

Understanding the Job Satisfaction of Music, Arts, Physical Education and Health Teachers in Indigenous People Schools as Predicted by Motivation: A Convergent Parallel Approach

A Thesis
Presented to
The Faculty of the Graduate School
University of the Immaculate Conception
Davao City

In Partial Fulfillment
of the Requirements for the Degree
Masters of Arts in Education
Major in Physical Education

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April 2019
UNIVERSITY OF THE IMMACULATE CONCEPTION
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APPROVAL SHEET

This thesis entitled “**UNDERSTANDING THE JOB SATISFACTION OF THE MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH TEACHERS IN INDIGENOUS PEOPLE SCHOOLS AS PREDICTED BY MOTIVATION: A CONVERGENT PARALLEL APPROACH**” of the University of Immaculate Conception, prepared and submitted by **RACHEL ANNE T. RAMOS**, in partial fulfillment for the degree Master of Arts in Education major in Physical Education, has been examined and is, hereby, recommended for the corresponding approval and acceptance.

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ACKNOWLEDGMENT

The researcher was indeed blessed to have worked with people whose contribution in many ways made this research paper a reality.

Mr. Ronell C. Cervera, her adviser, for his valuable assistance, comments and suggestion that helped this thesis paper a success.

Dr. Renan P. Limjuco, Director of the Research, Publication and Innovation Center who served as the chair with other members of the panel, Dr. Sylvia J. Pidor, the Dean of the Graduate School and Vice President for Academic Affair and Dr. Porferia S. Poralan for their expertise, constructive criticisms and wide scope of knowledge which helped a lot in refining the quality of this paper.

Dr. Josephine L. Fadul, Davao del Norte Division Superintendent, for approving the researcher to conduct her study and to all School Heads for granting their respective teachers to be part of the participants in her study.

Mr. Abelardo D. Cardinal Jr., her school head for giving the researcher considerations in terms of her absence and to all her co-teachers for taking over the researcher's classes and for pushing the researcher to finish the study.

To the families of the researcher; Ramos and Taclob Family that serve as her inspiration to finish her study.

To the friends and love one of the researcher, for the words of encouragements and pushing always the researcher to finish the study.

Above all, to the Almighty God, for the wisdom and enlightenment.

RATR

ABSTRACT

When there is absence of motivation in the job, satisfaction of the employees becomes at risk. This study aimed to understand the job satisfaction of MAPEH teachers in Indigenous People Schools as predicted by motivation. Mixed methods design, specifically the convergent parallel approach was used in the study. The respondents in the quantitative study were the 150 public school MAPEH teachers, 10 teachers in the In-depth Interview and seven teachers in focus group discussion for the qualitative both assigned in indigenous people schools of Davao del Norte. They were selected through purposive sampling technique. The survey questionnaire and interview guide questions were modified and validated by the experts. The statistical tools employed in the quantitative study were mean, standard deviation and regression analysis while thematic analysis was used in the qualitative study. The findings of the quantitative study revealed that the overall mean of motivation and job satisfaction of MAPEH teachers were described as high. The test of influence of motivation in job satisfaction was significant. Themes derived from the qualitative analysis were *Difficulty in pedagogical practices, Enthusiasm in teaching and learning, Exigency of service of all stakeholders despite job demands, Positive attitude of MAPEH teachers for the indigenous students' welfare, and Staying committed and happy in the teaching profession*. Quantitative and qualitative findings were merged and have established convergences.

Keywords:- Physical Education, Motivation, Job Satisfaction, MAPEH, Indigenous People Schools, Convergent Parallel, Philippines.

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CHAPTER 1 INTRODUCTION

Background of the Study

The absence of job satisfaction at the workplace often leads to lethargy and reduced employee commitment as cited by Singh and Tiwari (2011). MAPEH teachers in IP Schools face scarcity in teaching materials, equipment, facilities and limited exposure to skills trainings which may lead to dissatisfaction and are not happy with the job. MAPEH teachers use improvised equipment and available facilities which do not follow the standard such as stone as an implement to train a student to master throwing skills and crumpled papers as basketball ball in delivering classes in Basketball. Moreover, these situations will not motivate them to fulfill their responsibilities as a teacher and might lead to dissatisfaction with their job. Rossi, T. & Sirna, K. (2008), teachers develop the “make do” and “can do” attitude in remote areas of Australia. Teachers make use of the available material and think on what they can do to conduct the activity.

