic motivation is a derivative of one's sense of self (Ryan et al., 2000). Therefore, intrinsic motivation is reflective of self-efficacy. Individuals can be intrinsically motivated when they have the feeling that they know what they are doing and are part of the decision making process. Deci (2001) expands intrinsic motivation to include both internal satisfactions and purposeful engagement of an individual with his or her environment. He suggested that people are intrinsically motivated by their interest in

novelty, a need to acquire experience, and the opportunity to flexibly apply their acquired skills. An intrinsically motivated person carries out an activity when no evident external reward is present except the activity itself or the feelings derived from doing the activity. Intrinsic motivation does not negate the need for external rewards, it only depicts that external rewards are insufficient to keep a person motivated. Furthermore, intrinsic motivation is necessary for increased creativity, enhanced conceptual understanding, greater cognitive flexibility, and strong behavioral persistence.

Extrinsic Motivation

Extrinsic motivation does not mean, however, that a person will not get any pleasure from working on or completing a task. It just mean that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest (Ryan et al., 2002, <http://giftedkids.about.com/od/glossary/g/extrinsic.htm>).

An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, an extrinsically motivated person who dislikes math may work hard on a math equation because they want the reward for completing it. In the case of a student, the reward would be a good grade on an assignment or in the class. In other words, extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual. As such, extrinsic motivation refers to our tendency to perform activities for known external rewards, whether they be tangible (e.g., money) or psychological (e.g., praise) in nature (Brown, 2007).

MANAGERIAL PRACTICES

The management of people at work is an integral part of the management process. To understand the critical importance of people in the organization is to recognize that the human element and the organization are synonymous. A well-managed organization usually sees an average worker as the root source of quality and productivity gains. Such organizations do not look to capital investment, but to employees, as the fundamental source of improvement. An organization is effective to the degree to which it achieves its goals. An effective organization will make sure that there is a spirit of cooperation and sense of commitment and satisfaction within the sphere of its influence. In order to make employees satisfied and committed to their jobs in academic, there is a need for strong and effective motivation at the various levels of departments (Tella et al., 2007).

Planning

Planning is a key component of management. The first component of managing is planning. A manager must determine what the organizations goals are and how to achieve those goals. Planning means defining goals for future organizational performance and deciding on the tasks and use of resources needed to attain them. Much of this information comes directly from the vision and mission statement for the company. Setting objectives for the goal and following up on the execution of the plans are two critical components of the planning function. The School Managers learned that the first action of a school manager is to identify the mission of the school and to set the objectives. Moreover, the heads need to identify different strategies by which to achieve the agreed mission and objectives. Through the planning process the heads aims to manage efficiently and effectively the school (Britton ,2009).

Organizing

Organizing involves the assignment of tasks, the grouping of tasks into departments, and the allocation of resources to departments. Administrators are responsible for organization of the institution and this includes organizing people and resources. Knowing how many employees are needed for particular shifts can be critical to the success of an institution. If those employees do not have the necessary resources to complete their jobs, organization has not occurred. Without an organized workplace, employees will see a manager as unprepared and may lose respect for that particular manager's supervisory techniques. Organizing involves putting in order of priority and preference the resources which are available. An Action Plan is needed in which actions and activities are scheduled. In order to give the plan 'teeth', targets are set. These targets should be quite easily attainable within a short period of time (Follet, retrieved 2012). Organizing is the function of management which follows planning. It is a function in which the synchronization and combination of human, physical and financial resources takes place. All the three resources are important to get results. Therefore, organizational function helps in achievement of results which in fact is important for the functioning of a concern. Organizing is a function by which the concern is able to define the role positions, the jobs related and the coordination between authority and responsibility. Hence, a manager always has to organize in order to get good results (Barnard, 2012).

Leading

Leading is the use of influence to motivate employees to achieve organizational goals. Leading means creating a shared culture and values, communicating goals to employees throughout the organization, and infusing employees with the desire to perform at a high level. Leading involves motivating entire departments and divisions as well as those individuals working immediately with the manager. The manager needs to direct the implementation of the plan. He or she should provide leadership by delegating duties and responsibilities to staff, and by motivating them (Daft, 2000).

Gamilde (1996) emphasized that the leader does not hold people down, he lifts them up. He reaches out his hand to help his followers scale the peaks. The leader has faith in people. He believes in them, trusts them and thus draws out the best in them. He has found that they rise to high expectations. The leader uses his heart as well as his head. After he has looked at the facts with his head, he lets his heart take a look, too. He is not only a boss – he is also a friend. The leader is a self-starter. He creates plans and sets them in motion. He is both a man of thought and a man of action-both dreamer and doer. The leader has a sense of humor. He is not a stuffed-shirt. He can laugh at himself. He has a humble spirit. The leader can be led. He is not interested in having his own way, but in finding the best way. He has an open mind. The leader keeps his eyes on high goals. He strives to make the efforts of his followers and himself contribute to the enrichment of personality, the achievement of more abundant living for all the improvement of civilization.

Controlling

Controlling means monitoring employees' activities, determining whether the organizations is on target toward its goals, and making corrections as necessary. The controlling function involves monitoring the firm's performance to make sure goals are being met. Managers need to pay attention to costs versus performance of the organization. For example, if the company has a goal of increasing sales by 5 percent over the next two months, the manager may check the progress toward the goal at the end of month one. An effective manager shared this information with his or her employees. This builds trust and a feeling of involvement for the employees. The manager needs to supervise the work which is being done, ensuring that activities are carried out in line with agreed standards, and taking steps to correct problems (Daft, 2000).

Management skills are important component of educational leader and manager competencies. There are two ways of forming a skill: imitating and practicing. Practice is the most effective. To develop a skill, learners have to do practical assignments following the four skill formation steps, dealing with practical things and practice in real situations. It is necessary to have systems of practical assignments for the learners to practice during the learning, demonstration schools where they can learn real experiences and practice their skills. We need both domestic and international cooperation in our renewal process of preparing and training our educational managers and leaders (Follet, 2012).

FACULTY PERFORMANCE

Instruction

As instructional leader of the school, administrators/head of the different programs must exert a vigorous and forceful effort to carry out the educational objectives and programs of the school. The challenge is great considering the mounting problems affecting the school system. It is therefore, obligatory on his part to interact, to participate, and to demonstrate his capacity to assist the group in completing its task and to continuously

seek improvement of the school where he works. He manages to cope with the change with emphasis in the curriculum, instruction, materials and facility Onlos (2001).

Research

Research is an avenue through which new knowledge is discovered, applied or verified and through which appropriate technologies are generated. Thus, it is the basic requirement for an educational institution to have a firmly established research and development program. Its thrusts and priorities should be congruent with those identified in the development plans of regional and national research and development agencies (Accreditation Survey Instrument, 2013).

Research outputs serve as the basis for teaching and enhance learning process as well as inputs to curriculum review. Intellectual Property Laws clearly defined of ownership of technologies and other results. Any submitted research in Information and Communication Technology shall be properly recorded and checked by the research coordinator and compiled. Faculty and student researchers were informed during the orientation activities on researcher's protection. In the University, researchers should be published upon the permission of the researcher (Accreditation Survey Instrument, 2013).

Research in education is crucial. Educators can improve their practice by taking the time to conduct research and should be encouraged to do so. Research in Higher Education publishes empirical studies that enhance understanding of an educational institution or allow comparison among institutions. It focuses on post-secondary education, including two-year and four-year colleges, universities, and graduate and professional schools. Papers in the journal assist faculty and administrators in making more informed decisions about current or future operations and in improving the efficiency and effectiveness of an institution. (Wikipedia: Researching with Wikipedia, 2013).

