

Motivation and Commitment of the Non-Teaching Personnel of the Department of Education, Division of Bohol, Philippines

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ABSTRACT

Employees' level of motivation and commitment plays an important factor in an organization. The effectiveness of an institution to maintain a quality team of employees links to its ability in managing the staff as well as recognizing the individual's contributions. This study sought to determine the motivation and commitment of the non-teaching personnel of the Department of Education, Division of Bohol. Utilizing a quantitative method approach, the study used standardized tools on Motivation, Career Commitment, and Organizational Commitment. A total of 114 non-teaching personnel took part in the study, chosen using the complete enumeration method. The study revealed that non-teaching personnel were highly motivated regarding intrinsic motivation, while moderately motivated regarding extrinsic motivation as perceived by themselves and their administrative heads. Non-teaching personnel were moderately committed towards their career, while they were highly committed towards the organization. The level of motivation of the non-teaching personnel played a significant role in their level of commitment towards their career and to the organization. Also, the level of commitment towards the career

and organization of the non-teaching personnel showed a significant degree of difference. Lastly, the level of motivation among the non-teaching personnel differ between their intrinsic and extrinsic motivation.

Keywords: Motivation, intrinsic, extrinsic, commitment, quantitative, universal sampling, correlation, t-test, non-teaching personnel, DepEd, Division of Bohol, Philippines

INTRODUCTION

Motivation has always been a prime mover of employee performance and has remained a major issue for every profit and non-profit organization. Motivation is the desire to do things. Every person has various reasons for working, some works for the money, some works for love, personal fulfillment, others work to achieve goals and feel they are contributing to more substantial than themselves (Drucker, 1995). Motivation, according to McCormick and Tiffin (1979), can be either intrinsic or extrinsic. Intrinsic motivation innate in the job itself and which the individual gets pleasure from as a result of completing the task or attaining his goals. External factors to the task of the job, for instance, are: pay, work conditions, security, fringe benefits, promotion, contract of service, the work environment and conditions of work are extrinsic motivations (Qureshi, Zaman & Shah, 2010).

Commitment to work is an essential factor that leads to the success of any organization. It is an essential predictor of employee loyalty and the performance of an organization. In every organization, commitment in the workplace is believed to be the strength and backbone. With shared commitment, people tend to cooperate at a higher level, and commitment fosters camaraderie and trust (Vakola & Nikolauo, 2005).

The study aimed to assess the motivation and commitment level of the nonteaching personnel of the Department of Education, Bohol Division. Specifically, it determined personnel's level of motivation as perceived by themselves and their administrative heads according to the intrinsic and extrinsic motivation, and the level of work commitment according to career and organizational commitment.

Motivation has an important part in understanding behavior. It should not be thought of as the only explanation of behavior since it interacts with and acts in combination with other mediating processes and with

the environment. They define motivation as, “a process that starts with a physiological insufficiency or needs that activates a drive or behavior that is aimed at a goal incentive.” Therefore, the key to understanding the process of motivation lies in the meaning of, and the relationship among, the needs, drives, and incentives (Tella, Ayeni & Popoola, 2007).

Relative to this, Minner, Ebrahimi, and Watchel, (1995) state that motivation, in a system sense, consists of the needs, drives, and incentives which are interacting and interdependent elements. Management researchers have long held the belief that organizational goals are impossible to attainable without the enduring dedication of the members of an organization. Motivation is defined as a human psychological characteristic that contributes to a person’s degree of commitment (Tella et al., 2007). It includes elements that cause, channel, and sustain human behavior in a particular committed direction. They also mentioned that managers have fundamental beliefs of motivation practices which must be understood. Primarily, motivation is commonly believed to be a good thing. One cannot feel very good about oneself if one is not motivated. Second, motivation is one of the several factors that go into a person’s performance. Factors like the ability, resources, and conditions under which an individual performs are also important. Third, both managers and researchers assume that motivation is in short supply and needs periodic replenishment. Fourth, motivation is a tool with which five managers can utilize in organizations. If managers determine what drives their employees, they can tailor job assignments and rewards to what makes them “tick.” Motivation can also be perceived as anything that encourages workers to perform by fulfilling or appealing to their needs.

