

Exploring Predictors of Teachers' Performance in Barrio Elementary Schools: A Multiple Regression Study

CATHERINE TALAO SIGUA

Bloomingfields Academy Foundation, Inc.

E-mail: sigua.kate@yahoo.com

ABSTRACT

This multiple regression study primarily aimed at generating inputs as a basis for strengthening principals' leadership competence. Pertinent data were gathered through a survey among 140 teachers from six selected barrio elementary schools who were inquired of their profile (including information about their gross pay) and perceptions on their respective work environment and principals' motivational skills. Results show that the principals have very high motivational skills and a very good work environment as perceived by the teachers. After regression analysis, gross pay was found to be the topmost predictor of teachers' performance. On the other hand, principals' motivational skills and work environment were revealed to have no significant correlation with teachers' performance. Thus, it appears that teachers perform well regardless of their work environment and their principal's motivational skills, leading this study to recommend that principals in barrio schools may choose to rethink about their leadership practices to create a greater impact on sustaining teachers' motivation in performing well. The results of this study may be used as a springboard by the education authorities in further improving the compensation scheme policies for teachers since it is now found to be the topmost factor that influences teachers' performance. The study recommends the exploration of other determinants in boosting the performance of teachers in barrio elementary schools.

Keywords: teachers' performance, principals' motivational skills, gross pay, work environment, multiple regressions

Introduction

“Life is about using the whole box of crayons” (Ru, cited in Canfield, Hansen, & Newmark, 2009, p.278).

Elementary sounding as it may seem, the above quotation speaks of the totality of man's purpose of existence, of the meaning of life, of realizing the fullness of his potentials.

In psychology, attaining one's ultimate purpose is represented in Maslow's motivational theory, which is personified in his pyramid of needs with the highest level called self-actualization or self-fulfillment. Unlike the lower levels motivated by deficiencies, self-actualization pertains to

one's desire for personal growth and the need to become all the things that a person is capable of becoming (Maslow, 2013).

It is the teaching profession as a vocation, where the foregoing concepts of Ru's using the whole box of crayons, of the bible passage on the parable of the talents, and Maslow's self-actualization, are best exemplified considering that the field of education is widely regarded as the foundation and breeding ground of finding one's purpose in life.

Bestowed with this privilege and responsibility are the teachers who are the key players in molding the minds and character of the learners who are considered to be the center and the heart of education. But this mantra on teachers having the noble purpose of teaching minds, touching hearts, and transforming lives, must be translated into specific performance indicators to bring about concrete results.

Logically speaking, the performance of students depends largely on the teaching performance of their teachers. Therefore, it is the teaching performance of teachers, which Justine (2011) defined as closely related actions in attaining objectives, that must be enhanced, that must be "sharpened," because this will pave the way toward students' learning achievement (Bello & Jakada, 2017).

If students' performance is measured by their grades as indicated in their report cards, teacher performance is also measured in their performance appraisals. For example, in the Philippines' Basic Education System, a public-school teacher's performance is evaluated to actual achievements and outcomes using the Results-based Performance Management System (RPMS).

However, the factors that determine teaching performance may not be fully captured by performance appraisals such as the RPMs. Kusumaningtyas and Setyawati (2015) categorically stated that the skills and competence of teachers are the determinants of their respective performances.

When teachers are happy, contented, and committed, this is an indication that they are motivated. Motivation is dependent on the individual's desires, opportunities and rewards for quality performance (Rahal, 2010; Apolline, 2015; Oyugi, 2014, Shaheen et al., 2013).

The present study is guided by the view of Skinner and the reinforcement theory (Skinner, cited in Apolline, 2015), which focuses on the managers' motivation to their employees in the workplace. Likewise, the research is rooted in Herzberg's Motivational Theory, which focuses on employees' work satisfaction. The present study hypothesized that principals' motivational skills can predict teachers' performance; work environment and gross pay, presented in Figure 1.

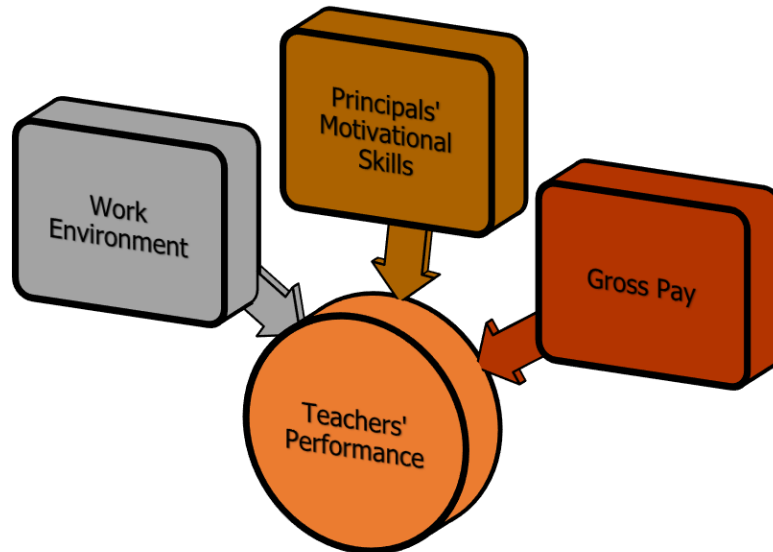


Figure1. Conceptual Framework on Exploring Predictors of Teachers' Performance

The conceptual framework of this study presents that the work environment, principals' motivational skills, and gross pays of teachers are the independent variables that will be measured against the teachers' performance being the dependent variable.

