Influence of Behavioral Attributes on Teachers' Performance: Implications for Intervention

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Abstract:
This study aims to investigate how the behavioral attributes of school administrators influence teachers' performance and to identify potential interventions to enhance this relationship in Tangcal District, Division of Lanao del Norte, during the 2022-2023 school year. A descriptive-correlation research design was employed to assess the combined contribution of motivational needs and work values in explaining teachers' work performance. The study involved teachers from Tangcal District who reported on their motivational needs, work values, and work performance. The data were analyzed to determine the coefficient of multiple determinations. The study revealed that teachers exhibit high levels of various motivational needs and work values and report very satisfactory work performance. However, the coefficient of multiple determinations was 0.221, indicating that the predictability of these correlates is only 22.10%. This value, though statistically significant, is relatively low, leaving 77.90% of the variation in work performance unexplained. Additionally, there was no significant correlation between teachers' work performance and their motivational needs or work values, individually or in combination. The findings suggest that while teachers in the sample exhibit high levels of motivation needs, work values, and satisfactory work performance, these factors do not significantly predict job performance. The low predictability indicates that other important variables not considered in this study may play a more significant role in determining teachers' job performance. Future research should focus on identifying these factors to better understand and enhance teacher performance.

Keywords: Behavioral attributes, Teachers' performance, Motivational needs, Work values.

INTRODUCTION

The teaching profession plays a pivotal role in shaping the future of society by nurturing and educating the next generation. A teacher's work performance is influenced by a multitude of factors, with one critical aspect being their behavioral attributes. These attributes encompass traits such as communication skills, classroom management, adaptability, and interpersonal relationships, significantly impacting a teacher's effectiveness in the classroom. Recognizing the profound implications of these attributes on teachers' work performance, this research investigates the relationship between behavioral attributes and teaching effectiveness, ultimately providing a basis for developing targeted interventions to enhance teacher performance and, by extension, the quality of education.

Behavioral attributes encompass a wide range of qualities and traits teachers exhibit in the classroom, significantly affecting their work performance. Recent research has provided valuable insights into these attributes and their influence on teacher performance. A study by Johnson and Chang (2020) in the "Journal of Educational Psychology" found that strong interpersonal skills and positive teacher-student relationships were linked to increased student engagement and improved learning outcomes. Additionally, a report by the National Center for Education Evaluation and Regional Assistance (2021) explored the role of adaptability in helping teachers navigate the challenges posed by evolving educational landscapes. These findings highlight the dynamic nature of teaching and the significance of behavioral attributes in teacher effectiveness.

Despite the substantial body of research on the importance of behavioral attributes, gaps and lapses need addressing. Much of the existing literature focuses on isolated attributes rather than examining the interplay between multiple behavioral traits and their cumulative impact on teaching performance. More research is needed on how these attributes can be systematically developed and sustained through targeted interventions. The need for a comprehensive approach that integrates various behavioral attributes and explores their collective influence on teacher effectiveness is evident. Furthermore, the rapidly changing educational environment necessitates updated research that considers contemporary challenges and opportunities in teaching.

This study aims to bridge these gaps by providing a comprehensive analysis of the influence of behavioral attributes on teachers' performance. By investigating how traits such as communication skills, classroom management, adaptability, and interpersonal relationships affect teaching effectiveness, this research offers a holistic understanding of the factors contributing to high-quality teaching. The ultimate goal is to inform the development of evidence-based interventions that can enhance teacher performance, support professional growth, and improve the overall educational experience for students. This study aspires to contribute valuable insights that can guide educational institutions and policymakers in designing and implementing effective strategies to foster and sustain positive behavioral attributes among teachers.

METHODS

Research Design

This study employed a descriptive-correlational research design that combines descriptive research, which provides an accurate account of phenomena or variables, with correlational research, which examines the relationships between variables to determine the extent and direction of their association without establishing causation.

Research Setting

The study was conducted in Tangcal District, Lanao del Norte, Philippines, chosen for its unique rural, culturally rich, and historically influenced educational environment. This setting allowed the researcher to examine how positive behavioral interventions are applied and their effects on student behavior within a community facing geographic, economic, and socio-cultural challenges.

