

## WORK ETHICS AND MOTIVATION OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN THE DISTRICT OF PONTEVEDRA

Rima Baril Capulso<sup>1</sup>

<sup>1</sup>Colegio de la Purisima Concepcion, rima.capulso@deped.gov.ph

### ABSTRACT

*Motivation and work ethics are critical elements of effective and efficient teaching and learning processes. The teachers can keep up the level of service they provide at work by practicing good work ethics. Teachers' drive for professional development and academic success comes from their motivation. This study assessed the work ethics and motivation of public elementary school teachers in the district of Pontevedra. The descriptive-correlational research design was employed in the study. 160 randomly chosen public elementary school teachers from the Pontevedra district served as the study's respondents. A researcher-made survey questionnaire that had been reliability tested and validated was used to collect the data. Frequency count, percentage, mean, t-test, analysis of variance, and Pearson's r were among the statistical techniques utilized to examine and interpret the data. The data demonstrated that the respondents had "excellent" work ethics and "very highly motivated" motivation. When they were divided into groups based on sex, age, highest educational attainment, and length of service, there were no appreciable differences in their level of work ethics. When they were categorized according to their highest educational attainment, there was a significant difference in their level of motivation; however, when they were grouped according to sex, age, and length of service, there were no significant differences. The work ethics and motivation of the public elementary school teachers in the Pontevedra district were significantly correlated.*

**Keywords:** *Work Ethics, Motivation, Public Elementary School, Pontevedra*

### 1. Introduction

Work ethics and motivation are both integral parts of an effective and efficient teaching-learning processes. Through work ethics, the teachers are able to maintain the quality of service that they offer at work. Motivation is what fuels the teachers to strive for growth and success in teaching.

Work ethics is derived from its root words "work" and "ethics." Ethics basically implies doing what is morally correct (Goetsch & Davis, 2022). Work ethics pertains to the act of crediting value to determination, denouncing laziness, accomplishing the necessities of duties, as well as the presumption that the job must be achieved in the optimal result. (Grabowski et al, 2021). This means that work ethics is learned and developed by individuals by adhering to righteous and proper way of doing one's work and applying moral values to every point of the process. Work ethics is an important ingredient for an effective and efficient teaching because through appropriateness and morality, the teachers are able uphold integrity, discipline, and accountability which are crucial for a good and

friendly learning environment. Given the seriousness and the nobility of being a teacher, the application of the ethics code must be observed as well as practiced.

Motivation refers to the convolution of things that inspire an individual to do their job which in essence intensify his/her desires to utilize their potential to achieve the organizational objectives (Ekundayo, 2018). Crehan (2016) believes that with the motivation of teachers being attributed to a mixture of factors both intrinsically and externally, finding the appropriate pressure to motivate the educators is complicated. The psychological process of motivation, according to Kanfer et al. (2008), dictates or energizes the course, amplitude, and tenacity of behavior within the ongoing cycle of events that define the people in response to their profession. Thus, motivation is a force which impacts a person's behaviors and field of experience, ultimately leading to better performance at work. It is an important ingredient for an effective and efficient teaching because through a teacher's will and encouragement to do their job better, the quality of the learning process is maintained, which is vital for the continuance of educational development.

However, issues and challenges in both work ethics and teacher motivation have persisted. Ozcan et al. (2012) came to the conclusion that there are some ethical issues in academia, where teachers fail to fulfill their professional roles by failing to attend their classes on time, evaluate the students fairly, and conduct their classes properly. Meanwhile, statistics worldwide suggest that the educators' motivation has declined in recent years, resulting in inadequate staffing (Crehan, 2016). Both work ethics and motivation are essential for the educators to have. Teachers must continuously have sound work ethics and motivation so that the education quality offered to the students will not be compromised. The conduct of this study shall pave the way to assess the degree of work ethics and the level of motivation of the public elementary school teachers in the District of Pontevedra so that possible problems, if there is any can be identified, and appropriate solutions can be recommended.