The figure above (the conceptual framework) indicates that the motivational skills of a school principal, the work environment of teachers, and their gross pays can influence teachers' performance in their respective schools. Similarly, teachers are highly motivated and can perform their jobs successfully if they are completely nourished and highly satisfied by the motivational abilities of their principals, their work environment, and their gross incomes.

The study's main purpose was to generate inputs for strengthening principals' leadership competence toward enhancing teachers' performance. Specifically, it sought to describe the respondent-teachers' perceptions of their respective principals' motivational skills and work environment; categorize teachers' respective monthly gross-pays and performance ratings; and to determine the predictor or predictors of teachers' performance based on the gathered data in selected elementary schools in rural areas/ 'barrios'.

The study hopes to enhance school principals' awareness of the importance of motivating teachers and maintaining a harmonious relationship with them. May this be also a source of useful information for initiators of school principals' leadership capability training that would enable them to acquire skills on proper hiring of teachers and retain good teachers to identify teachers' developmental needs and plan for their professional development growth. Further, may the study provide necessary inputs for shaping the resolution by policymakers in increasing the salary of teachers to address concerns on their economic condition that may motivate them further to perform better. This study had limitations on the number of respondents which controlled the study to achieve a more comprehensive result. Target respondents were not available for certain

reasons, but an adequate number of total respondents was met to meet the requirement. May this limitation be a springboard for future studies.

Literature Review

Literature reviews present that one of the determinants that predicts teachers' performance is how school principals motivate them (Langat, 2016; Dornyei, cited in Apolline). Usman (2010) stated that governance in education is an outgrowth discipline anchored on leadership and administration, and a synergistic step of leading an institution.

School leaders nowadays experience diverse challenges (Eller, cited in Mathis, 2012). Complexity is more evident among barrio schools. Under Article 1 of Section 2 of R.A. No. 2370, barrios are units of towns funded with the powers of the performance of government roles to be employed by their components in compliance with the law (Brillantes & Fernandez, 2008). On the other hand, inadequate information of rural people controls them to become upgraded (UNESCO, cited in Adedeji & Olaniyan, 2011). Therefore, principals in rural areas perform numerous functions than in urban community.

Motivational skills of principals are described as showing positive, resonant, and ethical leadership. Positive leadership is evident in Aslanargun (2015) research, which indicated that school principals must encourage teachers and students for their progress in teaching and learning. Likewise, as cited in Graham et al. (2014), Bolger stated that the aforesaid leadership helps teachers be committed and satisfied with their work.

On the other hand, in the study of Boyatzis and Mckee (cited in Wells, 2015), resonant leaders are those giving inspirations, building anticipation for the future in the school, being compassionate, professionally and personally connected with the staff. Lastly, ethical leadership includes principals' fair treatment, paying attention to workers' opinions and needs, explaining duties, loving, showing respect and support, truthfulness, moral supervision and upholding the surroundings (Kalshoven et al. as cited in Katranci et al., 2015).

Another factor that increases teachers' job performance is their work environment which includes the school, their fellow teachers, students, and parents; specifically, comprises the facilities and resources provision of schools, support of the fellow teachers, performance, behavior of students, and parents' involvement in school.

On the other hand, Yin et al. (2016) and Robbins & Coulter (2012) affirmed that teachers could perform their job effectively if they have fellow associates who are supportive in their instructions and willing to work as a team.

Additionally, another predictor of teachers' performance relative to their work environment is the behavior and active involvement of the students in school. Apart from it, an excellent school

is also described from the active participation of parents in school (Arifin, 2016; Judah et al., 2015; Hangge, 2016).

On the other note, employees, including teachers, are inspired by salary and rewards (Bello & Jakada, 2017; Lee & Raschke, 2016; Robbins & Coulter, 2012; Muguongo et al., 2015; Tanjung, 2015; Burns & Darling-Hammond cited in Symeonidis, 2015; Briggs et al., 2014).

On the other hand, salary is also known as pay or wage. Baumrucker (2016) defined gross pay or gross income as "all income from whatever source derived" (p.1) if not legally exempted; it is also the base salary or hourly wages. In the current wages of public-school teachers in the country, it is based on administering the first part salary modification for nonmilitary, military and uniform staff in the national government found which is provided under Executive Order (EO) No. 201, s. 2016 (cited in Rule 4.1 of Section 1, D.O. No. 12, s.2016).