Research Respondents

The study involved all eighty-six (86) teachers from Tangcal District. No sampling was used, ensuring the entire teacher population was included to provide comprehensive and reliable data.

Research Instrument

The study used three main instruments for data collection. First, a General Information Questionnaire gathered respondents' demographic and professional data such as age, gender, education, work experience, tenure, and employment status. Second, Baron and Greenberg's Motivation Feedback Questionnaire, a standardized 20-item tool, measured levels of agreement across five motivational needs using a five-point scale. Third, Cervera's Filipino Work Values Scale, a standardized 80-item instrument, assessed eight aspects of Filipino work values on a five-point scale. Additionally, a performance evaluation form from the school administrator was used to collect data on teacher work performance, ensuring comprehensive coverage of the study objectives.

Validity of Instrument

The research instrument was validated by a panel of eight experts, including test construction specialists and school administrators, who reviewed its wording, format, and content. Their suggestions were incorporated into revisions, followed by pretesting with twenty teachers to assess clarity and readability. Reliability was confirmed using the split-half method, yielding a high correlation coefficient of 0.95, demonstrating that the instrument was both valid and reliable for the study.

Data-Gathering Procedure

The study used a combination of questionnaires, observations, and interviews to collect data. Questionnaires were personally administered after obtaining formal permission from the Division Superintendent. Observations and interviews provided additional insights, clarified misconceptions, and enriched the data. This integrated approach ensured a comprehensive, reliable, and holistic understanding of the research subject.

Data Analysis

The data from the questionnaires were analyzed using Minitab software. Mean was calculated to determine average responses, Pearson Product Moment Correlation assessed relationships between independent and dependent variables, and regression analysis tested predictions of each independent variable. Multiple correlation evaluated the combined contribution of independent variables in explaining work performance. All hypotheses were tested at a 0.05 significance level, and Beta coefficients from regression and multiple correlation analyses were used to interpret the findings.

RESULTS AND DISCUSSION

Table 1 - Safety and Security Needs of Respondents

Levels	Frequency	Percent	$\bar{X}$	D
Very High	24	27.92		
High	45	52.32		
Moderate	10	11.63	3.98	H
Low	5	5.81		
Very Low	2	2.32		
Total	86	100		

Table 1 provides insights into the motivational needs of teachers within the context of safety and security. The data reveals a diverse range of responses, with 2.32% of teachers reporting very low levels, 5.81% indicating low levels, 11.63% falling into the moderate category, a significant 52.32% expressing high levels, and 27.92% reporting very high levels of safety and security needs.

A thorough analysis of the data underscores a prevailing trend among teachers, where a substantial majority display high motivational needs in the realm of safety and security. This is further substantiated by the calculated mean of 3.98, firmly categorizing this aspect as high.

The implications derived from this data are substantial. To enhance the job satisfaction and motivation of teachers, it is recommended that organizations focus on providing clearer and more comprehensive job descriptions. Such clarity ensures that employees are fully cognizant of their roles and responsibilities, contributing to a heightened sense of security and job satisfaction. Moreover, this data underscores the importance of continually reminding employees that the hospital's competitiveness directly influences their job security. Furthermore, the provision of robust retirement benefits emerges as a critical factor in retaining and motivating teaching staff. In summary, the findings emphasize the paramount significance of job security and call for proactive measures to address these aspects, which are integral to the overall well-being and motivation of teachers within the healthcare setting.

Table 2 - Esteem Needs of the Respondents

Levels	Frequency	Percent	$\bar{X}$	D
Very High	15	17.44		
High	47	54.65		
Moderate	14	16.28	3.76	H
Low	8	9.30		
Very Low	2	2.32		
Total	86	100		

In Table 2, we explore the motivational needs of teachers within the realm of esteem needs. The data presents a comprehensive view of these needs a mere 2.33% of teachers reported very low levels of esteem needs. Small proportion, 9.30%, indicated low levels of these needs. Slightly larger group, constituting 16.28%, reported moderate esteem needs. A significant 54.65% expressed high levels of esteem needs. Furthermore, 17.44% reported very high levels of these needs.

Upon a closer examination of the data, it becomes evident that a majority of the respondents primarily demonstrate high motivational needs related to esteem. This trend is further confirmed by the calculated mean value of 3.76, which solidly falls within the "high" interpretation category.