Intrinsic motivation is a factor that individuals generate for themselves, such as responsibilities and autonomy, and these factors are considered longer lasting as they are internal feelings towards one’s work. Extrinsic motivation refers to external factors that are provided for individuals by management or the organization, such as rewards, promotions or punishment. These factors are more immediate than intrinsic factors and may not last as long. Ryan & Deci (2006) argue that “extrinsic motivation has typically been characterized as a pale and impoverished (even if powerful) form of motivation that contrasts with intrinsic motivation” “A substantial body of experimental and field evidence dictates that extrinsic motivation at times run contradictory with intrinsic motivation (the individual’s desire to perform the task for its sake)” (Dörnyei & Ushioda, 2013).

Akintoye, Malntosh & Fitzgerald (2000) asserts that money remains the most significant motivational strategy. As early as 1911, Frederick Taylor together with his scientific management associate characterized money as the most important factor to motivate the industrial workers in achieving higher productivity. Taylor advocated the establishment of incentive wage systems as a means of stimulating employees to higher performance, commitment, and eventually satisfaction. Money possesses meaningful, motivating power in as much as it symbolizes indefinite goals like power, security, prestige, and a sense of accomplishment and success.

Aguinis, Joo & Gottfredson (2013) stated that monetary rewards could be an effective determinant of the employee's achievement and motivation which, in turn, can advance to important returns regarding firm-level performance. Garg and Rastogi (2006) identified the key issues of job design research and practice to motivate employees' performance. They concluded that in enhancing the employees' performance to meet global challenges, a dynamic managerial learning framework is required. Vuori and Okkonen (2012) stated that motivation could help in sharing knowledge through an intra-organizational social media platform which, they believe, can help the organization to reach its goals and objectives.

The term "commitment" also holds importance in almost every field of our lives. So how could corporate environment remain devoid of it? Employee commitment has been defined as the employee's effort to achieve the objectives of the organization. It embraces both the motivation (actions to make people work more effectively) and self-motivation or empowerment (getting people to motivate themselves)" (Pava, 2014). Employee commitment, according to Mohsan, Nawaz, Khan, Shaukat, & Aslam (2011), is the loyalty and support of workforce to the goals of an organization. It is the employee's psychological attachment to the organization. It is, in fact, an orientation of the employee towards the organization regarding his loyalty and involvement in the organization.

METHODOLOGY

The researchers used the complete enumeration method involving 114 respondents with the use of standardized tool: Motivational Questionnaire adapted from McNeil (1987), the Career Commitment Questionnaire (Blau, 1985) and Organizational Commitment (Mowday, Steers, & Porter, 1970). The respondents of this study were the non-teaching

personnel of the Department of Education, Bohol Division Unit.

The study was conducted at the office of the Department of Education, Division of Bohol located in Tagbilaran City, Bohol, Philippines. To come up with a systematic and scientific gathering of data, the researcher used the standardized questionnaires.

The researchers asked permission from the supervisor to conduct the study, and the supervisor held a meeting wherein the researcher delivered the purpose and intention why the study was being conducted. The study was subjected to an Ethics Review and was issued a Research Ethics Clearance. After the permission for the conduct of the study was secured, the researcher disseminated and retrieved the standardized questionnaires. The results were tabulated for analysis and interpretation and then subjected to statistical treatment to test the hypothesis.

The statistical tools used were Pearson product moment correlation coefficient, chi-square, and Analysis of Variance (ANOVA). Results were presented in tabular, graphical and narrative forms.