Methodology

This section comprises a description of the research method, instrument, the respondents, the over-all processes of organizing and analyzing data, and the different statistical tests used through Statistical Package for the Social Sciences (IBM SPSS) 15.0 software

To attain the objectives of the study, a quantitative method was used with questionnaires on closed-ended questions. It was carried out in six (6) selected barrio elementary schools with a 'large' population of teachers (15 to 45) that merits a principal item for the school head. Respondents were assured that the survey data shall be held highly confidential and shall only be used for the study.

The instrument used was adopted from Apolline (2015), Price (2008), Hardman (2011), Boniface (2016), Matula (2013), Mbogo (2015) and Sumarsono et al. (2016).

Items were modified to fit the objectives of the current study. The first draft of the instrument was subjected to series of content validation by three research experts leading to its revised form composed of forty-seven (47) items from the original fifty (50) items.

Upon the completion of the validation process, the final draft of the instrument was pilot tested among 30 teachers to ensure the comprehensibility of the instructions, check the grammar, validity, and reliability of the results and check the statistical procedure of the study for more effective results (Simon, 2011; Hassan et al., 2006).

In addition, the performance of teachers was classified and described using their performance rating from the Results-based Performance Management System (RPMS).

Data were analyzed using Pearson product-moment correlation to test the degree of relationship of teachers' performance with the independent variables. Likewise, to reveal

the emergence of the predictor on teachers' performance among independent variables, multiple regression analysis was utilized.

Results and Discussion

Presented in this section are the results following the sequence of the objectives: (1) teachers' perceptions of their principals' motivational skills; (2) perceptions on their work environment; (3) teachers' gross monthly salary; (4) teachers' performance rating from the RPMS (Results-Based Performance Management System); (5) correlations between teachers' performance and gross pay, principals' motivational skills and work environment; and (6) multiple regression analysis for variables predicting teachers' performance.

Teachers' Perceptions of their Principals' Motivational Skills

Respondents' perceptions of their respective principals' motivational skills are presented in Table 1. Results show that principals have very high motivational skills such as encouraging them to develop a sense of humor, motivating teachers to be creative, giving recognition in their performance, and encouraging them in their professional growth.

On the other hand, the only indicator where principals found to have high motivational skills is constructively criticizing teachers.

Among the one-hundred forty (140) total respondent-teachers, it is seen from their perceptions that their principals have very high motivational skills with an overall mean of 3.3853 with a standard deviation of .58723.

Table 1

Summary of Teachers' Perception of their Principals' Motivational Skills

Item Number	Indicator	Mean	Standard Deviation	Verbal Interpretation
My principal.....				
1	encourages me to develop sense of humor	3.2929	.62899	Very high
2	motivates me to be creative	3.4786	.56858	Very high
3	gives recognition in my performance	3.4429	.61482	Very high
4	criticizes me in a constructive way	3.2286	.69264	High

5	encourages me in terms of professional growth	3.4429	.59096	Very high
6	encourages punctuality among teachers	3.5500	.57932	Very high
7	encourages me to collaborate with other teachers in our instruction and in lesson planning	3.4429	.54007	Very high
8	cares for teachers' self-image	3.4500	.56677	Very high
9	uses positive and respectful language at all times	3.4214	.63550	Very high
10	listens to my concerns and observations	3.3714	.57954	Very high
11	consistently shows fair treatment of the issues faced by teachers	3.3643	.57790	Very high
12	checks schedules to make sure that assignments are accomplished on time	3.4286	.57705	Very high
13	demonstrates concern on teachers who have medical / health problems	3.4643	.54192	Very high
14	assigns responsibilities to teachers according to their respective expertise/specializations	3.5071	.52965	Very high
15	involves teachers in the planning for the school activities	3.4929	.56894	Very high
16	acts as a role model to the teachers	3.5357	.58038	Very high
17	consults teachers in critical decision- making processes concerning the school	3.4571	.57990	Very high
18	allows me freedom of speech and action	3.4571	.56735	Very high
19	helps in building and maintaining good relationships within the school community and with different organizations	3.5000	.55619	Very high
	Overall	3.3853	.58723	Very high

Teachers' Perceptions of their Work Environment

Illustrated in Table 2 are the teachers' perceptions of their work environment. Teachers perceived that their respective schools have excellent clean and safe water; comfortable and adequate classrooms and enough Sports equipment to motivate the teachers in extra-curricular

activities. Furthermore, it was described by the respondents that their fellow teachers are outstanding in extending support such as financial, moral, and professional assistance to colleagues when necessary; and work excellently as a team in accomplishing big tasks.

Conversely, it was indicated from the respondents' perception that their schools are very good in providing a functioning Science laboratory, equipped with tools, equipment, and chemicals. In addition, teachers are also very much provided with communication systems like internet and mobile connectivity; and sufficient, comfortable desks and tables.