Best et al., (2003) defined research as "the systematic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles, or theories, resulting in prediction and possibly ultimate control of events". Education in a research setting is done to improve school practices and at the same time to improve those individuals who strive to improve those practices.

The importance of research in an educational setting is often overlooked. However, those in academia often consider research as a way to earn tenure or remain in favor by the university that employs them. Faculty who wish to thrive in the university setting must publish or perish in order to remain employed. Educators often forget that they are failing to fulfill their pedagogical responsibilities if they do not remain current in their field of teaching interest. In lieu of using research to better their teaching practice, research is used simply to hold on to a job (Hall, 2002). This is unfortunate because it takes away from the most important aspect of educational research, the improvement of one's practice. Instead of a way to maintain employment, educators should

look at research as a way to develop new understanding about teaching, learning, and educational administration. This new knowledge has significance because it leads to the improvement of educational practice.

Extension

The extension function makes the institution's presence felt in the community. It involves the application of existing new knowledge and technology and those generated in the institution to improve the quality of life of the people. Through the extension program, people are empowered with appropriate knowledge, attitudes and skills. Thus, extension services cater to various aspects of the community life.

Research and extension are important programs in all higher education institution as mandated by the government through the Commission on Higher Education (CHED). This mandate enables the institution to conduct relevant researches that would generate technologies responsive to the needs of the local constituents. Complementation and collaborative undertakings made are along this concern. Linkages with other Colleges/Universities and other agencies should be established. The effort to raise the quality and effectiveness of teaching and instruction view to gear up for academic excellence into the road map of Colleges/ Universities with good performance (Development Plan, 2009).

The objectives of extension programs are to disseminate the research and teaching of Universities and Colleges academic departments to the broader community. The Extension Center for Continuing Education and Culture offers an opportunity to disseminate culture, and to transfer and update knowledge for the community. This opportunity promotes an effective integration between the University resources and society needs. The Universities and Colleges Extension Center is a world of multiple activities, spaces, and services aimed at the individual, the family, and the professional and business sectors and to the entire community (www.google.comhttp://www.ugc.ac.inoldpdf/xplanpdf/adultedu.pdf, 2013).

It was way back in 1960 that the Kothari Commission first articulated the concept of Extension and the Trinity of Teaching, Research and Extension. The Commission stated that Extension was essential for making education relevant to real life situations; for preventing the alienation of the education and from society; for developing in the education and a sense of responsibility towards society; for deepening the teacher's knowledge through a wider exposure to real life situations.

In 1977, the University Grants Commission first incorporated Extension into its Policy Statement for Higher Education when it stated that "If the University system has to discharge adequately its responsibilities to the entire education system and to the society as a whole it must assume extension as the third important responsibility and give it the same status as teaching and research. This is a new and extremely significant area which should be developed on the basis of high priority." The acceptance of Extension as the Third Dimension equal in importance to teaching and research was in the context of a growing

realization that the universities and colleges having institutional resources in knowledge, manpower and to develop sensitivities to involve the development of the community with particular reference to the overall and diverse learning needs of all the segments of the people of the community (www.google.comhttp://www.ugc.ac.in/oldpdf/xplanpdf/adultedu.pdf, 2013).

The aim at promoting a meaningful and sustained rapport between the Universities and the community are to extend knowledge and other institutional resources to the community and vice-versa and secondly, to gain insights from a contact between knowledge resources and socio-cultural realities with a view to reflecting these in the entire curricular system of higher education including teaching and research. It has to be a two-way process between the experts and the people. It has to be that education which helped students to face life and its challenges and which created an ambience for a learning society (www.google.comhttp://www.ugc.ac.in/oldpdf/xplanpdf/adultedu.pdf, 2013).

Production of Instructional materials

Teaching is the main function of the faculty and a performance evaluation system should be based on objective criteria. The faculty should also be involved in the dissemination of knowledge, innovations, and technologies in national and international fora and in the development of instructional materials such as modules, software, multi-media devices, etc. Moreover, they are expected to render expert services and consultancies. The faculty should have the appropriate academic preparation and experience relevant to the program. They must be holders of appropriate degrees and should possess relevant and/or compensatory qualifications. Moreover, should be a licensed faculty on all board related courses (Hall, 2005).

THEORETICAL FRAMEWORK

The study is anchored from Mary Parker Follet, Chester I. Barnard and Henri Fayol; the proponents of classical management stated the administrative principles which focused on organization rather than the individual and delineating the management functions in planning, organizing, leading and controlling.

Mary Parker Follett and Chester Barnard were early advocates of a more humanistic perspective on management that emphasized the importance of understanding human behaviors needs and attitude in the workplace as well as social interactions and group processes.

Follet (1868-1933) added that manager's greater knowledge and expertise should be the basis of leadership. The school manager should simply be the person best equipped to lead the school. Barnard (1866-1961) recognized the importance of the informal group as part of the formal organization. Its central thesis was an enterprise that can operate efficiently and serve only when both the organization's goals and the aims and needs of the individuals working for it are kept in balance (Stoner et al., 2000).

CONCEPTUAL FRAMEWORK

The conceptual anchorage of the study revolves on the job motivation and managerial practices of the school administrators in State Higher Education Institutions in Region X11. This adheres to the smooth operation of an educational institution requires competent administrators. School administrators provide direction, leadership and day-to-day management of educational activities in schools. It is concerned with the relevance of what the school actually accomplished and sets out to accomplish. Effectiveness of school performance tells who is doing its job well.

This study shows the schematic presentation in Figure 1. The relationship between the independent variables and dependent variables. The independent variables are the job motivation such as intrinsic and extrinsic motivation and managerial practices of the administrators' such as planning, organizing, leading and controlling; while the dependent variables are the State Higher Education Institutions faculty performance such as instruction, research, extension and production.

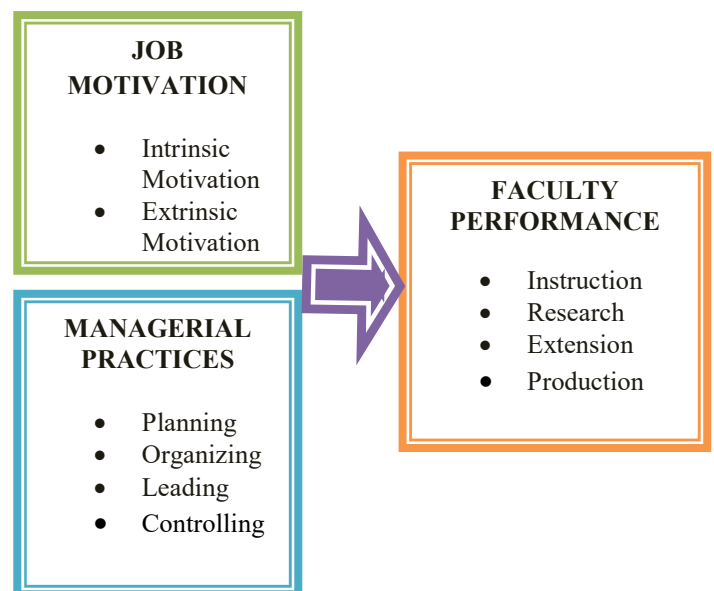


Figure 1. Schematic Presentation of the Conceptual Framework.

METHODOLOGY

Research Design

In this study descriptive survey and correlational research design was used. It is descriptive, because it is concerned with the description, collecting and processing qualitative and quantitative data, recording analysis and interpretation to provide the general characteristics of the respondents and other reliable information for a reliable result of the data.

Respondents of the Study

Permanent faculty members, instructor 1 above; administrators such as deans, directors with permanent status serving in the State Higher Education Institutions in Region XII. The Table 1 shows the Administrator and faculty.

