

MOTIVATION AND QUALITY OF WORKLIFE OF SPECIAL EDUCATION TEACHERS IN REGION XI

MARTIALLOU T. ORGANIZA

UNIVERSITY OF THE VISAYAS, CEBU CITY, DEPARTMENT OF EDUCATION, DIGOS CITY, PHILIPPINES

Abstract: The main focus of the study was to determine the significant relationship between motivation and quality of worklife of SPED teachers in Region XI. Descriptive method was used to determine the significant relationship between motivation and quality of worklife of Special Education teachers. It utilized 57 SPED item respondents from the divisions of Digos City, Davao City, Panabo City, Davao del Sur, Davao del Norte and IGACOS. Using ANOVA the results revealed that gender, age and years of service have no significant difference on the motivation of Special Education teachers, while job performance and educational attainment showed a significant difference. On the other side, gender, job performance, age, years of service, and educational attainment have no bearing on the quality of worklife of Special Education teachers in Region XI. The results of the study coincided to the pronouncements of Yasini and Hayat (2013) which stated that there is a strong correlation between motivation and quality of worklife of Special Education. Therefore, in order to heighten the motivation of Special Education teachers, creating a high quality working conditions becomes crucially important. In other word, for Special Education to be motivated, aside from improving their work conditions, groundwork should be laid so that they feel they are capable of realizing their potentials and conditions created in which they can practically make progress.

Keywords: motivation, quality of worklife, special education teachers, non-experimental quantitative research, descriptive-correlational technique, Philippines.

1. INTRODUCTION

Special education teachers experienced hardships sometime in their lives when they no longer can go on with their career. There is no prospect on making future progresses. This is the most conspicuous in education. Teachers may feel this way at any point during their working life. When they tell to their colleagues that they just could not face the thought of doing a particular task in class or getting down to preparing a lesson plan, they are describing their lack of motivation. The principal point then would be to know what motivation is and how they can account for this phenomenon (Jofreh, 2013).

Luthans (2008) believed that the concept of quality of worklife has become an important social issue all around the world while over the previous decades the only focal issue was people's quality of personal lives. Today, it is a dynamic multidimensional concept that includes such concepts as job security, promotion opportunities and involvement in decision making process.

Working quality and teachers' motivation are important and major concepts in managing human forces of today organizations. Schools as educational systems, for realization of their goals, need efficiency of their subsystems that most important of these ones, is human force in education section and dealing with which is considered most important priority of education (Shirkovand, 2007).

International Journal of Novel Research in Interdisciplinary Studies

Vol. 3, Issue 4, pp: (1-3), Month: July - August 2016, Available at: www.noveltyjournals.com

Necessity of survival, preservation and development positions in such environment, have pushed the schools to open up to inevitable changes and to effectively and successfully cope with the external environmental changes. Quality of work life of teachers has become one of the department's issues in the modern era. Efforts to better the quality of life and develop healthy work environments have produced positive results not only in mental health of organizations, but also in participation rate and economic efficiency (Hamidi, 2012).

In the local setting, most teachers in the public school are having clamors as regard to voluminous workload given to them, added to the regular daily routine of teachers. This will in turn make them unmotivated to fulfill their tasks and that make also their teaching life unmeaningful.

Furthermore, SPED teachers are handling students with special needs and are having a bit different routine from teachers in the mainstream; this will be the focal point of this research. Having a difficult and tedious work of handling these kinds of learners, this study seeks to find out how these teachers are living their lives. Hence, this study is conducted.

2. BODY OF ARTICLE

Problem Statement:

The purpose of this study was to determine the significant relationship between motivation and quality of worklife of SPED teachers in Region XI. Specifically, it sought to find the answer of the following questions:

1. What is the level of motivation of SPED teachers?
2. What is the level of quality of worklife of SPED teachers?
3. Is there a significant relationship between motivation and quality of worklife of SPED teachers?

3. METHODOLOGY

This study made use of non-experimental quantitative research design utilizing descriptive-correlational techniques. This study utilized non-experimental research because the independent variable of the study is not manipulated and there is no random assignment to groups. The data of this study described the motivation and quality of worklife of SPED teachers in Region XI. Likewise, it is also correlational because the study determines whether the two variables have significant relationship.