The findings extracted from this data have profound implications. To enhance the job satisfaction and motivation of teachers it is crucial to emphasize that employees want to feel that their genuine skills and capacities are fully utilized in their roles. Additionally, the desire for self-recognition and the aspiration to be regarded as the best in their positions are evident motivators. Moreover, the need for visibility and interaction with upper management emerges as an essential factor in employee motivation. In summary, the findings underscore the importance of esteem needs in motivating employees and recommend strategies that prioritize skill utilization, recognition, and opportunities for engagement with upper management to ensure a motivated teaching workforce.

Table 3 - Self-Actualization Needs of the Respondents

Levels	Frequency	Percent	$\bar{X}$	D
Very High	25	29.07		
High	50	58.14		
Moderate	3	3.49	4.01	H
Low	3	3.49		
Very Low	5	5.81		
Total	86	100		

Table 3 offers valuable insights into the motivational needs of the respondents, focusing on the aspect of self-actualization needs. The data discloses a spectrum of responses5.81% of respondents reported very low levels of self-actualization needs. An equally modest 3.49% indicated low levels of these needs. Another 3.49% fell into the moderate category. A significant majority, 58.14%, expressed high levels of self-actualization needs. Additionally, 29.07% reported very high levels of these needs.

Upon a comprehensive analysis of the data, it is clear that the majority of respondents exhibit high motivational needs related to self-actualization. However, when the mean value was calculated, it yielded a value of 4.01, suggesting that every job can be made more stimulating and challenging, and many healthcare practitioners are driven to give their best in all they do. Furthermore, pride in one's work serves as a significant reward, and teachers generally prefer to schedule their work and engage in job-related discussions with their superiors with minimal time.

These findings have substantial implications. To foster motivation among respondents, it is vital to acknowledge the innate desire for stimulating and challenging work. This involves recognizing that healthcare practitioners are motivated to excel in their roles and take pride in their contributions. Additionally, accommodating their preference for job scheduling and efficient communication with superiors can further enhance their sense of self-actualization. In summary, these findings underscore the importance of self-actualization needs in motivating healthcare practitioners and recommend strategies that prioritize challenging work, recognition, and improved communication channels with superiors to ensure a motivated and fulfilled workforce.

Table 4 - Physiologic Needs of the Respondents

Levels	Frequency	Percent	$\bar{X}$	D
Very High	45	52.33	3.96	H
High	12	13.96		
Moderate	15	17.44		
Low	9	10.46		
Very Low	5	5.81		
Total	8686	100		

Table 4 provides a comprehensive overview of the data pertaining to the physiological needs of teachers. The data reveals the following distribution a small percentage, 5.81%, exhibited very low acceptance of all the indicators related to physiological needs. An additional 10.46% had low acceptance of these indicators. 17.44% demonstrated a moderate level of acceptance. 13.96% displayed a high level of acceptance. A substantial 52.33% demonstrated very high acceptance of all the indicators of physiological needs.

Upon careful examination of the data, it becomes evident that a majority of respondents exhibit a high level of acceptance for all the indicators. However, the computed mean value, which stands at 3.96, indicates that special wage increases for highly qualified individuals, attention to working conditions by superiors, individual incentives, and benefits have the potential to improve employee performance. Furthermore, the availability of good equipment for work is an essential consideration for employees.

These findings hold significant implications. To enhance teachers' motivation and well-being, it is crucial to recognize the importance of addressing their physiological needs. Providing special wage incentives for highly qualified individuals and improving working conditions can lead to higher job satisfaction and performance. Implementing individual incentives and benefits can further boost employee engagement, and ensuring access to quality equipment is essential for their effectiveness. In summary, these findings underscore the significance of physiological needs and recommend strategies that focus on improving wage structures, working conditions, and providing adequate resources to ensure a motivated and high-performing teaching workforce.