Table 1 Administrators and faculty respondents of the study

| School | Administrators | Faculty | Respondents |
|--------------|----------------|------------|-------------|
| CFCST | 23 | 55 | 22 |
| CCSPC | 18 | 67 | 26 |
| USM | 19 | 309 | 121 |
| SKSU | 17 | 189 | 74 |
| Total | 77 | 620 | 243 |

Sampling Procedure

Complete enumeration was used to determine the administrator respondents of the study. After determining the faculty respondents using Sloven formula, proportionate allocation was used to determine the number of faculty respondents in every school. Stratified random sampling was used to determine the faculty respondents of the study.

Statistical tools

Mean was used to determine the level of job motivation, managerial practices and faculty performance. Hypotheses of the study were analyzed using multiple linear regression techniques.

RESULTS AND DISCUSSION

Job Motivation of the Administrators In State Higher Education Institutions

Intrinsic Motivation

The result reveals that the administrators strongly agreed in doing the job well because of the desire in educating people with a mean of 4.80; the interest to work even without the supervisor’s instruction and the feeling that the job is important(4.75). However, respondents agreed in doing the job because they like people whom they work with,4.24.

The finding implies that the administrators were intrinsically motivated in performing their tasks as they feel high sense of pride aside from their desire to accomplish their job efficiently and the feeling that their job is important.

The result of this study conforms to the study of Adeyeri (2012) which emphasized that intrinsic motivation is a derivative of one’s sense of self. Therefore, intrinsic motivation is reflective of self-efficacy. Individuals can be intrinsically motivated when they have the feeling that they know what they are doing and are part of the decision making process. Deci (2001) expands intrinsic motivation to include both internal satisfactions and purposeful engagement of an individual with his or her environment.

Table 2 Job motivation of the administrators in **intrinsic**

| Statements | Mean | Description |
|---|-------------|-----------------------|
| 1.Doing the job because of my feeling of high sense of pride in accomplishing the work efficiently. | 4.57 | Strongly agree |
| 2.Doing the job because I am interested to work even without my supervisor’s instruction. | 4.78 | Strongly agree |
| 3.Doing the job because I like people whom I work with. | 4.24 | Agree |
| 4.Doing the job because of the feeling that my job is important. | 4.75 | Strongly agree |
| 5.Doing the job well because of my desire to educate people. | 4.80 | Strongly agree |
| Weighted Mean | 4.63 | Strongly Agree |

| Scale | Range | Description |
|-------|-----------|-------------------|
| 5 | 4.50 5.49 | strongly agree |
| 4 | 3.50 4.49 | agree |
| 3 | 2.50 3.49 | moderately agree |
| 2 | 1.50 2.49 | disagree |
| 1 | 1.00 1.49 | strongly disagree |

Table 3 Job motivation of the administrators in **extrinsic**

| Statements | Mean | Description |
|--|-------------|------------------|
| 1. Doing the job because of compensation. | 3.78 | Agree |
| 2. Doing the job because of certificate and points to earn. | 3.98 | Agree |
| 3.Doing the work because of supervisor’s instruction. | 3.39 | Moderately Agree |
| 4.Doing the work in order to avail opportunity for professional development. | 4.22 | Agree |
| 5.Doing the job well in order to avail promotion. | 3.98 | Agree |
| Weighted Mean | 3.87 | Agree |

| Scale | Range | Description |
|-------|-----------|-------------------|
| 5 | 4.50 5.49 | strongly agree |
| 4 | 3.50 4.49 | agree |
| 3 | 2.50 3.49 | moderately agree |
| 2 | 1.50 2.49 | disagree |
| 1 | 1.00 1.49 | strongly disagree |

MANAGERIAL PRACTICES OF ADMINISTRATORS IN STATE HIGHER EDUCATION INSTITUTIONS

Planning

Table 4 shows that the administrators were generally rated as often with a weighted mean of 4.38, in utilizing dynamic planning techniques and environmental scanning related to the goal; makes sure that all the members of the unit be aware with what they are expected to accomplish in order to reach their desired goal.

Findings are in parallel to the statement of Britton (2009) that the school managers learned that the first action of the school and to set the objectives. Through the planning process the head aims to manage an efficient and an effective school.

Table 4 Managerial practices of the administrators in planning

| Statements | Mean | Description |
|--|-------------|--------------|
| 1.Utilizing established dynamic planning techniques and environmental scanning related to the goal of the State Higher Institutions. | 4.48 | Often |
| 2.Developing unit goals and forecasting future studies and courses responsive to the needs of the people where the State Higher Institutions is established. | 4.46 | Often |
| 3.Sets clear objectives which are interrelated to the overall goals of the department. | 4.42 | Often |
| 4.Makes sure that all the members of the unit be aware with what they are expected to accomplish in order to reach their desired goal. | 4.43 | Often |
| 5.Responsive of the opportunities, strengths and weaknesses, what problems to solve and know what is expected to gain. | 4.31 | Often |
| 6.Assesses the need of the unit before projects or activities are undertaken. | 4.31 | Often |
| 7.Assists subordinates in establishing consistent objectives in their work. | 4.29 | Often |
| 8.Involves the participation of subordinates in the planning. | 4.33 | Often |
| 9.Considers the final cost of property and programs before implementation. | 4.34 | Often |
| 10. Evaluates and checks plans regularly if plans are workable in the light of the present conditions. | 4.41 | Often |
| Weighted Mean | 4.38 | Often |

| Scale | Range | Description |
|-------|-------------|-------------|
| 5 | 4.50 - 5.49 | always |
| 4 | 3.50 - 4.49 | often |
| 3 | 2.50 - 3.49 | sometimes |

| | | | |
|---|------|------|--------|
| 2 | 1.50 | 2.49 | seldom |
| 1 | 1.00 | 1.49 | never |

Organizing

The finding in Table 5 shows that school administrators were always making use of organizational chart, descriptions and other chart of approved authorization for subordinates to understand their respective roles in the organization with a mean of 4.51.

Majority of the school administrators were generally rated as often in clarifying lines of authority, communication flow, and coordination flow in the hierarchical structure; established institutional structure of roles for people to feel they are in the unit of department; and prioritized activities and tasks required in achieving the goals with a weighted mean of 4.37.

Table 5 Managerial practices of the administrators in organizing

| Statements | Mean | Description |
|--|-------------|--------------|
| 1.Establishes an institutional structure of roles for people to feel they are in the unit of department. | 4.45 | Often |
| 2.Makes use of organizational chart, descriptions and other chart of approved authorization for subordinates to understand their respective roles in the organization. | 4.51 | Always |
| 3.Clarifies lines of authority, communication flows, coordination flows in the hierarchical structure of the organization. | 4.47 | Often |
| 4.Make sure that all the tasks necessary to accomplish goals are assigned to people who can do them. | 4.39 | Often |
| 5.Determines and prioritizes activities and tasks that are required to achieve the goals. | 4.40 | Often |
| 6.Skillfully groups the different activities into department or units and assigned a head, chairman or a leader. | 4.37 | Often |
| 7.Delegates authority and responsibility and respect decisions made by subordinates where authority has been delegated. | 4.31 | Often |
| 8.Makes sure that subordinates thoroughly understand the operational structure of the organization. | 4.28 | Often |
| 9.Skillfully restructures the organization as the need arises. | 4.17 | Often |
| 10.Puts in writing the guidelines, authority delegations and goals for the subordinates to follow. | 4.33 | Often |
| Weighted Mean | 4.37 | Often |

| Scale | Range | Description |
|-------|-------------|-------------|
| 5 | 4.50 - 5.49 | always |
| 4 | 3.50 - 4.49 | often |
| 3 | 2.50 - 3.49 | sometimes |
| 2 | 1.50 - 2.49 | seldom |
| 1 | 1.00 - 1.49 | never |

Leading

It can be viewed in Table 6 that the administrators in State Higher Education Institutions in Region X11 generally had a rating of often with a weighted mean of 4.34, in giving clear and specific instruction; consult and involves the subordinates' participation on problem affecting the units and discuss with them the best alternative; and see to it that conflicts in the organization are being resolved.