Profile of the Non-Teaching Personnel. This refers to the age, sex, civil status, highest educational attainment, number of years in the service, work/section assignment and eligibilities. Under the organizational structure of the Bohol Schools Division Office, there are only three major sections which include Office of the Schools Division Superintendent, Curriculum Implementation Division and School Governance and Operations Division. The Schools Division Superintendent Office is composed of the following offices: Legal, ICT, Accounting, Budget, Payroll, Audit, Personnel, Records, Property and General Services while under the Curriculum Implementation Division are Instruction Management Section, District Instructional Management and Learning Resource Management and under the Schools Governance and Operations Division are Social Mobilization & Network, Schools Management Monitoring, and Evaluation, School Health, Human Resource Development, Planning and Research, Education Facilities.

Age. Respondents with ages ranging from 30 to 34 was 23 (20.18%), followed by ages ranging from 35 to 39 consisting of 18 (15.79%) respondents. A few respondents had ages ranging from 40 to 44 and 50 to 54 with 17 (14.91%) respondents, followed by ages ranging from 55 to 59 which consisted of 13 (11.40%) respondents.

Sex. Female respondents numbered 77 (67.54%), while the male respondents were 37 (32.46%).

Civil Status. As to civil status, 68 respondents were married (59.65 percent), followed by 35 single respondents (30.70%) and 11 widowed respondents (9.65%).

Highest Educational Attainment. Most respondents had bachelor's degree with 72 (63.16%) respondents, followed by with master's units with 18 (15.79%) respondents. A few respondents had master's degrees with 12 respondents (10.53%).

Number of years in Service. Half or 58 (50.88%) of the respondents had been working one to five years. Others had 6-10 years of service with 17 respondents (14.91%).

Units/Work Assignment. The Office of the Schools Division Superintendent had one respondent (71.05%), followed by the Curriculum Implementation Division with one respondent (15.79%) and the School Governance and Operation division with one respondent (13.16%).

Eligibility. As to eligibility, 49 (42.98) respondents had professional eligibility followed by those with R.A. 1080 eligibility with 24 respondents (21.05%). Some 17 respondents (14.91) had no eligibility.

RESULTS AND DISCUSSION

Level of Motivation among Non-Teaching Personnel

Table 1. Level of motivation among non-teaching personnel

Items	WM	DV	Rank
A. Intrinsic Motivation			
1. I set my goals for myself and achieve them.	3.43	HM	8
2. I spend some of my free time on a regular basis for self-improvement by reading professional articles, attending workshops and meetings etc.	3.13	MM	13
3. One of the best things about being an employee of DepEd is seeing my clients satisfied about my service.	3.79	HM	1
4. I set tougher standards for myself than my superior sets for me.	2.97	MM	16
5. My co-workers think I am a good employee.	3.09	MM	14
6. Participating in opportunities for professional growth is important to me.	3.64	HM	2
7. My attitude towards work is to work only as hard as I have to.	3.02	MM	15
8. Work is usually challenging.	3.58	HM	4
9. I can be depended upon to do a good job.	3.32	HM	11
10. I would like my co-employee to learn more.	3.48	HM	7
11. My superior thinks I am a good employee.	3.16	MM	12
12. My peers respect my work.	3.38	HM	9
13. I like to spend a lot of energy to make my job interesting.	3.36	HM	10
14. Being a support employee is an important job.	3.63	HM	3
15. I am personally responsible for part of the work in the office.	3.54	HM	5
16. My superior values work related opinion.	3.51	HM	6
Composite Mean	3.38	HM	
B. Extrinsic Motivation			
17. The superior for whom I am working with appreciated the effort I invested in the job.	3.39	HM	1
18. I have the support of the entire staff in doing my work.	3.25	MM	3
19. My workload is reasonable.	3.33	HM	2
20. I think the employee should be paid on experience.	2.68	MM	9
21. My salary is reasonable for the amount of work I do.	2.9	MM	7
22. My job requires too much of my time after the close of the regular working day.	2.79	MM	8
23. The policies of my office system allow me to do my job effectively.	3.22	MM	4
24. I am satisfied with my salary.	2.96	MM	6
25. Positive aspects about my job outweigh the negative aspects.	3.21	MM	5
Arithmetic Mean	3.08	MM	
Overall Mean	3.23	MM	

Intrinsic Motivation. The item number three “One of the best things about being an employee of DepEd is seeing my clients satisfied about my service” had a 3.79 weighted mean and ranked as number one, the item on “Participating in opportunities for professional growth is important to me” obtained a 3.64 weighted mean and ranked as number two, while the item on “Being a support employee is an important job” ranked third with a weighted mean of 3.63. The findings suggested that the respondents had stronger intrinsic motivation. This result means that they had the desire to serve the public good.