Table 5 - Love and Belongingness Needs of the Respondents

Levels	Frequency	Percent	$\bar{X}$	D
Very High	22	25.58	3.79	H
High	38	44.18		
Moderate	16	18.62		
Low	6	6.97		
Very Low	4	4.65		
Total	86	100		

In Table 5, we delve into the data concerning the love and belongingness needs of the teachers. The data reveals the following distribution minimal percentage, 4.65%, reported very low acceptance of all the indicators related to love and belongingness needs. Slightly more, 6.97%, indicated low acceptance. A considerable 18.62% demonstrated a moderate level of acceptance. A significant 44.18% displayed high acceptance of these needs. Additionally, 25.58% reported very high acceptance of love and belongingness needs.

Upon a detailed analysis of the data, it is apparent that the majority of teachers highly accepted all the indicators related to love and belongingness needs. However, when the mean was computed, it yielded a value of 3.79, suggesting that teachers place high value on the development of friendly working conditions by their superiors. Moreover, there is recognition that management should show more interest in the quality of relationships within informal workgroups, underscoring its significance.

These findings carry important implications. To nurture teachers' motivation and foster positive working relationships, it is essential to acknowledge the significance of love and belongingness needs. Encouraging friendly working conditions and emphasizing the quality of relationships within informal workgroups can enhance job satisfaction and employee well-being. In summary, the findings emphasize the importance of addressing these needs to ensure a motivated and harmonious teaching workforce.

Table 6 - Familial Values as Held by the Respondents

Levels	Frequency	Percent	$\bar{X}$	D
Very High	34	39.53		
High	31	36.04		
Moderate	8	9.31	3.94	H
Low	8	9.31		
Very Low	5	5.81		
Total	86	100		

Table 6 sheds light on the family values cherished by the teachers. The data provides the following breakdown a small percentage, 5.81%, indicated very low levels of family work values. An additional 9.31% responded with low levels of family work values. Similarly, 9.31% expressed a moderate level of adherence to all indicators of family work values. A significant 36.04% reported high levels of family work values. Furthermore, 39.53% expressed very high levels of commitment to family work values.

Upon a comprehensive analysis of the data, it becomes evident that the majority of respondents strongly align with family work values. However, when the mean value was computed, it yielded a value of 3.94, indicating that family work values are of paramount importance to the teachers. This significance is particularly pronounced when their job aligns with their family responsibilities and allows them to allocate time to be with their loved ones.

These findings hold significant implications. To ensure job satisfaction and motivation among teachers, it is crucial to recognize and support their commitment to family values. Aligning job responsibilities with family needs and providing opportunities for work-life balance can significantly enhance their job satisfaction and overall well-being. In summary, these findings emphasize the importance of accommodating family work values to ensure a motivated and fulfilled teaching workforce.

Table 7 - Interpersonal Values as Held by the Respondents

Levels	Frequency	Percent	$\bar{X}$	D
Very High	34	39.53		
High	28	32.56		
Moderate	10	11.63	3.88	H
Low	8	9.30		
Very Low	6	6.98		
Total	86	100		

Table 7 provides an insight into the interpersonal work values embraced by the teachers. The data reveals the following distribution a small 6.98% of respondents reported very low levels of interpersonal work values. A similar 9.30% indicated low levels of these values. Another 11.63% reported a moderate level of adherence to all indicators of interpersonal work values. A notable 32.56% expressed high levels of interpersonal work values. Furthermore, 39.53% displayed very high levels of commitment to these values.

Upon a comprehensive analysis of the data, it becomes evident that the majority of teachers hold a high regard for all indicators of interpersonal work values. This is further substantiated by the computed mean value of 3.88, categorizing these values as "high." The findings underscore the high importance placed on work values by the respondents. They value a work environment where everyone is friendly, where their need for

acceptance is satisfied, where they collaborate with people who recognize and respect their individuality, and where gossip and shared values that foster a sense of belonging to a group are valued.

These findings carry significant implications. To ensure job satisfaction and motivation among teachers, it is vital to recognize and support their commitment to interpersonal work values. Creating a work atmosphere characterized by friendliness, respect for individuality, and shared values can significantly enhance job satisfaction and overall well-being. In summary, these findings emphasize the importance of interpersonal work values in nurturing a motivated and fulfilled teaching workforce.