The study also indicated that students are very good in attending class regularly, always come on time, and participate actively in classroom activities. Likewise, parents are very good at attending general meetings, participating in school programs, and participating in the outreach programs.

In summary, respondent-teachers agreed that they have a very good work environment in their respective schools with an overall mean of 3.1108 with a standard deviation of .61378.

Table 2

Summary of Teachers' Perception of their Work Environment

Item Number	Indicator	Mean	Standard Deviation	Verbal Interpretation
The school.....				
1	has clean and safe water	3.3500	.52183	Excellent
2	offers transportation services	2.6143	.87808	Very good
3	has communication systems like internet and mobile connectivity	3.1571	.76121	Very good
4	has comfortable classrooms	3.3071	.58637	Excellent
5	has adequate classrooms	3.3000	.60810	Excellent
6	has sufficient desks and tables	3.2357	.58286	Very good
7	has comfortable desks and tables	3.1643	.61878	Very good
8	has a functioning Science laboratory, equipped with tools, equipment and chemicals	2.6571	.85471	Very good
9	is furnished with computers in the computer room	2.9214	.76870	Very good
10	has offices in all departments	2.6643	.78301	Very good
11	has well- equipped offices	2.9571	.66648	Very good
12	has decent and comfortable teachers' room	3.0071	.72466	Very good
13	has clean comfort rooms	3.2071	.56894	Very good
14	has sufficient number of comfort rooms	3.2214	.61244	Very good
15	has enough Sports equipment to motivate the teachers in extra-curricular activities	3.3857	.55730	Excellent
16	provides teachers sufficient teaching guides and other teachers' resource materials	3.0714	.60742	Very good

My fellow teachers.....				
17	extend support (e.g., financial, moral, professional assistance, etc.) to colleagues when necessary	3.2643	.54457	Excellent
18	are proud of being part of the school organization	3.2857	.57883	Excellent
19	do not blame each other in times of troubles but instead seek solutions to problems that arise	3.1857	.59477	Very good
20	manifest respect of others' opinions	3.2500	.56422	Excellent
21	work as a team in accomplishing big tasks	3.3143	.58869	Excellent
Students in our school.....				
22	attend classes regularly	3.2000	.56518	Very good
23	always come on time	3.1643	.51747	Very good
24	participate actively in classroom activities	3.1214	.50133	Very good
Parents.....				
25	attend general meetings	3.0786	.48082	Very good
26	participate in school programs	3.0429	.52109	Very good
27	take part in the extended/outreach programs of the school	2.9571	.53471	Very good
28	have a good working relationship with the school authorities in raising funds for school facilities' improvement	3.0357	.48593	Very good
	Over-all	3.1108	.61378	Very good

Respondents' Monthly Gross Pay

Table 3 exhibits the respondent- teachers' monthly gross pays in their schools. The lowest frequency was the teachers under salary grade 12 resulted in two (2) or 1.4% of the one hundred-forty (140) total respondents. Moreover, sixteen, which is equal to 11.4 % of the teachers are on the salary grade 11 while those in the salary grade 18 were analyzed as 17.2%, which is a resultant of 24 of the total respondents. The highest rates were the teachers who are on the salary grade 13 were analyzed as 98, which is equivalent to 70% of the total sample population.

Table 3

Monthly Gross Pay of Teachers

Monthly Gross Pay in Pesos	Salary Grade	Frequency (No. of teachers)	Percent (%)
21,077 – 22,585	11	16	11.4
22,651 – 24,232	12	2	1.4
24,328 – 26,037	13	98	70.0
35,452 – 38,201	18	24	17.2
	Total	140	100.0

Respondents' Performance Rating from the RPMS (Results-Based Performance Management System)

Table 4 shows that one hundred thirty-four (134) corresponding to 95.7% of the respondent-teachers have a very satisfactory performance rating of 4 in their respective schools. This is in contrast to those whose performance rating is satisfactory with only 1.4%, which is equivalent to two (2) of the total sample population. Second to the lowest percent are the outstanding respondents in their performance which is 2.9% or four (4) of the total population. However, none of the respondents got a rating of unsatisfactory and poor performance in their schools. Analysis revealed that almost a hundred percent of the respondents are very satisfactory in their overall performances in their respective schools.

Table 4

**Respondents' Performance Rating of from the RPMS
(Results-Based Performance Management System)**

Performance Rating Level	Description	Frequency (Number of Respondents)	Percent (%)
1 – 1.49	Poor	0	0
1.50 – 2.49	Unsatisfactory	0	0
2.50 – 3.49	Satisfactory	2	1.4
3.50 – 4.49	Very Satisfactory	134	95.7
4.50 - 5.00	Outstanding	4	2.9
		140	100.0

Correlations between Teachers' Performance and Gross Pay, Principals' Motivational Skills and Work Environment

Table 5 shows the correlations between teachers' performance and gross pays, principals' motivational skills, and work environment. The results disclosed that there is no significant relationship between teachers' performance and their principals' motivational skills. The interval is .086 which is far from the positive correlation in Pearson -r. Its p-value is .310, which is greater than the significance level at 0.01, it is not significant.