Table 6 Managerial practices of the administrators in leading

| | Statements | Mean | Description |
|----|--|-------------|--------------|
| 1 | Influences subordinates so that they will strive willingly and enthusiastically towards the achievement of the organization's goals. | 4.35 | Often |
| 2 | Harmonizes the need of the individual members with the need or demands of the organization. | 4.24 | Often |
| 3 | Maintain an environment in which an individual work together in groups toward the accomplishment of common objectives. | 4.35 | Often |
| 4 | Gets people to contribute activities that help achieve the mission and goals of the unit or department. | 4.33 | Often |
| 5 | Guides and motivates the subordinates in their activities toward the desired direction. | 4.27 | Often |
| 6 | Helps others use their motivations to achieve their personal goals. | 4.33 | Often |
| 7 | Orients the subordinates to the programs, objectives and policies of the organization. | 4.33 | Often |
| 8 | Sees to it that the conflicts in the organization are resolved. | 4.37 | Often |
| 9 | Consults and involves the subordinates' participation on problem affecting the units and discuss with them the best alternative. | 4.40 | Often |
| 10 | Gives clear and specific instruction. | 4.41 | Often |
| | Weighted Mean | 4.34 | Often |

| Scale | Range | Description |
|-------|-------------|-------------|
| 5 | 4.50 - 5.49 | always |

| | | | |
|---|------|------|-----------|
| 4 | 3.50 | 4.49 | often |
| 3 | 2.50 | 3.49 | sometimes |
| 2 | 1.50 | 2.49 | seldom |
| 1 | 1.00 | 1.49 | never |

Controlling

The result reveals in Table 7 that the administrators in terms of controlling were generally rated often with a weighted mean of 4.43, in utilizing results of performance appraisal to help subordinates improved their performance; make guidelines and regulations on performance clear and understandable; and maintain effort to solve problems and correct errors in relation to subordinates work performance.

It is necessary to have systems of practical assignments for the learners to practice during the learning, demonstration schools where they learned real experiences and practice their skills. We need both domestic and international cooperation in the process of preparing and trained our educational managers and leaders (Follet, 2012).

Table 7 Managerial practices of the administrators in **controlling**

| | Statements | Mean | Description |
|----------------------|--|-------------|--------------|
| 1 | Periodically monitors the activities of subordinates to ensure that they conform to plans. | 4.37 | Often |
| 2 | Appraises subordinates objectively on the basis of performance against pre-selected objectives. | 4.42 | Often |
| 3 | Utilizes results of performance appraisal as a means to help subordinates improve their performance. | 4.54 | Often |
| 4 | Establishes standards or criteria as basis to measure performance objectively. | 4.45 | Often |
| 5 | Sets regulation for submission of reports, attendance in meetings and other activities to facilitate work and enhance performance. | 4.45 | Often |
| 6. | Makes guidelines and regulations on performance clear and understandable. | 4.47 | Often |
| 7 | Checks subordinates deviation from standards plans and helps correct them. | 4.46 | Often |
| 8 | Informs subordinates the outcome of the projects and activities and gives due credits and recognition to whoever deserves. | 4.35 | Often |
| 9. | Acts immediately when a plan changes in the organization for performance to occur. | 4.30 | Often |
| 10. | Makes effort to solve problems and correct errors in relation to subordinates work performance. | 4.47 | Often |
| Weighted Mean | | 4.43 | Often |

| | | |
|--------------|--------------|--------------------|
| <i>Scale</i> | <i>Range</i> | <i>Description</i> |
| 5 | 4.50 5.49 | always |
| 4 | 3.50 4.49 | often |
| 3 | 2.50 3.49 | sometimes |
| 2 | 1.50 2.49 | seldom |
| 1 | 1.00 1.49 | never |

| | | | |
|---|------|------|------|
| 2 | 1.50 | 2.49 | fair |
| 1 | 1.00 | 1.49 | poor |

FACULTY PERFORMANCE IN STATE HIGHER EDUCATION INSTITUTIONS

The faculty has a vital role in attaining the vision of the school and able to help the parents bring out the best in their children, nurture them in the sense of righteousness and other values that would enable them to meet the demands of education as envisioned for the coming years. An effective faculty can motivate, direct and assist students to perform academically to their maximum potentials by creating a facilitative attitudinal climate for learning. Good faculty admits for their own professional growth, that they need intellectual sustenance like graduate studies, attend conferences to improve their teaching, and likewise, they feel for personal challenges which are essential to education in order not to stagnate (Arellano, 1993).

Instruction

Commitment. The result reveals in Table 8 that performance of faculty in instruction in terms of commitment were generally rated outstanding with a weighted mean of 4.63. It implies that the faculty were committed to do the job. The result conforms to the statement of Canoy (2003) that instructional leaders should organize their duties; perform their major functions better than of playing their leadership role in improving the quality of educational services to the students and providing professional leadership to the school staff.

One cannot deny that faculty prefers working with a school administrator who is educationally qualified coupled with his effective and efficient leadership and whose honesty, integrity, morality and human relations are above par from his subordinates. Hence, the following criteria may serve as a yardstick in the promotion of the teachers (Ravalo, 1996).

Table 8a Faculty performance in **commitment**

| | Statements | Mean | Description | |
|----|---|-------------|--------------------|-------------------|
| 1. | Oriented the class on teacher and students roles at the start of the semester. | 4.83 | Outstanding | |
| 2. | Showed enthusiasm and positive attitude towards work. | 4.73 | Outstanding | |
| 3. | Allowed flexibility to meet specific needs, interest, capabilities of individual abilities. | 4.73 | Outstanding | |
| 4. | Regularly comes to class well-groomed, and well prepared. | 4.75 | Outstanding | |
| 5. | Kept accurate records of student performance and prompt submission of it. | 4.75 | Outstanding | |
| | Weighted Mean | 4.63 | Outstanding | |
| | <i>Scale</i> | | <i>Description</i> | |
| | 5 | 4.50 | 5.49 | outstanding |
| | 4 | 3.50 | 4.49 | very satisfactory |
| | 3 | 2.50 | 3.49 | satisfactory |

Knowledge of the Subject Matter. The data show in Table 8b that majority of faculty performance were outstanding with a weighted mean of 4.69, in explaining the relevance of present topics to the previous; demonstrate up-to-date knowledge of subject matter.

On the other hand, they were very satisfactory in explaining the subject matter without relying solely on the prescribed book with a mean of 4.35. It implies further that the faculty were outstanding in teaching and learning.

Teaching brings about effective learning, if it brings about authentic results – results that last, results that a learner usually uses in his life. With this concept in mind, a teacher does his best to improve his teaching. He goes to study for more professional growth, reads professional journals, and looks out for new textbooks and new techniques. The teacher aims to help his learner develop a personality which will enable him to live in a social group (for “no man is an island”) and later to help improve the society in which he lives (Bello, 1989).