The study focused on the work ethics in terms of integrity, discipline, and accountability and the motivation in terms of personal development and professional development of public elementary school teachers in the District of Pontevedra, province of Capiz. Specifically, it sought to provide answers to the following questions: 1) What is the degree of work ethics of public elementary school teachers as a whole and in terms of integrity, discipline, and accountability? 2) What is the level of motivation of public elementary school teachers as a whole and in terms of personal development and professional development? 3) Is there a significant difference in the degree of work ethics of public elementary school teachers when they are grouped according to sex, age, highest educational attainment, and length of service? 4) Is there a significant difference in the level of motivation of public elementary school teachers when they are grouped according to sex, age, highest educational attainment, and length of service? 5) Is there a significant relationship between the degree of work ethics and the level of motivation of public elementary school teachers?

## **2. Literature Review**

### **Work Ethics**

According to Samsuri (2021), Work ethics is the attribute of temperament that is demonstrated in the thorough completion of the task or job in a variety of spheres of life. This demonstrates the existence of a link between teachers' work ethics and their effectiveness as teachers.

Yosephin (2018), affirmed that work ethics of the educators have a significant impact on their efficacy and efficiency. A person's commitment to the company, passion, and delight in completing their responsibilities proficiently are all examples of work ethics norms and behaviors. Despite that, there exist those negative work ethics such as lack of care, selfish, working casually, demanding, complaining, low work stamina, discipline, laziness, little to no dedication at all, lack of initiative and work passion, and many more. This affects the overall work performance of the teachers.

Turk and Vignjeviæ (2016) described that work ethics in the profession of teaching go beyond simply enhancing a student's education. Instead, it is a requirement of a teacher as part of the teaching and learning processes.

**Motivation**

Yosephin (2018) argued that teacher motivation is considered as a driving factor that determine the growth and progress of the educators. The magnitude of commitment that the educators have relies on the extent of the provided forces or pressures. The variance in teacher motivation is primarily seen in a variety of actions and accomplishments. The educators' motivation involves a procedure which enables the teacher to behave accordingly and do their task successfully to achieve the preferred goals. It is argued that if the teacher motivation in the school is implemented well, the accomplishment of tasks that are much better and more significant might materialize the teachers' job motivation.

The study of Abos et al. (2019) revealed that the educators may engage in effective instruction for a variety of reasons, including perhaps job satisfaction. One sort of incentive or a blend of them can effectively persuade them to engage in teaching. This serves as more evidence of the need of having the right motivating profiles to achieve the optimum satisfaction with one's job and minimize workplace tiredness.

According to Hamdani et al. (2018), there is a strong correlation with work motivation and educator effectiveness, as evidenced by the favorable effects of workplace motivation on teachers' job performance. This implies that improved work motivation is a sign of improved teacher performance. The teaching and learning processes depend on both internal and external variables. Therefore, a strong sense of job motivation provided to a teacher can boost their participation in the classroom, which can ultimately result in greater even further successes.

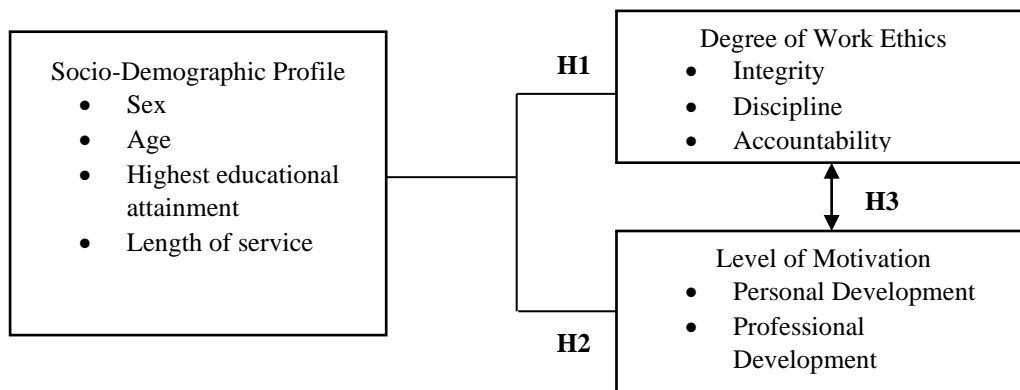


Figure 1: Conceptual Framework  
 (Source: Adjusted by the Researcher, 2023)