On the other hand, teachers' work environment and their performances in school are statistically significant because their p-value is .026, which is less than the significance level of 0.05. Its correlation in Pearson-r is .188*, indicating their positive correlation but not at the high level. Lastly, there is a significant relationship between teachers' performance and their monthly gross pay at a p-value of .000, which is less than the significance level of 0.01. Its r value is **.584 which shows the high correlation between teachers' performance and their gross pay. Correlation between teachers' performance and gross pay is highly significant.

Table 5
Correlations of Teachers' Performance and Gross Pay, Principals' Motivational Skills, and Work Environment

Bivariates	Pearson-r	r ²	Interpretation of r ²	p-value	Interpretation of p-value
Teachers' Performance and Principals' Motivational Skills	.086	-	No correlation	.310	not significant
Teachers' Performance and Work-Environment	.188*		Correlated	.026	*significant at 0.05
Teachers' Performance and Gross Pay	.584**		Highly Correlated	.000	** highly significant at 0.01

Multiple Regression Analysis for Variables Predicting Teachers' Performance

Table 6 presents the multiple regression analysis for variables predicting teachers' performance. It was analyzed that the dependent variables principals' motivational skills and work environment were found to have no significant relationship to the independent variable, the teachers' performance. From the obtained p-value = 0.000 of teachers' gross pay, which is significant at the alpha .01 level, it can be seen that teachers' income is significant to teachers' performance. The obtained Pearson r- value for gross pay is .3408. This means that the variation in performance rating explains 34.1% of the variation in the gross pay of the teachers or 34.1% of the variation in performance rating can be attributed to the gross pay of teachers.

The regression model or equation: $\hat{y} = a + Bx$, where a is the y-intercept or the performance of teachers that is predicted, which is equal to 64.141; $\hat{y} = 64.141 + .001(x)$ or the analyzed x-intercept or gross pay of teachers; B is the slope which is equal to .001. The aforementioned equation implies that for every one-unit increase in gross pay, performance rating is expected to increase by 0.001. Thus, there is a high significant relationship between teachers' performance and gross pay.

Table 6
Summary of the Multiple Regression Analysis for Gross Pay Predicting Teachers' Performance

Variable	Coefficient	t- Stat	p-value	Interpretation
Intercept	64.141	23.930	0.00	
Gross Pay	0.0008	8.4469	0.00	Significant at the alpha .01 level

From the interpretation of statistical analysis on the gathered data, the findings indicated that respondent-teachers in rural areas have principals who have a high degree of motivational skills. In this connection, teachers perceived that their principals have abilities in motivating them through positive leadership, being compassionate, and supportive. Similarly, teachers agreed that their principals have fair dissemination of duties and assignments.

Moreover, it was indicated that their principals have a high level of motivating skills in constructively giving criticisms. Moreover, Geraki (2014) posited that principals in rural areas have diverse skills in leading and managing schools which are initiated by motivational skills.

Likewise, respondents strongly agreed that their principals are compassionate and supportive. As regards the principals' motivation through the fair dissemination of duties and assignments, respondents strongly agreed that their principals assign responsibilities to them according to their specializations. Further, principals' encouragement in the involvement of teachers in the planning of activities was strongly agreed by the respondents.

As regards the work environment of teachers, it was found that respondent-teachers agreed that they have a very good work environment which is related to the report of Epling (2016), Boniface (2016) and Matula (2013).

Likewise, respondent-teachers agreed that their schools provide funds for teaching resources and materials, which has the same result in the study of Matula (2013 and Mbogo (2015).

In terms of teachers' perceptions of students' behavior and performance, students are very good at regularly attending classes, always coming on time, and participating actively in classroom activities. On the same notation, their fellow teachers are found to be working as a team in performing big and multiple tasks. In a related study, teachers are motivated by their principals because of teamwork encouragement (Price, 2008).

Results show that teachers' work environment, such as the active participation of few parents during programs, is observable in their schools. This concurs with the results in Muketha (2017) study, which confirms that there is a minimum involvement of parents in some rural schools where parents are described to have a poor economic condition (Isanzu).

Respondent-teachers perceived that parents from other public schools have a very good working relationship with the school authorities in raising funds for school facilities' improvement. Hence, it can be said that not all other parents have an active engagement in the strategic implementation of school plans.

From the correlation analysis, it was revealed that principals' motivational skills were not correlated with the teachers' performance; therefore, teachers are not primarily influenced by the leadership skills of their principals. The present study results contradict various studies that revealed that principals' leadership influences teachers' performance (Tanjung, 2015; Thomas, 2011; Wenno, 2017).

The positive correlation between teachers' performance and work environment implies that work environment was seen to have minimal influence on performance rating of teachers.