Table 8b Faculty performance on instruction in **knowledge of subject matter**

| | Statements | Mean | Description | |
|----|---|-------------|--------------------|-------------------|
| 1. | Explained the subject matter without relying solely on the prescribed book. | 4.35 | Very satisfactory | |
| 2. | Demonstrated up-to-date knowledge of subject matter. | 4.78 | Outstanding | |
| 3. | Explained the relevance of present topics to the previous. | 4.82 | Outstanding | |
| 4. | Related the subject matter to relevant current issues. | 4.67 | Outstanding | |
| 5. | Cited application of topics learned to daily activities. | 4.71 | Outstanding | |
| | Weighted Mean | 4.69 | Outstanding | |
| | <i>Scale</i> | | <i>Description</i> | |
| | 5 | 4.50 | 5.49 | outstanding |
| | 4 | 3.50 | 4.49 | very satisfactory |
| | 3 | 2.50 | 3.49 | satisfactory |
| | 2 | 1.50 | 2.49 | fair |
| | 1 | 1.00 | 1.49 | poor |

Teaching for Independent Learning. Table 8b revealed the level of faculty performance in instruction in teaching for independent learning were generally rated outstanding with a weighted mean of 4.71 in the implementation of practical teaching strategies wherein students could apply the concept learned; construction of test questions and exercises which develop critical teaching; encouraging students to learn beyond what is required; and likewise, giving assignment/work to students

to stimulate independent learning; and finally, gives due recognition to students potentials.

Findings imply that the faculty were outstanding in teaching for independent learning. The result is consistent on the study of Rios (2008) that in educating teachers as instructional leaders.

Table 8c Faculty performance in instruction in terms of teaching for independent learning

| | Statements | Mean | Description |
|----|---|-------------|--------------------|
| 1. | Implemented practical teaching strategies wherein students could apply the concept learned. | 4.72 | Outstanding |
| 2. | Constructed test question and exercises which develop critical teaching. | 4.70 | Outstanding |
| 3. | Gave due recognition to students potentials. | 4.66 | Outstanding |
| 4. | Gave assignments/works to students to stimulate independent learning. | 4.67 | Outstanding |
| 5. | Encouraged students to learn beyond what is required. | 4.70 | Outstanding |
| | Weighted Mean | 4.71 | Outstanding |

| Scale | Range | Description |
|-------|-------------|-------------------|
| 5 | 4.50 - 5.49 | outstanding |
| 4 | 3.50 - 4.49 | very satisfactory |
| 3 | 2.50 - 3.49 | satisfactory |
| 2 | 1.50 - 2.49 | fair |
| 1 | 1.00 - 1.49 | poor |

Management of Learning

Table 8d shows the faculty in instruction in management of learning. Results reveal that the faculty performance were generally rated outstanding with a weighted mean of 4.68, in giving examination and assignment based on objectives and content in the syllabus; encouraging the students to contribute knowledge and experience towards a better understanding of subject matter; reinforce audio – visual materials, film viewing, and etc.; enabling students to apply learned concepts to real life situations; and lastly, breaks the class into task groups in encouraging students’ participation.

It implies further that the faculty were outstanding particularly in management of learning. One cannot deny that faculty prefers working with a school administrator who is educationally qualified coupled with his effective and efficient leadership and who’s honestly, integrity, morality and human relations are above par from his subordinates (Ravalo, 1996).

This is conforming to the statement of Yarcia (1999) that faculty should be optimistic because they build people and leaders. They have to expect their students to be good and high achievers so that later these students become assets and not liabilities of society.

Faculty have a vital role in attaining the vision of the school and able to help the parents bring out the best in their children, nurture them in the sense of righteousness

and other values that would enable them to meet the demands of education as envisioned for the coming years. The instrumental in determining the extent of learning that the student can avail in the classroom. An effective faculty can motivate, direct and assist students to perform academically to their maximum potentials by creating a facilitative attitudinal climate for learning (Arellano, 1993).

Table 8d Faculty performance in instruction in management of learning

| | Statements | Mean | Description |
|---|--|-------------|--------------------|
| 1 | Encouraged students to contribute knowledge and experience towards a better understanding of subject matter. | 4.69 | Outstanding |
| | Breaks the class into task groups to encourage students’ participation. | 4.59 | Outstanding |
| 3 | Reinforced audio – visual materials, film viewing, and etc. | 4.67 | Outstanding |
| 4 | Gave examination and assignments based on objectives and content in the syllabus. | 4.75 | Outstanding |
| 5 | Enabled students to apply learned concepts to real life situations. | 4.63 | Outstanding |
| | Weighted Mean | 4.68 | Outstanding |

| Scale | Range | Description |
|-------|-------------|-------------------|
| 5 | 4.50 - 5.49 | outstanding |
| 4 | 3.50 - 4.49 | very satisfactory |
| 3 | 2.50 - 3.49 | satisfactory |
| 2 | 1.50 - 2.49 | fair |
| 1 | 1.00 - 1.49 | poor |

Research

It can be gleaned in Table 9 the faculty performance in research. The faculty were sometimes undertake research activities and come up with one output every school year with a mean of 3.05; sometimes they attend local research presentations (2.96); attend research writing seminar (2.90); in - house review conducted in State HEIs (2.88); and finally, in attending national research presentations (2.61).

However, faculty performance were seldom in conducting group/team work research with a mean of 2.19; publishing the national and international research (1.80); and finally, in attending the international research presentations (1.71).

The result implies that the faculty were assessed that they only have sometimes performed research work.

Arellano (1993) pointed out that good faculty admit that for their own professional growth, they need intellectual sustenance. They take graduate studies, attend conferences and improve their teaching. They feel that personal challenges are essential to education in order not to stagnate.

Table 9 Faculty performance in **research**

| | Statements | Mean | Description |
|----|---|--------------|--------------------|
| 1. | Undertake research activities and come up with one output every school year. | 3.05 | Sometimes |
| 2. | Attend research in - house review conducted in the State Higher Institutions. | 2.88 | Sometimes |
| 3. | Attend local research presentations. | 2.96 | Sometimes |
| 4. | Attend national research presentations. | 2.61 | Sometimes |
| 5. | Attend international research presentations. | 1.71 | Seldom |
| 6. | Attend research writing seminar. | 2.90 | Sometimes |
| 7. | Conduct group/team work research. | 2.19 | Seldom |
| 8. | Publish national and international research. | 1.80 | Seldom |
| | Weighted Mean | 3.10 | Sometimes |
| | <i>Scale</i> | <i>Range</i> | <i>Description</i> |
| | 5 | 4.50 5.49 | outstanding |
| | 4 | 3.50 4.49 | very satisfactory |
| | 3 | 2.50 3.49 | satisfactory |
| | 2 | 1.50 2.49 | fair |
| | 1 | 1.00 1.49 | poor |

Extension

It can be viewed in Table 10 the faculty performance in evaluating the accomplished activities of clients’ extension services and keeping records/documents extension activities; contribute for the alleviation of the social and educational standards of rural life in remote areas by extending needed services based from the recipients needs assessment conducted; and conducting extension services/outreach activities to provide useful knowledge and skills through instruction. Per result, it could be implied that the faculty often conduct extension services in their respective colleges.

The result conforms to the mandate of the government through the Commission on Higher Education. This mandate enables the institution to conduct relevant researches that would generate technologies responsive to the needs of the local constituents. Complementation and collaborative undertakings made along this concern in which linkages with other College/Universities and other agencies should be established. The effort to raise the quality and effectiveness of teaching and instruction should be the end in view to gear up for academic excellence into the road map of state HEIs with good performance (Development Plan, 2009).