Table 8 - Occupational Values as Held by the Respondents

Levels	Frequency	Percent	$\bar{X}$	D
Very High	21	24.42	3.69	H
High	39	45.35		
Moderate	11	12.79		
Low	8	9.30		
Very Low	7	8.14		
Total	86	100		

Table 8 presents a view of the occupational work values held by teachers. The data reveals the following distribution a small 8.14% of respondents reported very low levels of occupational work values. Similarly, 9.30% indicated low levels of these values. Another 12.73% fell into the moderate category for occupational work values. A substantial 45.35% expressed very high levels of occupational work values. Furthermore, 24.42% reported very high levels of commitment to these values.

Upon comprehensive analysis of the data, it becomes apparent that a majority of teachers highly value occupational work values. This sentiment is further supported by the computed mean value of 3.69, classifying these values as "high." The findings underscore the high importance placed on occupational work values by the respondents. They highly value jobs that allow them to assist those in need of their services, roles that align with their expertise, positions that provide authority commensurate with their responsibilities, working conditions that recognize their abilities and contribute to the productivity of their organization, and roles that foster a sense of self-worth.

These findings carry substantial implications. To ensure job satisfaction and motivation among teachers, it is crucial to acknowledge and support their commitment to occupational work values. Providing roles that allow them to make a meaningful impact and recognizing their expertise and capabilities can significantly enhance job satisfaction and overall well-being. In summary, these findings emphasize the importance of occupational work values in fostering a motivated and fulfilled teaching workforce.

Table 9 -Organizational Work Values Held by the Respondents

Levels	Frequency	Percent	$\bar{X}$	D
Very High	16	18.60	3.45	H
High	34	39.53		
Moderate	16	18.60		
Low	13	15.12		
Very Low	7	8.15		
Total	86	100		

Table 9 offers an overview of the organizational work values embraced by teachers The data provides the following distribution a small 8.15% of respondents reported very low levels of organizational work values. Similarly, 15.12% indicated low levels of these values. Another 18.60% reported a moderate level of adherence to all indicators of organizational work values. A substantial 39.53% expressed high levels of organizational work values. Furthermore, 18.60% displayed very high levels of commitment to these values.

Upon a comprehensive analysis of the data, it becomes evident that the majority of teachers place high importance on organizational work values. This sentiment is further substantiated by the computed mean value of 3.45, categorizing these values as "high." The findings underscore the significance of organizational work values to the respondents. They highly value working in organizations that empower them to make decisions in areas for which they are responsible, organizations that invest in programs for employee betterment and development, collaboration with superiors who are just in their dealings with subordinates, and working with honest superiors.

These findings have significant implications. To ensure job satisfaction and motivation among teachers, it is vital to recognize and support their commitment to organizational work values. Empowering them to make decisions, investing in employee development, and fostering just and honest leadership can significantly enhance job satisfaction and overall well-being. In summary, these findings emphasize the importance of organizational work values in nurturing a motivated and fulfilled teaching workforce.

Table 10 - Religious Values Held by the Respondents

Levels	Frequency	Percent	$\bar{X}$	D
Very High	26	30.23		
High	35	40.70		
Moderate	12	13.95	3.81	H
Low	9	10.46		
Very Low	4	4.66		
Total	86	100		

Table 10 provides insight into the religious work values embraced by teachers. The data highlights the following distribution a small 4.66% of respondents reported very low levels of religious work values.Similarly, 10.46% indicated low levels of these values.Another 13.95% reported a moderate level of adherence to their religious work values.A substantial 40.70% expressed high levels of religious work values.Furthermore, 30.23% displayed very high levels of commitment to these values.

Upon thorough analysis of the data, it becomes apparent that a significant number of teachers hold religious work values in high regard. This sentiment is further corroborated by the computed mean value of 3.81, categorizing these values as "high." The findings underline the significance of religious work values to the respondents. They highly value roles that allow them to attend church and religious activities, working with superiors who share their religious beliefs, positions that align with their religious convictions, and workplaces that allow them to practice their religious customs and traditions.

These findings carry substantial implications. To ensure job satisfaction and motivation among teachers, it is essential to recognize and support their commitment to religious work values. Accommodating their religious practices, fostering a faith-friendly work environment, and respecting their beliefs can significantly enhance job satisfaction and overall well-being. In summary, these findings emphasize the importance of religious work values in nurturing a motivated and fulfilled teaching workforce.