The study was conducted in Region XI which utilized 57 SPED teachers as respondents. It included the six divisions of the region which includes the divisions of: Davao del Sur, Davao del Norte, Davao City, Digos City, Panabo City and Island Garden City of Samal.

4. RESULTS

Level of Motivation of Special Education Teachers:

The response of the respondents on their level of *motivation of Special Education of Teachers* has an overall mean score of 4.03 or high. The *high* level indicates that the provisions relating to the motivation of Special Education teachers embodied in the item are oftentimes practiced and is relatively evident.

The cited overall mean score was the result obtained based on the mean scores from the following indicators of motivation of special education of teachers: *possibility of growth*, 4.02; *recognition*, 3.96; *responsibility*, 4.15; and *achievement*, 4.00.

Level of Quality of Worklife of Special Education Teachers:

The response of the respondents on their level of *quality of worklife of special education teachers* has an overall mean score of 3.78 or high. The *high* level indicates that the provisions relating to the *quality of worklife of Special Education teachers* embodied in the item are oftentimes practiced and is relatively evident.

The cited overall mean score was the result obtained based on the mean scores from the following indicators of quality of worklife of special education of teachers: *job satisfaction*, 3.68; *life satisfaction*, 3.65, and *job security*, 4.00.

International Journal of Novel Research in Interdisciplinary Studies

Vol. 3, Issue 4, pp: (1-3), Month: July - August 2016, Available at: www.noveltyjournals.com

Correlation between Motivation and Quality of Worklife of Special Education Teachers:

Based from the results of test of relationship between variables involved in the study, it could be gleaned that there is a significant relationship between motivation and quality of worklife of teachers. Thus, the hypothesis of no significant relationship between motivation and quality of worklife of Special Education teachers in Region XI is hereby rejected.

5. CONCLUSION

Based on the findings of the study, it can be concluded that gender, age and years of service have no significant difference on the motivation of Special Education teachers, while job performance and educational attainment showed a significant difference. On the other side, gender, job performance, age, years of service, and educational attainment has no bearing on the quality of worklife of Special Education teachers in Region XI.

The result of the study stated that the level motivation of special education teacher is high and the quality of worklife of special education teacher is also high. Further, the results of the study indicated that there is a strong correlation between motivation and quality of worklife of Special Education.

6. RECOMMENDATION

In the light of the forgoing findings and conclusions of this study, the researcher formulated the following recommendations for consideration: the Department of Education, particularly in Division of Digos City may adapt the Proposed Sustainability Program and Workshop to Special Education Teachers. The scheme formulated by the researcher is a two-day of seminar-workshop to be undertaken by Special education teachers with the hope of sustaining the motivation and their quality of worklife. On the other hand, they may join also programs, symposia, and seminars to keep going their motivation and quality of worklife.

It is also highly recommended that Special Education teachers in Region XI should finish their masteral degree and even doctorate degree in pursuit of a much higher motivation. It is in this matter that research-oriented teachers can surely excel in their performance as facilitators of learning. Likewise, research-oriented school administrators will surely make their schools effective because every solution to a problem will be based on research output; every decision made for school improvement will be based on research. And every plan and program they will make will be based on the results of scientific investigation.

These topics are possible are possible avenues for future researches: (1) Principal's Management Behavior and Teacher's Work Ethics, (2) Teaching Competency and Job Performance of Classroom Managers, (3) Behavior Problems of Intermediate Pupils; Basis for Effective Guidance Development.

REFERENCES

- [1] Jofreh, R. (2013). Language teacher education. In A. Davies & C. Elder, (Ed), The handbook of applied linguistics (pp.649-671). Oxford: Blackwell.
- [2] Hamidi, F. (2012). Teachers' quality of work life in secondary schools. International Journal of Vocational and Technical Education, 1, 1, 1-5.
- [3] Luthans, F. (2008). Organizational behavior. (Eighth edition). Boston, MA: Irwin McGraw-Hill.
- [4] Shirkovand, C. (2007). A study on motivating employees' learning commitment in the post-downsizing era: Job satisfaction perspective. Journal of world business, 42(2), 157-169.
- [5] Yasini, C. and Hayat, C. (2013). Work Motivation in Organizational Behavior. Upper Saddle River, NJ: Prentice-Hall.