Table 10 Faculty performance in **extension**

| | Statements | Mean | Description |
|----|--|--------------|--------------------|
| 1. | Render community services based from the establish concept of “Adopt – A - School” Program. | 3.65 | Often |
| 2. | Conduct extension services/outreach activities to provide useful knowledge and skills through instruction. | 3.77 | Often |
| 3. | Contribute for the alleviation of the social and educational standards of rural life in remote areas by extending needed services based from the recipients needs assessment conducted. | 3.78 | Often |
| 4. | Implement school community-based extension programs by providing knowledge and skills necessary for the attainment of self-reliance and self-sufficiency to settlers in the remote areas of a far-flung barangays. | 3.77 | Often |
| 5. | Provide them quality training in addition to their present knowledge to assist them to face more complex skills and competencies to sustain a more comfortable living. | 3.77 | Often |
| 6. | Monitor the established extension projects. | 3.74 | Often |
| 7. | Evaluate the accomplish activities of clients’ extension services. | 3.80 | Often |
| 8. | Keeping records/documents extension activities. | 3.76 | Often |
| | Weighted Mean | 3.76 | Often |
| | <i>Scale</i> | <i>Range</i> | <i>Description</i> |
| | 5 | 4.50 5.49 | outstanding |
| | 4 | 3.50 4.49 | very satisfactory |
| | 3 | 2.50 3.49 | satisfactory |
| | 2 | 1.50 2.49 | fair |
| | 1 | 1.00 1.49 | poor |

Production of Instructional Materials

The results reveal in Table 11 faculty performance in production of instructional materials were always kept accurately the students’ performance and submits report of grades on time with a mean of 4.70.

Majority of production in instructional materials were rated often in compiling the updated course syllabi in all the subjects (4.45); listing of teaching strategies used in the different subjects areas (4.20);and undertake extensive preparation of instructional materials (4.18). As noted, the result implies that the faculty always kept the records accurately with regard to the student’s performance.

They also emphasized that supervision is the instructional leader’s major function. The instructional leaders are expected by the faculty to assist them in their teaching difficulties. They should be told what is expected of them, what they are doing does not read the standard, and what they can do to rise up to what is expected.

It also corresponds to the statement that teaching is the main function of the faculty and a performance evaluation system should be based on objective criteria.

The faculty should also be involved in the dissemination of knowledge, innovations, and technologies in national and international fora and in the development of instructional materials (Hall, 2005).

The statement of Lobo (2010) also supports as she posited that the length of teaching experience is one of the factors which hold the teacher to stay in the teaching profession to become more effective and efficient. Long years of service indicate satisfaction and tend to take their occupation seriously and remain in it steadily.

Table11 Faculty performance in production of instructional materials

| | Statements | Mean | Description |
|----|--|-------------|--------------|
| 1. | Compilation of updated course syllabi in all subjects. | 4.45 | Often |
| 2. | List of teaching strategies used in the different subjects areas. | 4.20 | Often |
| 3. | Undertake extensive preparation of instructional materials. | 4.18 | Often |
| 4. | Prepares lecture and laboratory manuals. | 3.78 | Often |
| 5. | Construct ICT based instructional material such as power point presentation and etc. | 3.95 | Often |
| 6. | Make/prepare test question with Table of Specification (TOS). | 3.94 | Often |
| 7. | Construct scoring rubrics as basis to evaluate the students output. | 3.77 | Often |
| 8. | Keeps accurate students’ performance and submits reports of grades on time. | 4.70 | Always |
| | Weighted Mean | 4.02 | Often |

| Scale | Range | Description |
|-------|-----------|-------------------|
| 5 | 4.50 5.49 | outstanding |
| 4 | 3.50 4.49 | very satisfactory |
| 3 | 2.50 3.49 | satisfactory |
| 2 | 1.50 2.49 | fair |

1 1.00 1.49 poor

Influence of the Job Motivation of the Administrators in State Higher Education

Job Motivation and Faculty Performance in Instruction

The findings reveal in Table 12 that the combined contribution of job motivation such as intrinsic and extrinsic significantly influenced the faculty performance in terms of instruction (F- value = 5.208*, P = 0.007) set at 5% level of significance. Based on the value of the probability, the null hypothesis of the study was rejected.

In fact, the independent variables account for 11.40% of the variations of the extent of faculty performance in instruction which could be accounted by the job motivation (R² = 0.114). The remaining 88.60% could be accounted by some factors not included in the model.

The finding implies that the faculty perform the function particularly in instruction because they are intrinsically motivated to do the job.

As per analysis, the finding could be supported by the study of Adeyeri (2012, which emphasized that intrinsic motivation is a derivative of one’s sense of self, (Ryan et al. 2000). Therefore, intrinsic motivation is reflective of self – efficacy. Individuals can be intrinsically motivated when they have the feeling that they know what they are doing and are part of the decision making process. Moreover, it was also stressed that intrinsic motivation include both internal satisfactions and purposeful engagement of an individual with his or her environment. He suggested that people are intrinsically motivated by their interest in novelty, a need to acquire experience, and the opportunity to flexibly apply their acquired skills. It is also assumed that an intrinsically motivated person carries out an activity when no evident external reward is present except the activity itself or the feelings derived from doing the activity. Intrinsic motivation does not negate the need for external rewards.

Table 12 Job motivation and the faculty performance in terms of instruction

| Variables | Coef. B | Std. Error | t – value | Probability |
|------------|---------|------------|-----------|-------------|
| (Constant) | 2.560 | 0.599 | 4.277 | 0.000 |
| Intrinsic | 0.318 | 0.132 | 2.410 | 0.018* |
| Extrinsic | 0.077 | 0.050 | 1.541 | 0.127 |

Multiple R = 0.114 F – Value = 5.208
 Probability = 0.007* * = Significant at 5 % level

Job Motivation and the Faculty Performance in Research

The data reveal that intrinsic and extrinsic motivation do not significantly influence the faculty performance in terms of research (F - value = 0.490^{ns}, P =

0.615) set at 5% level of significance. Based on the value of the probability, the hypothesis of the study was accepted.

The result further revealed that 1.20% of the variations of the extent of faculty performance on research could be accounted by the job motivation ($R^2 = 0.012$). The remaining 98.80% could be accounted by some variables not included in the context of the study.

The table also revealed that intrinsic motivation ($t - \text{value} = 5.438^*$, $p = 0.030$) was considered the most significant predictor of the faculty performance in terms of research. The finding implies that the faculty sometimes perform the research work because they were intrinsically motivated occasionally. The result is insignificant; yet, it still supports what Best et al. (1993) has emphasized that education in a research setting is done to improve school practices.

Table 13 Job motivation and the faculty performance in terms of research

| Variables | Coef. B | Std. Error | t – value | Probability |
|------------|---------|------------|-----------|-------------|
| (Constant) | 3.604 | 1.018 | 3.540 | 0.001 |
| Intrinsic | 1.098 | 0.224 | 5.438 | 0.030* |
| Extrinsic | -0.082 | 0.085 | -0.964 | 0.338 |

Multiple R = 0.012 *F – Value = 0.490*
Probability = 0.615^{ns} *^{ns} = Not Significant*

Job Motivation and Faculty Performance in Extension

The findings indicate the faculty performance in extension ($F - \text{value} = 8.226^*$, $P = 0.044$) set at 5% level of significance. Based on the value of the probability, the hypothesis of the study was rejected.

The result further reveals that 28.90% of the variations of the extent of faculty performance on extension could be accounted by the job motivation ($R^2 = 0.012$). The remaining 71.10% could be accounted by variables not included in the study.

Moreover, indicators of intrinsic and extrinsic came out as predictor of the faculty performance in terms of extension. The finding implies that the faculty performs the extension services because of commitment to do the task. Extension work of the faculty such as community involvement, extension program of the school, and seminars conducted were systematically and successfully done due to the fact that faculty are committed to do such work even without additional compensation.

The result indicates that the faculty of state HEIs conforms to the mandate of the Commission on Higher Education (CHED). This mandate enables the institution to conduct relevant researches that would generate technologies responsive to the needs of the local constituents. Therefore, complementation and collaborative undertakings are made along this concern. In addition, linkages with other SUCs and other agencies should be established (Development Plan, 2009).