Table 11 - Managerial Values as Held by the Respondents

Levels	Frequency	Percent	$\bar{X}$	D
Very High	13	15.11		
High	42	48.84		
Moderate	21	24.42	3.81	H
Low	10	11.63		
Very Low	0	0		
Total	86	100		

Table 11 offers a glimpse into the managerial work values upheld by teachers. The data presents the following distribution that none of the teachers reported very low levels of managerial work values.However, 11.63%

indicated low levels of these values 24.42% expressed a moderate level of managerial work values.A significant 48.84% reported high levels of managerial work values.Furthermore, 15.11% demonstrated very high levels of commitment to these values.

Upon a comprehensive analysis of the data, it becomes apparent that the majority of teachers place high importance on managerial work values. This sentiment is further supported by the computed mean value of 3.67, categorizing these values as "high." The findings underscore the significance of managerial work values to the respondents. They highly value working with superiors who train them to effectively utilize organizational resources, involve employees in policy implementation, and address worker issues with a collaborative approach.

These findings carry substantial implications. To ensure job satisfaction and motivation among teachers, it is essential to recognize and support their commitment to managerial work values. Providing opportunities for training, transparency in organizational plans, and addressing worker concerns with a consensus-driven approach can significantly enhance job satisfaction and overall well-being. In summary, these findings emphasize the importance of managerial work values in nurturing a motivated and fulfilled teaching workforce.

Table 12 - Intellectual-Achievement Values Held by the Respondents

Levels	Frequency	Percent	$\bar{X}$	D
Very High	21	24.42		
High	37	43.02		
Moderate	16	18.61	3.73	H
Low	8	9.30		
Very Low	4	4.65		
Total	86	100		

Table 12 provides insights into the intellectual-achievement work values upheld by teachers. The data reveals the following distribution a small 4.65% of teachers reported very low levels of intellectual-achievement work values.Similarly, 9.30% indicated low levels of these values.A significant 18.61% expressed high levels of intellectual-achievement work values.Furthermore, 43.02% reported very high levels of commitment to these values.Additionally, 24.42% demonstrated very high levels of intellectual-achievement work values.

Upon comprehensive analysis of the data, it becomes evident that substantial proportion teachershighly value intellectual-achievement work values. This sentiment is supported by the computed mean value of 3.73, categorizing these values as "high." The findings underscore the significant importance of intellectual-achievement work values to the respondents. They highly value jobs that allow them to maximize their potential are in line with their education and training, offer challenging work assignments to encourage continuous learning, provide opportunities to enhance their academic and professional training, and enable the full utilization of their education and training.

These findings carry substantial implications. To ensure job satisfaction and motivation among teachers, it is vital to recognize and support their commitment to intellectual-achievement work values. Providing opportunities for continuous learning, aligning job roles with their education and training, and facilitating the full utilization of their knowledge can significantly enhance job satisfaction and overall well-being. In summary, these findings emphasize the importance of intellectual-achievement work values in nurturing a motivated and fulfilled teaching workforce.

Table 13 - Level of Performance of the Teachers

Levels	Frequency	Percent	$\bar{X}$	D
Very High	24	27.91		
High	44	51.16		
Moderate	18	20.93	4.07	H

Low	-	-
Very Low	-	-
Total	86	100

Table 13 provides an assessment of the work performance levels of Teachers at Tangcal District. The data reveals the following distribution 20.93% of teachers obtained a "satisfactory" level of work performance. A majority, comprising 51.16%, achieved a "very satisfactory" level of work performance. An additional 27.91% attained an "excellent" level of work performance.

The computed mean value of 4.07 falls within the "very satisfactory" range. This data analysis demonstrates that the teachers consistently maintain a "very satisfactory" level of work performance.

These findings align with the conclusions drawn by Allonar (2000), who also observed that the respondents in his study exhibited "very satisfactory" performance across all evaluation indicators within this organization.

The implications of these findings are significant. The consistently high levels of work performance among the teachers highlight their dedication and competence. These results reflect positively on the organization's ability to maintain a motivated and high-performing teaching workforce. It underscores the importance of recognizing and supporting their commitment to achieving excellence in their roles.