H1<sub>0</sub>: β1 = 0 There is no significant difference in the degree of work ethics of public elementary school teachers when they are grouped according to sex, age, highest educational attainment, and length of service.

H2<sub>0</sub>: β2 = 0 There is no significant difference in the level of motivation of public elementary school teachers when they are grouped according to sex, age, highest educational attainment, and length of service.

H3<sub>0</sub>: β1 = 0 There is no significant relationship between the degree of work ethics and the level of motivation of public elementary school teachers.

### 3. Method

The descriptive-correlational research design was used for this investigation. The target population was the public elementary school educators in the Pontevedra district for AY 2022-2023. The investigation took into account One Hundred Sixty (160) respondents out of the two hundred sixty six (266) total populations as the sample size. The respondents were determined using Simple Random Sampling as the sampling design. The research instrument that was used to gather the pertinent and needed data was a researcher-made survey questionnaire. The Likert scale was employed to measure and analyze the respondents' responses to the questionnaire's statements. A Likert-type scale, according to Warmbrod (2014), is made up of a number of items that establish and interpret the significance and substance of the topic being assessed. The responses to the items on the degree of work ethics were scored and interpreted with five as outstanding, four as very good, three as satisfactory, two as fair, and one as fair. The responses to the items on the level of motivation were scored and interpreted with five as very highly motivated, four as highly motivated, three as moderately motivated, two as less motivated, and one as least motivated. When the questionnaire passed the reliability and validity tests, these were disseminated to the respondents. The data were collected, processed, coded and analyzed to ascertain the answers of the study. This was done by using both descriptive and inferential statistics (mean, percentage, frequency count, t-test, an analysis of variance, and person's r).

### 4. Results and Discussion

#### Profile of the Respondents

The respondents' profile is presented in Table 4 to aid in the analysis of the degree of work ethics and level of motivation of public primary school educators when they were grouped according to their sex, age, educational attainment, and length of service. Results show that most of the respondents were females consisting of 137 or 85.6 percent, belong to age below 31-60 years old which makes up 145 or 90.6 percent of the total sample, 123 or 76.9 percent of which have, as their top education attained, a bachelor's degree, and 147 or 91.9 percent have been in the teaching profession for 6 years and above.

Table 1: Profile of the Respondents

Demographic Profile	Frequency	Percent (%)
<b>Sex</b>		
Male	23	14.4
Female	137	85.6
<b>Total</b>	<b>160</b>	<b>100.0%</b>
<b>Age</b>		
30 y/o and below	12	7.5
31-60 y/o	145	90.6
61 y/o and above	3	1.9
<b>Total</b>	<b>160</b>	<b>100.0%</b>
<b>Highest Educational Attainment</b>		
Bachelor's Degree	123	76.9
Master's Degree	35	21.9
Doctoral Degree	2	1.3
<b>Total</b>	<b>160</b>	<b>100.0%</b>
<b>Length of Service</b>		
5 years and below	13	8.1
6 years and above	147	91.9
<b>Total</b>	<b>160</b>	<b>100.0%</b>

**Research question 1: What is the degree of work ethics of public elementary school teachers as a whole and in terms of integrity, discipline, and accountability?**

Data in Table 2 show that the degree of work ethics of public elementary school teachers in the district of Pontevedra had a mean of 4.67 verbally interpreted as “outstanding”. The outcome of the investigation also depicted that the degree of work ethics in terms of discipline that had a mean score of 4.75 verbally interpreted as “outstanding” was the highest among integrity and accountability with mean scores of 4.58 and 4.69 respectively, both also verbally interpreted as “outstanding”.