Table 14 Job motivation and the faculty performance in terms of extension

| Variables | Coef. B | Std. Error | t – value | Probability |
|------------|---------|------------|-----------|-------------|
| (Constant) | 3.841 | 1.211 | 3.172 | 0.002 |
| Intrinsic | 0.943 | 0.967 | 0.975 | 0.087 |
| Extrinsic | -0.068 | 0.101 | -0.672 | 0.504 |

Multiple R = 0.289 *F – Value = 8.226*
*Probability = 0.044** ** = Significant at 5 % level*

Job Motivation and Faculty Performance in Production

The findings reflected in Table 15 show the faculty performance in production of instructional materials. The combined contribution of the job motivation like intrinsic and extrinsic do not significantly influence the State Higher Institutions Faculty performance in production ($F - \text{value} = 0.691^{ns}$, $P = 0.504$) set at 5% level of significance. Based on the value of the probability, the hypothesis of the study was accepted.

The result further reveals that 1.70% of the variations of the extent of faculty performance on production could be accounted by the job motivation ($R^2 = 0.017$). The remaining 98.30% could be accounted by some factors not included in the model.

The data reveal also that, extrinsic motivation ($t - \text{value} = 1.320^*$, $p = 0.050$) was considered the significant predictor of the faculty performance in terms of production of instructional materials.

The finding implies that the faculty perform the function particularly in production of instructional materials because they were extrinsically motivated to do the production work. This result confirms that teaching is the main function of the faculty and a performance evaluation system should be based on objective criteria. The faculty should also be involved in the dissemination of knowledge, innovations, and technologies in national and international fora and in the development of instructional materials such as modules, software, multi-media devices, etc. Moreover, they are expected to render expert services and consultancies. The faculty should have the appropriate academic preparation and experience relevant to the program. They must be holders of appropriate degrees and should possess relevant and/or compensatory qualifications (Hall, 2005).

Onlos (2001) contended that being the instructional leader of the school, administrators/heads of the different programs must exert a vigorous and forceful effort to carry out the educational objectives and programs of the school. The challenge is great considering the mounting problems affecting the school system.

Table 15 Job motivation and the faculty performance in terms of **production**.

| Variables | Coef. B | Std. Error | t – value | Probability |
|------------|---------|------------|-----------|-------------|
| (Constant) | 3.275 | 0.720 | 4.547 | 0.000 |
| Intrinsic | 0.163 | 0.159 | 1.029 | 0.307 |
| Extrinsic | 0.919 | 0.860 | 1.320 | 0.050* |

Multiple R = 0.017 F – Value = 0.691
 Probability = 0.504^{ns} ^{ns} = Not Significant

INFLUENCE OF THE MANAGERIAL PRACTICES OF THE ADMINISTRATORS TO THE FACULTY PERFORMANCE

Managerial Practices of the Administrators and Faculty Performance in Instruction

The findings reveal in Table 16 that the managerial practices such as planning, organizing, leading, and controlling significantly influenced the faculty performance in terms of instruction (F-value = 11.714*, P = 0.015) set at 5% level of significance. Therefore the hypothesis of the study was rejected.

The result further revealed that 24.70% of the variations of the extent of faculty performance on instruction could be accounted by the managerial practices of the administrators (R² = 0.247). The remaining 75.30% could be accounted by some variables not included in the context of the study.

Furthermore, planning (t – value = 1.560*, p = 0.037) was considered the most significant predictor of the faculty performance in terms of instruction.

The finding implies that the faculty commitment, knowledge of the subject matter, teaching for independent learning, and management of learning were affected by the way the administrators plan the instructional programs of the institutions like environmental scanning, developing unit goals, setting clear objectives, and conducting annual plan for the operation of the school.

Table 16 Managerial practices of the administrators and the faculty performance in terms of **instruction**

| Variables | Coef. B | Std. Error | t – value | Probability |
|-------------|---------|------------|-----------|-------------|
| (Constant) | 3.890 | 0.242 | 16.069 | 0.000 |
| Planning | 0.322 | 0.108 | 1.560 | 0.037* |
| Organizing | 0.142 | 0.138 | 1.035 | 0.302 |
| Leading | 0.039 | 0.117 | 0.330 | 0.742 |
| Controlling | -0.063 | 0.118 | -0.529 | 0.597 |

Multiple R = 0.247 F – Value = 11.714
 Probability = 0.015* * = Significant at 5% level

Managerial Practices of the Administrators and Faculty Performance in Research

The data in Table 17 reveal that the combined contribution of the managerial practices of the administrators such as planning, organizing, leading, and controlling do not significantly influence on the faculty performance in terms of research (F - value = 1.537^{ns}, P = 0.195) set at 5% level of significance. Therefore the hypothesis of the study was accepted.

The findings further revealed that 4.30% of the variations of the extent of faculty performance on research could be accounted by the managerial practices of the administrators (R² = 0.043). The remaining 95.70% could be accounted by some factors not included in the study. Further, it was found out that only organizing (t – value = 1.132*, p = 0.050) was considered the most significant predictor on the faculty performance in terms of research.

The finding implies that the success in undertaking research activities like in - house review, local research presentation, national and international research presentation, research writing seminar, and publishing national and international research is significantly influenced by the well - organized structure, well - defined activities, delegation of skillful individual, and cooperation of concerned faculty.

Table 17 Managerial practices of the administrators and faculty performance in **research**

| Variables | Coef. B | Std. Error | t – value | Probability |
|-------------|---------|------------|-----------|-------------|
| (Constant) | 3.937 | 0.437 | 9.007 | 0.000 |
| Planning | -0.085 | 0.196 | -0.436 | 0.663 |
| Organizing | 0.281 | 0.248 | 1.132 | 0.050* |
| Leading | -0.318 | 0.212 | -1.500 | 0.136 |
| Controlling | 0.012 | 0.214 | 0.058 | 0.953 |

Multiple R = 0.043 F – Value = 1.537
 Probability = 0.195^{ns} ^{ns} = Not Significant

Managerial Practices of Administrators and Faculty Performance in Extension

The data reveal in Table 18 that the combined contribution of the managerial practices such as planning, organizing, leading, and controlling do not significantly influence on the faculty performance in extension (F-value = 0.755^{ns}, P= 0.557) set at 5% level of significance. Therefore the hypothesis of the study was accepted.

The result further reveals that 2.10% of the variations of the extent of faculty performance on extension could be accounted by the managerial practices of the administrators (R² = 0.021). The remaining 97.90% could be accounted by some variables not included in the context of the study.

However, it was found out that organizing (t – value = 1.043*, p = 0.049) was considered the most significant predictor of the faculty performance in terms of extension.

Findings imply that extension activities of the institution were greatly influenced by the way the

institution organized its manpower resources, material resources, and physical resources. Extension program of the school like community services, outreach activities, rendering services to the remote areas, and quality trainings is dependent on how the resources of the institution was organized.

Table 18 Managerial practices and the faculty performance in terms of **extension**

| Variables | Coef. B | Std. Error | t - value | Probability |
|-------------|---------|------------|-----------|-------------|
| Constant) | 3.969 | 0.511 | 7.760 | 0.000 |
| Planning | 0.010 | 0.229 | 0.045 | 0.964 |
| Organizing | 0.303 | 0.290 | 1.043 | 0.049* |
| Leading | -0.139 | 0.248 | -0.560 | 0.576 |
| Controlling | -0.234 | 0.250 | -0.937 | 0.351 |

Multiple R = 0.021

Probability = 0.557^{ns}

F - Value = 0.755

^{ns} = Not Significant

Managerial Practices of Administrators and Faculty Performance in Production of Instructional materials

The findings reveal in Table 19 that the combined contribution of the managerial practices of the administrators such as planning, organizing, leading, and controlling do not significantly influence faculty performance in terms of production (F- value = 0.507^{ns}, P = 0.731) set at 5% level of significance. Therefore the hypothesis of the study was accepted.