Regression analysis revealed that gross pay is the top determinant of teachers' performance. For instance, if the gross pay of a teacher is 30,000.00 pesos, then the equation $\hat{y} = 64.141 + .001 \text{ or } 0.008(x)$, the predicted performance rating is 89.34; thus, for every point increase (in peso) in gross pay, there is .0008 or .001 increase in the performance of teachers. The resulting correlation between teachers' performance and their gross pay denotes that pay is a strong motivation for teachers to strive to perform well.

According to the findings of Tanjung (2015), Burns and Darling-Hammond cited in Symeonidis (2015) and Briggs et al. (2014), salary predicts the performance of teachers; hence, the bigger the salary, the more passionate teachers are on their exemplary performance.

Respondent-teachers agreed that they are comfortable in their work environment; hence, they have a very good work environment. However, some of the selected barrio elementary schools do not provide enough resources and facilities to teachers necessary in fulfilling their tasks successfully.

Among the salary grades, teachers who are in the salary grade 13 got the highest percent. There are teachers in some barrio elementary schools who have served for many years but cannot take their Master's and Doctoral Degrees because of several factors that remain as a hindrance in pursuing their professional growth. In this regard, salaries cannot be increased because of the failure of the teachers in stepping to another level of achievement in all key result areas.

Conclusion

It could be concluded from the analysis that the respondent-teachers in rural areas strongly agreed that their principals have a high degree of motivational skills. In this connection, teachers highly recognize that their principals can motivate them through positive, resonant and ethical leadership skills. Additionally, a strong indication regarding the principals' resonant leadership skills is recognized by the respondent-teachers. Thus, principals are shown to be compassionate, inspiring and professionally connected to teachers. Respondent-teachers also strongly agreed that the ethical leadership skills of their principals are evident in their school. This includes the principals' fair treatment, comprehensible explanation of duties and moral supervision.

Respondent-teachers agreed that they are comfortable in their work environment; hence, they have a very good work environment. Such work environment includes teachers' respective schools, students, fellow teachers, and parents. However, some of the selected barrio elementary schools do not provide enough resources and facilities to teachers necessary in fulfilling their tasks successfully. In some ways, other schools allocate funds for the acquisition of teaching materials for teachers to be highly motivated in their jobs. Accordingly, a larger part of the total sample population of barrio elementary schools gives consideration to the convenience of teachers in performing their jobs.

Among the salary grades, teachers who are in the salary grade 13 got the highest percent. There are teachers in some barrio elementary schools who have served for many years but cannot take their Master's and Doctoral Degrees because of several factors that remain as a hindrance in pursuing their professional growth. In this regard, salaries cannot be increased because of the failure of the teachers in stepping to another level of achievement in all key result areas. It is noticeable that there are variations for every step increase of salary; this depends on the level of teachers' compliance and successful accomplishment.

Teachers' performance, which is an outcome of the Results-Based Performance Management System (RPMS) of the Department of Education, is predominantly categorized according to the achievement of the overall departmental goals, key result areas, and teachers' competencies. In some barrio elementary schools, the majority of the teachers have a very satisfactory performance. All goals, objectives, and targets were achieved above the established standards. But only four (4) among the one hundred-forty (140) total respondents got a outstanding rating. Therefore, there is no exemplary performance for all teachers in some selected schools.

After regression analysis, gross pay emerged as a predictor of teachers' performance. Thus, there is a significant relationship between teachers' performance and gross pay. It can then be said that the higher the gross pay, the higher the performance rating of the teachers in selected barrio elementary schools.

Findings of this study are offered to guide principals in barrio schools in reflecting on their leadership practices to produce a greater impact on sustaining teachers' motivation in performing

well. The education authorities may use this study to design programs for strengthening principals' leadership competence, especially those assigned in rural or remote areas. The results of this study may also be used as a springboard by the authorities in further improving the compensation scheme policies for teachers since it is now found to be the topmost determinant that influences teachers' performance.

The study recommends the exploration of other determinants in boosting the performance of teachers in barrio elementary schools. On the part of the teachers, this humble work may be a source of self-realization in terms of job commitment and dedication; may they use this study as reliable input on the reward of becoming performance and service-oriented.

To future researchers, the study recommends the conduct of further research among public elementary schools utilizing additional theories in motivational skills of school principals, work environment of teachers and their gross incomes. It is recommended to explore other variables or factors that may contribute to the improvement of teachers' performance. Moreover, further studies with a greater total number of respondents should be carried out to consider the relationship between teachers' performance and their principals' motivational skills, work environment, and their gross pays along with other determinants that are not included in the study.