Table 2: Teachers’ Degree of Work Ethics

Indicators	Mean	Verbal Interpretation
Discipline	4.75	Outstanding
Accountability	4.69	Outstanding
Integrity	4.58	Outstanding
<b>Grand Mean</b>	<b>4.67</b>	<b>Outstanding</b>

**Research question 2: What is the level of motivation of public elementary school teachers as a whole and in terms of personal development and professional development?**

Data in Table 3 exhibit that the level of motivation of public elementary school teachers in the district of Pontevedra had a mean of 4.60 verbally interpreted as “very highly motivated”. The investigation’s outcome also displayed that the level of motivation in terms of professional development that had a mean score of 4.77 verbally interpreted as “very highly motivated” was higher than personal development with a mean score of 4.43 verbally interpreted as “very highly motivated”.

Table 3: Teachers’ Level of Motivation

Indicators	Mean	Verbal Interpretation
Professional Development	4.77	Very Highly Motivated
Personal Development	4.43	Very Highly Motivated
<b>Grand Mean</b>	<b>4.60</b>	<b>Very Highly Motivated</b>

**Research question 3: Is there a significant difference in the degree of work ethics of public elementary school teachers when they are grouped according to sex, age, highest educational attainment, and length of service?**

Table 4 shows that there were no significant variations in respondents' degree of work ethics when grouped according to their profile, including highest educational attainment, age, sex, and length of service, along with their significant values, t/F values, and results.

Table 4: Differences in teachers’ degree of work ethics and selected variables.

Profile	F/t-value	Significance value	Result
<b>Sex</b>	1.218	0.225	Not Significant
<b>Age</b>	0.065	0.937	Not Significant
<b>Highest Educational Attainment</b>	2.300	0.104	Not Significant
<b>Length of Service</b>	-0.251	0.802	Not Significant

**Research question 4: Is there a significant difference in the level of motivation of public elementary school teachers when they are grouped according to sex, age, highest educational attainment, and length of service?**

Table 5 exhibits that there was a significant variation in the motivation levels of the teachers when grouped according to their highest attained education. Meanwhile, there were no significant variations in respondents' level of motivation when grouped according to age, sex, and length of service, along with their significant values, t/F values, and results.

Table 5: Differences in teachers' level of motivation and selected variables.

Profile	F/t-value	Significance value	Result
Sex	1.556	0.122	Not Significant
Age	0.098	0.906	Not Significant
Highest Educational Attainment	4.431	0.015	Significant
Length of Service	-0.338	0.736	Not Significant

**Research question 5: Is there a significant relationship between the degree of work ethics and the level of motivation of public elementary school teachers?**

As is apparent from table 6, the correlation between the public elementary school educators' motivational levels and their work ethics is significant with the value of 0.750 and alpha rating of 0.05 that was higher than the Pearson's correlation coefficient of 0.750.

Table 6: Relationship between teachers' work ethics and motivation.

Indicators	N	Pearson-r	Significance value	Result
Work Ethics	160	.750	0.000	Significant
Motivation				