In summary, these findings emphasize the commendable work performance of the teachers at Tangcal District and the importance of maintaining a motivated and dedicated teaching workforce.

Table 14 - Correlation Between the Motivation Needs and the Performance of Teachers

Variables	Correlation Value	Analysis	Significant
1. Performance and Safety and Security Needs	.075	very low correlation	no significance
2. Performance and Esteem Needs	.150	very low correlation	no significance
3. Performance and Self-Actualization Needs	.014	very low correlation	no significance
4. Performance and Psychological Needs	.066	very low correlation	no significance
5. Performance and Love and Belongingness Needs	.070	very low correlation	no significance

£ = .05

To assess the relationship between work performance and the motivational needs of teachers, simple correlation analyses were conducted. Table 14 provides an overview of the extent of correlation between these variables. The results indicate that work performance and safety and security needs yielded a correlation value of 0.075, indicating a very low correlation, with a degree of freedom of 0.538. As such, there is no significant correlation between these two variables. Similarly, work performance and esteem needs resulted in a correlation value of 0.150, also indicating a very low correlation, with a degree of freedom of 0.214, suggesting no significant correlation. Work performance and self-actualization needs exhibited a correlation value of 0.014, once again indicating a very low correlation, with a degree of freedom of 0.911, signifying no significant correlation. The correlation between work performance and physiological needs yielded a value of 0.066, signifying a very low correlation, with a degree of freedom of 0.585, denoting no significant correlation. Lastly, the correlation between work performance and love and belongingness needs resulted in a value of 0.070, signifying a very low correlation, with a degree of freedom of 0.567, indicating no significant correlation between these variables.

The findings suggest that there is no significant relationship between teachers' work performance and their motivational needs, whether those needs pertain to safety and security, esteem, self-actualization, physiological, or love and belongingness.

In essence, this indicates that the teachers' work performance is not significantly influenced by their motivational needs in these specific areas. The organization may need to explore other factors or strategies to enhance work performance among teachers.

Table 15 - Correlation Between Work Values and the Performance of Teachers

Variables	Correlation Value	Analysis	Significant
1. Performance and Familial	.159	very low correlation	no significance
2. Performance and Interpersonal	.071	very low correlation	no significance
3. Performance and Occupational	167	very low correlation	no significance
4. Performance Organizational	.123	very low correlation	no significance
5. Performance and Religious	.115	very low correlation	no significance
6. Performance and Managerial	.065	very low correlation	no significance
7. Performance and Intellectual Achievement	.119	very low correlation	no significance

£ = .05

To assess the relationship between work performance and the work values of teachers, simple correlation analyses were conducted. Table 15 provides an overview of the extent of correlation between these variables. The results indicate the work performance and familial work values yielded a correlation value of 0.159, indicating a very low correlation, with a degree of freedom of 0.189. Therefore, there is no significant correlation between these two variables. The correlation between work performance and interpersonal work values showed no significant correlation between the two variables. Work performance and organizational work values resulted in a correlation value of 0.123, signifying a very low correlation, with a degree of freedom of 0.308. However, this does suggest a significant correlation between these two variables. Similarly, the correlation between work performance and religious work values had a value of 0.115, indicating a very low correlation, with a degree of freedom of 0.344, denoting no significant correlation.Work performance and managerial work values exhibited a correlation value of 0.065, signifying a very low correlation, with a degree of freedom of 0.593, indicating no significant correlation. The correlation between work performance and intellectual-achievement work values had a value of 0.119, also indicating a very low correlation, with a degree of freedom of 0.326, suggesting no significant correlation.

The findings reveal that there is no significant correlation between teachers' work performance and their work values, whether related to familial, interpersonal, organizational, religious, managerial, or intellectual-achievement work values.

In summary, these results indicate that the teachers' work performance is not significantly influenced by their work values in these specific areas. The organization may need to explore other factors or strategies to enhance work performance among teachers.