References

- Adedeji, S. O. & Olaniyan, O. (2011). *Improving the conditions of teachers and teaching in rural schools across African countries*. UNESCO–IICBA. Ethiopia. Retrieved from <http://unesdoc.unesco.org/images/0021/002160/216062e.pdf>
- Apolline, A. T. (2015). *Motivational strategies used by principals in the management of schools. The case of some selected secondary schools in the Fako Division of the Southwest Region of Cameroon. Master's Thesis*. Retrieved from <https://jyx.jyu.fi/dspace/bitstream/handle/123456789/47987/URN:NBN:fi:jyu-201512043909.pdf?sequence=1>
- Aslanargun, E. (2015). *Teachers' expectations and school administration: Keys of better communication in schools*. Eurasian Journal of Educational Research, 60, 17-34. Doi: 10.14689/ejer.2015.60.2
- Baumrucker, E. P., Davis, P. A., Fernandez, B., Mach, A. L. & Pettit, C. A. (2016). *The use of modified adjusted gross income (MAGI) in Federal Health Programs*. Congressional Research Service. Retrieved from <https://fas.org/sgp/crs/misc/R43861.pdf>
- Bello, G. B. & Jakada, M. B. (2017). *Monetary Reward and Teachers' Performance in Selected Public Secondary Schools in Kano State*. Journal of Education and Practice, 8(7). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1137525.pdf>

- Boniface, R. (2016). *Teachers' retention in Tanzanian remote secondary schools. Exploring Perceived Challenges and Support*. Linnaeus University Dissertation No 240/2016. Retrieved from <https://www.diva-portal.org/smash/get/diva2:903246/FULLTEXT01.pdf>
- Briggs, D. C., Turner, M., Bibilos, C. & Maul, A. (2014). *The Prospects of Teacher Pay for Performance*. CADRE Working Paper 2014-01. Retrieved from <https://pdfs.semanticscholar.org/c3a6/8d787bbf534cd2bc15698f29ee2e4e77220e.pdf>
- Brillantes, A. & Fernandez, M. (2008). *Is there a Philippine Public Administration? Or better still, for whom is public administration? Philippine Journal of Public Administration, 1(1)*. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=08A4D145C9818575F13DCE21611E9632?doi=10.1.1.506.2449&rep=rep1&type=pdf>
- D.O. No. 12, s.2016 (2016). *Implementation of the first tranche compensation adjustment for civilian personnel and military and uniform personnel in the national government*. Retrieved from http://www.deped.gov.ph/sites/default/files/order/2016/DO_s2016_12.pdf
- Epling, K. L. (2016). *Supportive leadership: The principal's role in beginning teacher retention*. Theses, Dissertations and Capstones 1039. Retrieved from <http://mds.marshall.edu/cgi/viewcontent.cgi?article=2046&context=etd>
- Galgoczi, B., & Glassner, V. (2008). *Comparative study of teachers' pay in Europe*. ETUI-REHS Research Department. Retrieved from <https://download.ei-ie.org/Docs/WebDepot/Teachers%20Pay%202008%20Report.pdf>
- Geraki, A. (2014). *Roles and skills comparison among principals in Greek schools: Application of competing values framework*. Educational Management Administration & Leadership, 42(4), 45–64. DOI:10.1177/1741143213513189
- Graham, K., Hudson, P., & Willis, J. (2014). *How can principals enhance teacher job satisfaction and work commitment?* Australian Association of Research in Education (AARE), 1-13. Retrieved from https://eprints.qut.edu.au/80087/1/_staffhome.qut.edu.au_staffgroup1%24_leaderj_Desktop_How%20can%20principals%20enhance%20teacher%20job%20satisfaction%20and%20work%20commitment.pdf
- Hangge, L. P. (2016). *An evaluation of making action plans: The effects on parent involvement in individualized education program meetings*. Dissertations. 392. Retrieved from <https://digscholarship.unco.edu/cgi/viewcontent.cgi?article=1392&context=dissertations>
- Hassan, Z. A., Schattner, P. & Mazza, D. (2006). *Doing a pilot study? Why is it essential?* Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4453116/pdf/MFP-01-70.pdf>