Hence, it is stated in the Indigenous Peoples’ Rights Act of 1997 Rule V Social Justice Section 8 Right to Education that NCIP shall work in collaboration with Department of Education, Culture and Sports, Commission on Higher Education and with private schools and all public levels towards the development of appropriate programs and projects related to curricula and appropriate teaching materials and resources, training of teachers for IP communities and construction of school buildings in IP communities. Thus, indigenous students shall also receive quality education as the main recipient of the performance of the teachers.

According to Michael Michie (2014) where he interviewed about the experiences of teachers who teach indigenous students in Australia, New Zealand, Canada and USA. Results in the qualitative study narrates evidences about teachers suffer from culture shock or some adjustment to the other culture. Teachers spend a lot of time developing lesson plans and teaching materials. They have unrealistic expectations of their students, as well as inadequate and inappropriate classroom management skills. There is also language barrier and a full adjustment to understand each other. Over the years, teacher becomes frustrated and dismayed because of the students failure to respond. Teachers also miss their family, friends and the normalcy of their life.

Learning insights on the work and the life of teacher, an article wrote by Barcena, Nida Grace (2018) in Philippine Information Agency, Surigao del Sur. There are two teachers terribly got an accident in San Miguel, Surigao del Sur. As they were going to their stations, the boat they were riding on sank in the river because of the strong current of water. One of the teachers risked her life for the passion, commitment and dedication of teaching indigenous students or Lumad children. It is indeed a very challenging experience if you are assigned in far flung areas because teachers would encounter variety of uncomfortable means of transportation like banka, habal-habal and even animals.

In the news article wrote by Bacongco, Keith (2011), one teacher in Marilog District, Davao City finds exciting teaching in far flung areas because of the different experiences you can have. One of the most exciting is waiting for a free ride and to meet new people. However, it was supported by a teacher that they love being there because students are eager to learn than those in the urban areas.

There are cases that public school teachers committed suicide due to overloaded works. One of it is a teacher from La Paz, Leyte whom is a multi-grade teacher in the upland school of the town (Meniano 2018).

In particular, the study was focused on understanding the job satisfaction of the MAPEH teachers in IP schools as predicted by motivation. As a researcher, upon reading more motivation and job satisfaction studies there are still few studies that centers on the MAPEH teachers in IP Schools. In order to disseminate the results of the study, the researcher volunteered herself to include the study in the agenda during General Assembly, PTA Meetings or Parent-Teacher Conference of the School. These important events of the school gather all stakeholders in the community such as representative in the LGU, parents and teachers. In addition, the researcher produced a copy of the manuscript and stored it in the research hub in the division office, sent letter to the superintendent about the recommendations of the study and addressed the challenges, stress and depression of the teachers through seminars or workshops that may lighten their responsibilities in the school.

Worldview and Theoretical Lens

In three years of teaching in remote areas, the researcher experienced challenges in fulfilling her responsibilities as a MAPEH teacher. Initially, all teachers as well as the researcher faces trials in going to respective stations such as walking, riding on a boat, rockslide and flood during rainy season that eventually open their minds to jump in to lowland school. In the school setting, the researcher witnessed the scarcity of equipment, facilities and teaching materials in the school and that give less attention to the subject.

The researcher, as a pragmatist, believes on more practical and pluralistic persuasion, which holds that research should address real life problems. The researcher also views that our theories must be linked to experience or practice which leads the study to follow the pragmatic philosophical worldview.

Pragmatism as a worldview arises out of actions, situations, and consequences rather than antecedent conditions (as in postpositivism). As a philosophical underpinning for mixed methods studies, pragmatism conveys its importance for focusing attention on the research problem and then using pluralistic approaches to derive knowledge about the problem using various research methods, techniques, and procedures that best meet the needs and purposes. In research using pragmatism, truth is what works at the time. From this pragmatic worldview, the proponent of this study mixed the qualitative and quantitative approaches to understand the job satisfaction of MAPEH teachers in IP School as predicted by motivation, experiences, beliefs, attitude and commitment. This study may help the respondents to do better to become successful in teaching in an IP School.

The study is anchored to the Maslow's Hierarchy of needs, Two-Factor Theory of Herzberg (1959), Heyward (2002) perspective of learning and personal development and Geijssel & Meijers (2005) model of identity learning. Maslow starts with the idea that people always tend to want something and what they want depends on what they already have. Maslow proposed that there are five different levels of needs people have to seek for satisfaction of their basic needs. These are physiological, security, love and belonging, esteem and needs for self-actualization. Thus, individual can be partly satisfied with one level and still seek for satisfaction at the next level.