Table 16 - Regression Results of the Predictor Variables as to Motivation Needs of the Teachers and their Performance

Variables	B	Std Error	Beta	T	Significance	Analysis
1. Safety & Security Needs	-.051	.220	-.068	-.233	.817	Not Significant
2. Esteem Needs	-.249	.192	-.345	1.294	.201	Not Significant
3. Self-Actualization	-.107	.127	-.179	-.842	.404	Not Significant
4. Physiologic Needs	-.001	.147	-.002	.008	.994	Not Significant
5. Love & Belongingness	-.046	.178	-.073	-.258	.797	Not Significant

Linear regression analysis, with a model forced through the origin, was employed to assess the specific contributions and significance of the predictor variables. Table 16 presents the results of the regression analysis. The predictor variables, which include safety and security needs, esteem needs, self-actualization needs, physiological needs, and love and belongingness, displayed beta coefficients ranging from -0.068 to 0.345 and corresponding t-values between 0.201 and 0.994. Importantly, all of these values were found to be statistically insignificant at an alpha level of 0.05.

Consequently, the null hypothesis can be confirmed, indicating that each of the independent variables, including safety and security needs, esteem needs, self-actualization needs, physiological needs, and love and belongingness needs, does not significantly predict the work performance of the respondents. This implies that these independent variables had no substantial influence on the performance of the respondents, who serve as the dependent variable. It is worth noting that the work performance of the respondents remained high, even in cases where their needs were not fully realized.

In essence, the study's findings suggest that the motivational needs assessed in this analysis did not emerge as significant predictors of work performance. The teachers at Tangcal District continued to exhibit high work performance levels regardless of the fulfilment of these specific needs. Other factors or variables beyond the scope of this analysis may have played a more dominant role in driving their performance.

These results underscore the importance of exploring additional factors that contribute to the high work performance of the respondents and highlight the need for a more comprehensive understanding of the dynamics at play within the organization.

Table 17 - Regression Results of the Predictor Variables as to Work Values of the Teachers and their Performance

Variables		B	Std Error	Beta	T	Significance	Analysis
1.	Familial	-.051	.220	-.068	-.233	.817	Not Significant
2.	Interpersonal	-.249	.192	-.345	1.294	.201	Not Significant
3.	Occupational	-.107	.127	-.179	-.842	.404	Not Significant
4.	Organizational	-.001	.147	-.002	.008	.994	Not Significant
5.	Religious	-.046	.178	-.073	-.258	.797	Not Significant
6.	Managerial	.256	.235	-.350	-1.089	.281	Not Significant
7.	Intellectual	.063	.310	-.101	-.203	.840	Not Significant

Table 17 provides the results of the regression analysis, which aimed to examine the predictor variables' contributions to job performance. The predictor variables, including familial work values, interpersonal work values, occupational work values, organizational work values, religious work values, managerial work values, and intellectual-achievement work values, exhibited a range of beta coefficients from -0.009 to 0.640, alongside t-values ranging from -0.035 to 0.105. These variables also had corresponding p-values, indicating significance, which ranged from 0.281 to 0.972. Importantly, all of these values were found to be statistically insignificant at an alpha level of 0.05.

Consequently, the null hypothesis, which posits that each of the independent variables—familial work values, interpersonal work values, occupational work values, organizational work values, religious work values, managerial work values, and intellectual-achievement work values—does not significantly predict the job performance of the respondents, is upheld. This means that the independent variables in this analysis do not significantly influence the job performance of the respondents, the dependent variable. The two sets of variables appear to have no substantial relationship.

In summary, the findings suggest that the work values considered in this analysis do not emerge as significant predictors of job performance. It indicates that the teachers' job performance remains unaffected by the fulfillment of these specific work values. Other factors or variables not included in this analysis may play a more significant role in shaping job performance.

These results emphasize the need to explore additional factors that contribute to job performance among the respondents and underscore the importance of a comprehensive understanding of the complex dynamics within the organization.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Teachers in the Tangcal District exhibit high levels of motivational needs and work values, along with very satisfactory work performance; however, the study found no significant relationship between these motivational needs or work values and job performance, suggesting that other factors not covered in the study may have a greater influence on teachers' performance.

Recommendations

Based on the study's findings, it is recommended to create opportunities for teachers to understand their motivational needs, work values, and performance; ensure uniform performance evaluation criteria; encourage high performance through incentives and recognition; provide continuous professional development through seminars and training; and conduct further research with additional variables to gain deeper insights into the factors affecting teachers' job performance.

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