- Judah, E. Ndiku, M. & Sang, A. (2015). *Parental involvement in homework and primary school academic performance in Kenya Manasi*. Journal of Education and Practice, 6(9), 1-9. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1082463.pdf> ,48
- Katranci, I., Sungu, H. & Saglam, M. (2015). *Teachers' Perceptions about the School Principals' Ethical Leadership Behaviours: A Study from Turkish Vocational High Schools*. Universal Journal of Educational Research, 3(8), 546-554, DOI: 10.13189/ujer.2015.030810
- Kusumaningtyas, A. & Setyawati, E. (2015). *Teacher performance of the state vocational high school teachers in Surabaya*. International Journal of Evaluation and Research in Education (IJERE), 4(2), 76-83. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1091687.pdf>
- Langat, C. J. (2016). *Principals' governance practices influencing teachers' job satisfaction in public secondary schools in Bomet Central Sub-Country, Kenya*. Master's Thesis. Retrieved from <http://erepository.uonbi.ac.ke/bitstream/handle/11295/97196/Chebet%20%20Principals%20%20Governance%20Practices%20Influencing%20Teachers%20%20Job%20Satisfaction%20In%20Public%20Secondary%20Schools%20In%20Bomet%20Central%20Sub%20County%20Kenya.pdf?sequence=1&isAllowed=y>
- Lee, M. T. and Raschke, R. L. (2016). *Understanding employee motivation and organizational performance: Arguments for a set-theoretic approach*. Journal of Innovation & Knowledge, 162-169, doi: 10.1016/j.jik.2016.01.004
- Maslow, A. H. (2013). *Toward a psychology of being*. Start Publishing LLC.
- Mathis, P. A. (2012). *Experiences of suburban and rural high school principals who have attained longevity in the position: A qualitative study*. Doctoral Dissertations. Retrieved from <http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1118&context=dissertations>
- Mbogo, G., (2015). *The influence of work environment on job satisfaction among teachers in primary schools programmes in Nembure, Gershon Mbogo*. Master's Thesis. Retrieved from http://erepository.uonbi.ac.ke/bitstream/handle/11295/90338/Mbogo_The%20influence%20of%20work%20environment%20on%20job%20satisfaction%20among%20teachers%20in%20public%20primary.pdf?sequence=1
- Muguongo, M.M., Muguna, A. & Muriithi, D.K. (2015). *Effects of compensation on job satisfaction among secondary school teachers in Maara Sub-County of Tharaka Nithi County, Kenya*. Journal of Human Resource Management, 3 (6), 47-59. doi: 10.11648/j.jhrm.20150306.11
- Oyugi, O. (2014). *Influence of teachers' terms of service and work environment on KCPE performance in public primary schools in Migori District*. Master's Thesis. 1(6), 1-86.

- Retrieved from http://erepository.uonbi.ac.ke/bitstream/handle/11295/74167/Oyugi_Influence%20of%20Teachers%E2%80%99%20Terms%20of%20Service%20and%20Work%20Environment%20on%20Kcpe%20Performance%20in%20Public%20Primary%20Schools%20in%20Migori%20District.pdf?sequence=4&isAllowed=y
- Price, A. M. (2008). *The relationship between the teacher's perception of the Principal's leadership style and personal motivation*. Dissertations. Retrieved from <http://aquila.usm.edu/cgi/viewcontent.cgi?article=2249&context=dissertations>
- Rahal, M. L. (2010). *Focus On: Identifying and Motivating Underachievers*. Educational Research Service. Retrieved from <https://www.edweek.org/media/fo-motivation-resources.pdf>
- Robbins, S. P. & Coulter, M. (2012). *Management* (11th ed.): Global Edition. Jurong, Singapore. Pearson Education South Asia Pte. Ltd., 385 & 472
- Shaheen, I., Sajid, M.A., & Batool, Q, (2013). *Factors affecting the motivation of academic staff (A case study of University College Kotli, UAJ&K)*. International Journal of Business and Management Invention, 2(1), 105-112. Retrieved from <https://pdfs.semanticscholar.org/e693/57a0db2116299eedda94e3134a79c7ad9e3f.pdf>
- Sumarsono, R. B., Imron , A., Wiyono, B. B. & Arifin , I. (2016). *Parents' participation in improving the quality of elementary school in the City of Malang, East Java, Indonesia*. International Education Studies, 9(10), 256-262. doi:10.5539/ies.v9n10p256
- Symeonidis, V. (2015). *The status of teachers and the teaching profession: A study of education unions' perspectives*. Education International. Retrieved from <https://download.ei-ie.org/Docs/WebDepot/The%20Status%20of%20Teachers%20and%20the%20Teaching%20Profession.pdf>
- Tanjung, B. N. (2015). *The effect of principal leadership, compensation, and work motivation on teacher professionalism at private high schools in Medan*. Journal of Humanities and Social Science, 20(5), 53-57. Retrieved from <https://pdfs.semanticscholar.org/a22c/45d73f5a085bff677ab9c990ae6f99875e1a.pdf>
- Thomas, S.L. (2011). *The effects of principal leadership behavior on new teachers' overall job satisfaction*. Doctoral Dissertation. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.860.9877&rep=rep1&type=pdf>
- Usman, A. A. (2010). *A grounded theory on the making of great educational leaders*. Unpublished Master's Thesis. University of the Assumption.
- Wells, C.M. (2015). *Conceptualizing mindful leadership in schools: How the practice of mindfulness informs the practice of leading*. NCPEA Education Leadership Review of

Doctoral Research, 2(1), 1-23. Retrieved from
<https://files.eric.ed.gov/fulltext/EJ1105711.pdf>

Wenno, I. H. (2017). *Effect of principal managerial leadership and compensation towards Physics teacher performance in Senior High School in Baguala District-Ambon*. International Education Studies, 10(1), 233-244. Retrieved from
<http://dx.doi.org/10.5539/ies.v10n1p233>

Yin, H., Huang, S.& Wang, W. (2016). *Work environment characteristics and teacher well-being: The mediation of emotion regulation strategies*. International Journal of Environmental Research and Public Health. Retrieved from
<http://europepmc.org/backend/ptpmcrender.fcgi?accid=PMC5036740&blobtype=pdf>