Herzberg's Two Factor Theory used the idea of Maslow's Hierarchy of needs in terms of job satisfaction. Herzberg sets factors to achieve job satisfaction namely motivating factors and hygiene factors. Both factors can motivate workers but they work for different reasons. Hygiene factors tend to cause only short-term satisfaction to the workers while motivators most probably cause longer-term job satisfaction.

Heyward's perspective of learning and personal development (Heyward, 2002), they are learning new things about the people and the community. Once the euphoria wears off and the honeymoon period ends after a few weeks, the individual becomes aware of the cultural differences and they start to see different aspects of the indigenous culture, and the realization that there is some sort of conflict between their previously-held beliefs and their new learning.

Geijssel and Meijers (2005) propose a model of identity learning with both cognitive and affective inputs regarding a new professional situation. These can result in an individual either having a positive response leading to identity learning, or a negative response which reinforces previously-held beliefs.

Conceptual Framework

Figure 1 illustrates the schematic diagram of the conceptual framework of the study. The independent variable motivation with its indicators motivating and hygiene factors and dependent variable job satisfaction with its indicators in terms of security, work environment, job responsibilities and community linkages/attachments.

Audience

This mixed methods study was written for audiences who would assist in shaping and strengthening the decisions to be made for the choice of design in the study and who can benefit in the study. These include respondents, school heads, LGU, NGO and Barangay Officials, parents, future researchers, technical panel, ethics committee and scholars who include journal editors, peer reviewers, research conference organizers and publishers.

Respondents. They will have a chance to share their insights and experiences regarding job satisfaction, in doing so they will assist themselves if they are satisfied or not with their corresponding job.

School Heads. They can implement new strategies to answer the situation of their respective employees. They can assist themselves if the funds are sufficient to the needs of the teachers for instructional materials and thereby improving their leadership capability.

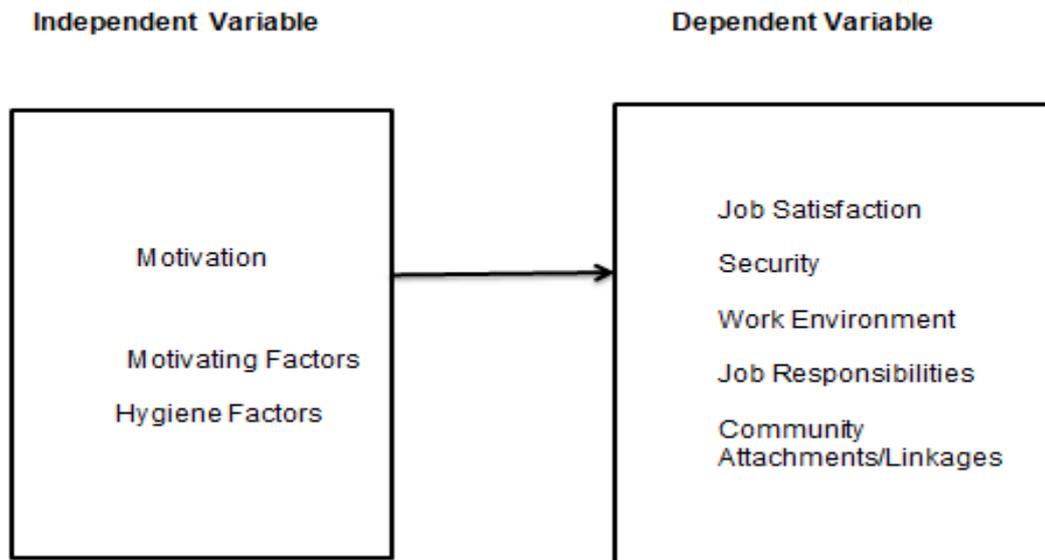


Figure 1. The Conceptual Framework of the Study

LGU, NGO and Barangay Officials. Through understanding the needs of each school under their governance, they can create programs and evaluate if these programs are beneficial to the teaching force.

Parents. Through gaining insights, they can uplift the morale of their children and find methods to sustain educational demands.

Future Researchers. They can acquire more inputs and use gained knowledge for further study specifically if they will do mixed methods.