### Discussion and Implication

The public elementary school teachers possess constantly and substantially outstanding degree of work ethics and that they exhibit a good behavior towards it. This can be attributed to the fact that integrity, discipline, and accountability are all mandated to be complied with in the professional educator's ethics code. This implies that the teaching profession comes with the responsibility that the educators must maintain a high ethical standard of doing their job. This resulted to outstanding work ethics of teachers as an outcome of their support, belief, and compliance with the ethics code and other relevant rules, regulations, and orders. The teachers have outstanding degree of work ethics in terms of integrity. They resolve conflicts impartially, do not condone dishonesty in the classroom, and against the culture of bribing the teachers in exchange of high grades. They also treat their students equally, being not biased in their decisions in resolving conflict if their relative or friends are involved, as well as giving them the grades they truly deserve. They mind not to use school properties like laptops and bond papers for personal use. They also have outstanding degree of work ethics in terms of discipline. They instill punctuality in completing their tasks and in going to school, establish classroom rules to encourage the culture of discipline inside the classroom, sustain order and peace by adhering to the regulations as well as the rules of the institution, protect the teaching profession's dignity by abiding by the educators' ethics code, and teach to the best of my ability. They also correct their students' misbehaviors. Additionally, the teachers have outstanding degree of work ethics in terms of accountability. The teachers affirmed to take responsibility for their students' academic success, consider the effectiveness of their lesson plans before using them in class, maintain good rapport with the learners, provide extra attention to weak learners, and include technology in the learning procedures. They also confirmed to take full responsibility for their actions contrary to the educators' ethics code and 82 the school's rules and regulations.

The motivation of the teachers demonstrate that they are more influenced and are driven by the factors that allow them to develop professionally. Nevertheless, both personal development and professional development are possessed by the teachers in a constantly and substantially very high motivation level. Based on this, the personal development and professional development provided benefits to the teachers that ranges from improvement of teaching skills to the improvement of personal well-being. This implies that the teaching quality of educators comes with the various factors that drive them to pursue effective and efficient teaching process. This resulted to the very high level of motivation of teachers as an outcome of the presence of these factors either for themselves or for others such as the school, students, or the community. The educators have a very high motivation level in terms of personal development. They engage with activities that pertains to their holistic well-being such as putting

efforts into improving their teaching skills, spend time expanding their knowledge on a variety of subjects, engage in extensive reading activities, attend seminars, develop their public speaking skills, spend time in prayer to give me inner peace, spend time reading the bible, have regular check up with their physician, get 7 – 9 hours sleep, and feel joyful to be part in bringing the pride and honor to my noble profession. The results also imply that educators have a very high motivation level in terms of professional development. They commit themselves with activities that enhance their professional skills and the condition 89 of their profession such as improving the quality of their teaching, taking part in increasing the quality of education in their school, updating themselves with recent development in education to be recognized as a competent teacher, communicating not only with my learners but to parents as well, go above and beyond to become a successful, effective teacher, and linkup with others and cooperate as a unit.

No significant variation was found between work ethics and sex, age, highest education attained, and duration of service. Teachers, regardless of sex, are all capable of practicing ethical behavior in the workplace. Male and female teachers have the same degree of work ethics. After all, the sex of the educators is not the basis for measuring the extent of their integrity, discipline, and accountability as professional teachers. Similarly, the results imply that the degree of work ethics of teachers does not differ with age. Teachers who are 30 years old and below, 31-60 years old, 14 24 93 and 61 years old and above have the same degree of work ethics. Regardless of highest education attained, teachers also exhibit the same degree of work ethics. Additionally, work ethics is the same for teachers who have been in the profession for 5 years or less and for 6 years or more.

Highest educational attainment turned out to have a significant impact on the educators' motivation. The results imply that the motivation level of educators varies with greatest educational attainment. Teachers who have doctoral have higher level of motivation than teachers who have master's degree, and bachelor's degree. However, in terms of age, sex, and duration of service, no significant variation was found. The outcomes suggested that educators' motivation levels were the same regardless of these teacher profiles.

Ultimately, there is a connection between motivation and work ethics. Teachers in public elementary schools may be more motivated if they have greater levels of work ethics. As in conclusion, instructors in public primary schools with excellent work ethics may become those who are more motivated.