The result further reveals that 1.40% of the variations of the extent of faculty performance on production could be accounted by the managerial practices of the administrators (R² = 0.014). The remaining 98.60% could be accounted by some variables not included in the context of the study.

However, considering the independent variable, organizing (t – value = 1.816*, p = 0.046) was considered the most significant predictor of the faculty performance in terms of production.

The finding implies that the faculty performance particularly in production were affected by organizing function of the administrators.

Well-defined institution structure, organizational charts, and hierarchical structure of organization contributed much on the faculty performance in production like making course syllabi, teaching strategy, instructional materials, and laboratory manuals.

Table 19 Managerial practices of the administrators and the faculty performance in terms of **production of instructional materials**

| Variables | Coef. B | Std. Error | t - value | Probability |
|-------------|---------|------------|-----------|-------------|
| (Constant) | 4.293 | 0.324 | 13.234 | 0.000 |
| Planning | -0.063 | 0.145 | -0.435 | 0.664 |
| Organizing | 0.150 | 0.104 | 1.816 | 0.046* |
| Leading | -0.094 | 0.157 | -0.601 | 0.549 |
| Controlling | -0.037 | 0.158 | -0.231 | 0.118 |

Multiple R = 0.014

Probability = 0.731^{ns}

F - Value = 0.507

^{ns} = Not Significant

INFLUENCE OF THE JOB MOTIVATION TO MANAGERIAL PRACTICES OF THE ADMINISTRATORS

Managerial practices of the administrators are a clear manifestation which emphasizes in understanding managerial functions and job motivation to have distinct implications for increasing performance and motivation are discussed in this section.

Job Motivation and Managerial Practices in Planning

The findings reveal in Table 20 the intrinsic and extrinsic motivation significantly influenced the managerial practices of the administrators in planning (F- value = 6.459*, P= 0.034). therefore the hypothesis of the study was rejected because the probability value is significantly lesser than 0.050 level of significance.

The result further reveals that 41.10% of the variations of the extent of managerial practices like planning could be accounted by the job motivation (R² = 0.411). The remaining 58.90% was accounted by some variables not included in the model.

The table revealed also that taken singly, both intrinsic (t – value = 2.468*, p = 0.045) and extrinsic motivation (t – value = 2.838*, p = 0.038) were considered the significant predictor of the managerial practices in terms of planning.

It imply further that the administrators were doing their functions particularly in planning because they were intrinsically and extrinsically motivated to do the job.

Table 20 Job motivation and managerial practices in **planning**

| Variables | Coef. B | Std. Error | t - value | Probability |
|------------|---------|------------|-----------|-------------|
| (Constant) | 3.336 | 1.107 | 3.014 | 0.000 |
| Intrinsic | 0.548 | 0.244 | 2.468 | 0.045* |
| Extrinsic | 0.281 | 0.093 | 2.838 | 0.038* |

Multiple R = 0.411

Probability = 0.034*

F - Value = 6.459

* = Significant at 5% level

Job Motivation and Managerial Practices of administrators in Organizing

The data reveal in Table 21 that the combined contribution of the job motivation like intrinsic and extrinsic motivation do not significantly influence the managerial practices of administrators of the State Higher Education Institutions in terms of organizing (F - value = 0.211^{ns} , P = 0.810) as set at 5% level of significance. Based on the value of the probability, the hypothesis of the study was accepted.

The result further reveals that 2.50% of the variations of the extent of managerial function like organizing could be accounted by the job motivation (R² = 0.025). The remaining 97.50% could be accounted by some other factors not included in the model.

The data reveals also that taken singly, extrinsic motivation (t – value = 1.734*, p = 0.046) were considered

the most significant predictor of the managerial practices in terms of organizing.

The finding implies that organizing functions of the administrators is dependent on how they were motivated extrinsically. Establishing institutional structure, organizational chart, line of authority and communications, staffing, delegation of authority, and all other activities related to organizing were performed by the administrators because of some compensation, certificates and points to earn, supervisors' presence, for personal development, and avail promotion.

Table 21 Job motivation and the managerial practices of the administrators in terms of organizing.

| Variables | Coef. B | Std. Error | t-value | Probability |
|------------|---------|------------|---------|-------------|
| (Constant) | 3.444 | 0.928 | 3.709 | 0.000 |
| Intrinsic | -0.132 | 0.205 | -0.644 | 0.521 |
| Extrinsic | 0.218 | 0.078 | 1.734 | 0.046* |

Multiple R = 0.025
Probability = 0.810^{ns}

F-Value = 0.211
^{ns} = Not Significant

Job Motivation and the Managerial Practices of the administrators in terms of Leading

The finding reveals in Table 22 that the combined contribution of the job motivation like intrinsic and extrinsic motivation do not significantly influence the managerial practices of administrators in terms of leading (F - value = 0.882^{ns} , P = 0.418) as sets at 5% level of significance. Based on the value of the probability, the hypothesis of the study was accepted.

The result further reveals that 2.10% of the variations of the extent of managerial function like leading could be accounted by the job motivation (R² = 0.025). The remaining 97.90% could be accounted by some other factors not included in the study.

The data further reveal that none of the independent variables were considered significant predictor of the managerial practices in terms of leading.

Table 22 Job motivation and the managerial practices of the administrators in terms of leading.

| Variables | Coef. B | Std. Error | t-value | Probability |
|------------|---------|------------|---------|-------------|
| (Constant) | 2.442 | 1.151 | 2.121 | 0.037 |
| Intrinsic | 0.265 | 0.254 | 1.045 | 0.299 |
| Extrinsic | 0.054 | 0.096 | 0.559 | 0.578 |

Multiple R = 0.021
Probability = 0.418^{ns}

F-Value = 0.882
^{ns} = Not Significant

Job Motivation and Managerial Practices of administrators in Controlling

The finding reveals in Table 23 that motivation like intrinsic and extrinsic motivation do not significantly influence to the managerial practices of the administrator in controlling (F- value = 0.345^{ns} , P= 0.710) set at 5% level of significance. Based on the value of the probability, the hypothesis of the study was accepted.

The result implies that 2.80% of the variations of the extent of managerial practices like controlling could be accounted by the job motivation (R² = 0.028). The remaining 97.20% could be accounted by some other factors not included in the model.

This implies that intrinsic motivation (t - value = 3.253*, p = 0.046) were considered the most significant predictor of the managerial practices in terms of controlling. It implies further that the controlling function of the administrators were clearly performed due to the commitment and responsibility.

Table 23 Job motivation and managerial practices of administrators in controlling.

| Variables | Coef. B | Std. Error | t-value | Probability |
|------------|---------|------------|---------|-------------|
| (Constant) | 3.062 | 1.059 | 2.891 | 0.000 |
| Intrinsic | 0.270 | 0.233 | 3.253 | 0.046* |
| Extrinsic | 0.020 | 0.089 | 0.222 | 0.825 |

Multiple R = 0.028
Probability = 0.710^{ns}

F-Value = 0.345
^{ns} = Not Significant

Conclusion

The results both administrators and faculty in State Higher Education Institutions strongly agreed that they were intrinsically and agreed to have been extrinsically motivated to perform their tasks.

It is further concluded that oftentimes, administrators in State Higher Education Institutions performed well their function in planning, organizing, and controlling.

On the faculty performance, it is concluded that they were outstanding in instruction in terms of commitment, teaching for independent learning, and management of learning. However, the faculty sometimes performed research works, and oftentimes they performed extension and production tasks.

It is further concluded that administrators and faculty were motivated intrinsically to do their functions because they are committed to do their tasks.

Recommendations

1. The administration should provide various fringe benefits like remuneration for faculty members to go on professional development.
2. The administration should also send the faculty for trainings and seminars for the development of the school and for the welfare of the students.
3. Similar study with a larger scope and more variables is recommended to be conducted to validate the results of the present study .

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