Technical Panel. They can scrutinize the technicality; give comments and edifications through evaluating grammar, sentence construction, paraphrasing, proper format and diction of the manuscript.

Ethics Committee. They can share their expertise and best practices to enhance the study.

Scholars who include journal editors, peer reviewers, research conference organizers and publishers. They can adapt new techniques in mixed methods and use this for their future researches. They can also use baseline data for citations.

Purpose Statement

The purpose of this convergent parallel approach was to understand the job satisfaction of MAPEH teachers in IP Schools as predicted by motivation. This can increase the confidence in research data; create innovative ways to understand a phenomenon, reveal unique findings, challenge or integrate theories, and provide a clearer understanding of the problem (Jick, 1979). Thus, the researcher combined participants' interviews and questionnaires to understand the current scenario of MAPEH teachers in IP Schools.

The study was anchored to the Two-Factor Theory of Herzberg, Mausner and Snyderman's (1959). Herzberg defined two sets of factors in deciding employees working attitudes and level of performance, named Motivation & Hygiene Factors (Robbins, 2009). Motivation Factors are Intrinsic Factors that will increase employees' job satisfaction; while Hygiene Factors are Extrinsic Factors to prevent any employees' dissatisfaction. Herzberg furthered that full supply of Hygiene Factors will not necessary result in employees' job satisfaction. In order to increase employees' performance or productivity, Motivation factors must be addressed. In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job (Collinson, 1996; Connell & Ryan, 1984; Rosenholtz, 1989).

Research Questions

The study aimed to answer the following questions:

1. What is the status of the participants' motivation and job satisfaction as MAPEH teachers in the hinterland?
2. Does participants' motivation significantly influence their job satisfaction?
3. What are the lived experiences of MAPEH teachers in IP schools as regards their job satisfaction?
4. How do these experiences shape the beliefs, attitude and commitment of teachers in IP Schools?
5. To what extent do the qualitative data corroborate with the quantitative data?

Literature Review

This section presents the varied literature studies and theories that support the present study. This study has the following variables motivation, motivational factors, hygiene factors, job satisfaction and lived experiences of teachers in remote areas.

Motivation. Motivation is regarded by many to be a concept which is hard to define as it is not a visible construct and as such can be hard to measure. While it can be difficult to obtain a widely agreed upon definition of motivation in general, it can be said that an individual who is motivated has been moved to do something (Deci & Ryan, 2000). According to Spector (2008), motivation is the underlying force that explains why people engage in behavior. Some people seem to be driven by a passionate interest in their work, a deep level of enjoyment in what they do and other people seem to be motivated by external inducements such as promotion, pay and recognition.

The single most reliable predictor of a long life is satisfaction with one's job Schultz & Schultz (2010). According to Tewksbury & Higgins (2006), a satisfied employee tends to hold a positive attitude toward their job, will have greater motivation, and increased job performance. Increased satisfaction equals increased engagement. A dissatisfied employee however will view their job and their working environment negatively.

Motivating Factors. According to the Two-Factor Theory of Herzberg, et.al (1959), motivation factors are intrinsic factors to the job itself and include aspects such achievement, development, responsibility and recognition.

Intrinsic Motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure (Singh, 2011). In addition, Guay (2010) noted that intrinsic motivation is closely related to intrinsic value. Intrinsic motivation refers to motivation that is animated by personal enjoyment, interest, or pleasure, and is usually contrasted with extrinsic motivation, which is manipulated by reinforcement contingencies.

Hygiene Factors. According to the Two-Factor Theory of Herzberg, et.al (1959), hygiene factors are extrinsic components of job design that contribute to employee dissatisfaction if they are not met such as supervision, working conditions, company policies, salary, and relations with co-workers..

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives (Singh, 2011). Meanwhile, according to Clark and Schroth (2010), those who were extrinsically motivated tended to be extroverted, agreeable, conscientious, and neurotic, depending on the type of extrinsic motivation. Those who lacked motivation tended to be disagreeable and careless. In addition, regarding the teacher, Mojavezi and Tamiz (2012) pointed out that teachers with high self-efficacy have a positive influence on the students' motivation and achievement.