Extrinsic Motivation. The item on “The superior for whom I am working with, appreciated the effort I invested in the job” had a 3.39 weighted mean and ranked as number one, followed by item 19 “My workload is reasonable” with a weighted mean of 3.33 and ranked as the second, while the third in ranking is the item on “I have the support of the entire staff in doing my work” with 3.25 weighted mean. The findings denote that they also needed extrinsic motivation to sustain their intrinsic motivation. Extrinsic motivation ensures that personnel are meeting the basic needs of a family.

The overall weighted mean of motivation is 3.23 which means that the non-teaching staff of DepEd Bohol were moderately motivated.

Table 2. Level of commitment among non-teaching personnel
Scale of interpretation:

1.00 - 1.74	NC – Not Committed
1.75 - 2.49	SC – Slightly Committed
2.50 - 3.24	MC – Moderately Committed
3.25 - 4.00	HC – Highly Committed

Table 3. Level of commitment among non-teaching personnel

Career Commitment	WM	DV	Rank
1. If I could get any other job different from my work, and paying the same amount, would probably take it.	2.27	SC	8
2. I definitely want a career for myself in a non – teaching position.	3.32	HC	2
3. If I could do it all over again, I would not choose to work in my present profession.	3.25	MC	3
4. If I had all the money I needed without working, I would probably continue to work in my profession.	3.08	MC	5
5. I like this profession/vocation too well, to give it up.	3.02	MC	6
6. This is the ideal profession/vocation for a lifework.	3.19	MC	4
7. I am dissapointed that I ever entered this kind of profession.	3.56	HC	1
8. I spend a significant amount of personal time reading job-related journals and books.	2.56	MC	7
Composite Mean	3.03	MC	
Organizational Commitment			
1. I am willing to put in a great deal of effort beyond normal expectation, in order to help DepEd Bohol be successful.	3.63	HC	9
2. I talk about DepEd Bohol to my friends as a great organization to work for.	3.64	HC	8
3. I would accept any type of job assignment with proper mentoring and coaching	3.6	HC	10
4. I find that my personal values are similar to the values of DepEd	3.37	HC	12
5. I am proud to tell others that I am working at DepEd Bohol.	3.82	HC	1
6. DepEd Bohol really inspires the very best in me in the way I perform my job.	3.72	HC	5
7. I am extremely glad that I chose DepEd Bohol to work for, over others as I was considering at the time I joined.	3.75	HC	4
8. For me, DepEd Bohol is the best of all possible organizations to work with.	3.65	HC	7
9. I work sincerely for the success of the organization	3.76	HC	3
10. I am willing to spend extra time to work without additional compensation	3.44	HC	11
11. I direct my work towards achieving the DepEd goals and objectives	3.7	HC	6
12. I am willing to share my knowledge, skills, expertise to my colleagues in the office	3.78	HC	2
Composite Mean	3.66	HC	
Overall Composite Mean	3.34	HC	

Career Commitment. The overall composite mean was 3.03 which was interpreted that the respondents were moderately committed in their career. This indicates that they were committed to their career as means for personal and professional growth. Their careers sustained the needs of their families. However, the top three ranked were as follows: “I am disappointed that I ever entered this kind of profession” with 3.56 weighted mean, followed by the item on “I definitely want a career for myself in a non-teaching position” with weighted mean of 3.32 and third in rank was the item on “If I could do it all over again, I would not choose to work in my present profession” with the weighted mean of 3.25.