## **5. Conclusion and Implications**

The purpose of this study was to analyze the fundamental aspect of an effective and efficient teaching-learning process, which are motivation and work ethics of educators. According with the study's findings, the educators in Pontevedra district exhibit excellent work ethics which entails them having substantial integrity, discipline, and accountability. They also possess positive motivation that enables them to pursue personal development and professional development. In addition to that, the teachers possess excellent work ethics regardless of their ages, sexes, highest degree of education, and duration of service. The highest degree of education creates a variation in the motivation of the educators in the district of Pontevedra. Compared to those with master's degree and bachelor's degree, the educators with PhD degrees are more motivated. Lastly, the excellent work ethics of the educators in the district of Pontevedra can result to their positive motivation.

## **Recommendations for Managerial Practice**

1. Educators' work ethics was outstanding, but they scored the lowest when it comes to being biased in favor of their friends/relatives. To eradicate the teachers' biasness, the school may create or strengthen their policies and procedure that when the teachers encounter a conflict that involves their friends/relatives, they shall hand over the matter that is being resolved to be handled by the school management board or its equivalent in the school.
2. The teachers' motivation is excellent, but they scored the lowest when it comes to journaling to track their mood. The schools may establish and allot a mental health break for teachers to allow them to have time to reflect

upon their feelings, moods, and principally their mental health, which ultimately recharge their motivation to work.

3. The schools may conduct regular orientation to maintain the excellent work ethics of teachers and to update their knowledge with new rules and regulations relevant to the proper conduct of the teaching profession.

4. The teachers with doctorate degree appear to be well-motivated. DepEd shall strengthen their programs in giving scholarships to the teachers for them to be able to attend graduate schools with reduced workloads from their workplace and longer leave credits with pay.

### **Acknowledgment**

Not Applicable

### **References**

- Abos, A., et al (2019). Does the Level of Motivation of Physical Education Teachers Matter in Terms of Job Satisfaction and Emotional Exhaustion? A Person-Centered Examination Based on Self-Determination Theory. *International Journal of Environmental Research and Public Health*.
- Crehan, L. (2016). Exploring the impact of career models on teacher motivation.
- Ekundayo, O. (2018) The Impact of Motivation on Employee Performance in Selected Insurance Companies in Nigeria. *International Journal of African Development: Vol. 5 : Iss. 1 , Article 5*.
- Goetsh, D. & Davis, S. (2022). *Quality Management for Organizational Excellence: Introduction to Total Quality*. Pearson. Ninth Edition.
- Grabowski, D., et al. (2021). Relationships between Work Ethic and Motivation to work from the point of view of the Self-determination Theory. *PLoS One*. 2021; 16(7).
- Hamdani, H., et al (2018). The Influence of Teachers' Work Motivation and Principals' Managerial Competence on Teachers' Performance. In *Sriwijaya University Learning and Education International Conference*. Vol. 3, n. 1, p 674-681.
- Kanfer, R., Chen, G., & Pitchard, R. (2008). *Work Motivation: Past, Present, and Future*. New York: Taylor & Francis Group, LLC
- Ozcan, K. et al. (2012). Faculty Members' Ethical Behaviors: A Survey Based on Students' Perceptions at Universities in Turkey. *International Education Studies*, v6 n3 p129-142 2013.
- Samsuri et al. (2021). The Influence of School Leadership Behavior and Teacher Work Ethics on Teacher Performance in Private Vocational Schools, Air Kumbang District. *Jurnal Pendidikan Tambusai*. Vol 5, n. 3.
- Turk M. and Vignjeviæ B. (2016). Teachers' Work Ethic: Croatian Students' Perspective. *Foro de Educación*, 14(20):489-514.
- Warmbrod, J. (2014). Reporting and Interpreting Scores derived from Likert-type Scales. *Journal of Agricultural Education*, 55(5), 30-47.
- Yosephin, M., et al. (2018). Effect of Work Motivation and Work Ethics on Teacher Productivity Private Vocational Schools in Tebet District South Jakarta. *International Journal of Education, Information Technology, and Others*. Vol. 1, n. 1, p 60-70.