Organizational Commitment. The item on “I am proud to tell others that I am working at DepEd Bohol” was ranked as the highest with a weighted mean of 3.82, second from the ranking was the item on “I am willing to share my knowledge, skills, expertise to my colleagues in the office” with a weighted mean of 3.78, while third from the highest was the item on “I work sincerely for the success of the organization” with 3.76 weighted mean. The composite mean of 3.66 usually which means highly committed. The findings portrayed that they were contributing their expertise to the organization since they believed that when the organization develops, they will also grow and be taken care of.

Table 3. Correlation between level of motivation and level of commitment among non-teaching personnel

Non-Teaching Personnel	Level of Motivation		Level of Commitment		XY
	X	X ²	Y	Y ²	
Sum	368.05	1203.291	381	1282.905	1236.25
Mean	3.23		3.34		
SD	0.3649		0.2909		
$r = 0.52; r^2 = .2704$					
Critical Value of r at 112 df (0.05) = 0.18212					
Result: Significant					
H_0 : Rejected					

Correlation Between the Level of Motivation and the Level of Commitment Among Non-Teaching Personnel. The obtained correlation coefficient of 0.51593 was higher than the critical value of 0.18212 at 112 df and 0.05 level of significance, thus, rejecting the null hypothesis. The coefficient of determination ($r^2 = .2704$) indicated that motivation explained 27.04 percent of the variance of commitment. This result means close to one-third of the commitment was due to the motivation. This underscored the importance of motivation. The result showed that motivation was a significant factor in the commitment to work of the employees. It was evident that motivation influenced the commitment of employees.

Table 4. Difference between the career and organizational commitment

	A. Career Commitment	B. Organizational Commitment
Mean	3.03	3.66
Variance	0.1452	0.16022
Observations	114	114
Pearson Correlation	0.10844	
Hypothesized Mean Difference	0	
df	113	
t Stat	-12.83224	Result: Significant
P(T<=t) one-tail	0	H0: Rejected
t Critical one-tail	1.65845	
P(T<=t) two-tail	0	
t Critical two-tail	1.98118	

Difference between the Career and Organizational Commitment. The gained result of Table 4 shows that career and organizational commitment had a significant result with a mean of 3.03 (Career Commitment) and 3.66 (Organizational Commitment) with a variance of 0.14520 and 0.16022 respectively as indicated by a correlation of 0.10844. The result rejected the null hypothesis which explained that there was a significant difference between a career and organizational commitment. This finding means that motivated persons gave higher premium in their commitment to the organization rather than to their careers.

Table 5. Difference between the intrinsic and extrinsic motivation

	A. Intrinsic	B. Extrinsic
Mean	3.38	3.08
Variance	0.14429	0.16853
Observations	114	114
Pearson Correlation	0.70486	
Hypothesized Mean Difference	0	
df	113	
t Stat	10.33601	Result: Significant
P(T<=t) one-tail	0	H0: Rejected
t Critical one-tail	1.65845	
P(T<=t) two-tail	0	
t Critical two-tail	1.98118	

Difference between the Intrinsic and Extrinsic Motivation. Table 5 illustrated the difference between intrinsic and extrinsic motivation. The result demonstrated a significant finding with a mean of 3.38 (Intrinsic) and 3.08 (Extrinsic) with a variance of 0.14429 (intrinsic) and 0.16853 (extrinsic) therefore, the null hypothesis was rejected. The result means that there was a significant difference between the intrinsic and extrinsic motivation. This implied that respondents had significantly higher intrinsic motivation than extrinsic motivation.

CONCLUSION

1. The non-teaching personnel were highly motivated regarding intrinsic motivation, while moderately motivated regarding extrinsic motivation as perceived by themselves.
2. The non-teaching personnel were moderately committed towards their career, while they were highly committed towards the organization.
3. Motivation explains close to one-third of the variance of commitment. The higher the motivation, the higher was the commitment to the organization.
4. The non-teaching personnel had a significantly higher organizational commitment than career commitment.

5. The non-teaching personnel had a significantly higher intrinsic motivation than extrinsic motivation.

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