Miltenberger (2008) claims that behavioral skill training feedback in the form of positive reinforcement is essential to teaching individuals appropriate behaviors and expectations. Motivation refers to "the reasons underlying behavior" Guay, (2010). Moreover, Daniels and Daniels (2004) asserted that positive reinforcement is more effective than negative reinforcement: "it [i.e., positive reinforcement] will cause performance to continue to increase to its physical asymptote. On the other hand, with negative reinforcement, improvement is limited to the amount of behavior that will terminate or avoid a punisher." Therefore, positive reinforcement is a technique to elicit and to strengthen new behaviors by adding rewards and incentives instead of eliminating benefits (Catania, 2011).

On the other hand, Mitchell and Daniels (2003) stipulated that our level of motivation is highly influenced by the environment. Grossman (2004) rewarding certain behaviors is likely to be more effective when you meet certain conditions. However, Eccles & Wigfield, (2002) stipulated that individuals should be more motivated to the extent that they feel they are in control of their own successes and failures. In addition, Balliet, Mulder and Van Lange (2011) pointed out that rewards are more effective when it is more expensive to operate. It seemed to be more valuable and more attractive, so it attains a better response. Furthermore, McGreevy & McLean, (2009) stated that if the handler uses negative reinforcement in an inappropriate way, it can affect like a punishment and actually reduce the wanted behavior in loading situation.

Job Satisfaction. Based on the study conducted by Bazan (2009) intrinsic and extrinsic motivation are two types of motivation that explain why employees work, want to work, and what drives them. The two factor theory of job satisfaction proposed by Herzberg, Mausner, and Snydernam states that, "certain variables in work situations (satisfiers) lead to overall job satisfaction, but play an extremely small part in producing job dissatisfaction; while other variables (dissatisfiers) lead to job dissatisfaction but do not in general lead to job satisfaction". Both extrinsic and intrinsic rewards motivate us to join and continue contributing to organizational promotion. One size does not fit all and also each individual has its own personal needs and preferences for rewards. Low motivation in job will lead to low performance, decrease in job satisfaction, and increase in employee turnover and absenteeism. High job dissatisfaction will frequently associated with higher level of complaints and work grievances, even with high employee turnover rate (Edrak et al., 2013).

There are several motivation and retention tools that can be taken to overcome the employee turnover rate and employee job dissatisfaction. Empowerment is one of the most important motivation tools taken by all companies. Madura (in Edrak et al., 2013) contended that empowerment is giving the employees more responsibility and decision-making authority to carry out their given tasks. It can intrinsically motivate the employees to contribute creative and innovative ideas for selling the company products or services. Furthermore, job flexibility is also an effective motivator to motivate the employees. Many organizations today find that flexibility in job design and reward has resulted in employees' increased longevity with the company, increased productivity, and better morale.

In addition, mentoring or coaching is also a useful tool to motivate the employees in their company. Coaching and mentoring serve as learning tools in the workplace that can lead to empowering your employees. The employees who are coached and mentored often receive the greatest benefit, but the coach or mentor also benefits and may feel a sense of empowerment from the relationship (Frost, 2018). Moreover, the monetary incentives are also known as powerful motivators in most companies. Bhasin (2017) advocated that monetary incentives are used mostly by employers to motivate employees towards meeting their targets. Money, being a symbol of power, status and respect plays a big role in satisfying the social-security and physiological needs of a person. Money however, ceases to be a motivator when the psychological and security needs are satisfied. At that point it becomes a maintenance factor; as per Herzberg. The monetary incentives are an effective motivator for frontline staffs to generate higher quality, productivity and profitability.

Furthermore, another effective tool that can be taken to overcome the employee turnover and job dissatisfaction is job enrichment. Job enrichment is a common motivational technique used by organizations to give an employee greater satisfaction in his work. It means giving an employee additional responsibilities previously reserved for his manager or other higher-ranking positions. In essence, an enriched job gives the employee more self-management in his duties (Kokemuller, 2018). Job security is also an effective motivator for the employees in different industries. In a recent survey, employees ranked job security as the greatest contributing factor to job satisfaction (Morris, 2015). Job security is the probability that an individual will keep his or her job and high level of job security is such that a person with the job would have a small chance of becoming unemployed (UK Essays, 2013). Most of the employees are likely looking for a more secure and stable employment.

Brookfield cited by Edrak et al., (2013) stated that one of the factors or reasons for employee intentions to leave the organization is job dissatisfaction. Individuals with high levels of job satisfaction would have healthier physical and psychological records that very likely result in higher productivity and effectiveness in their job performance and will staying longer in organization. Hence, job satisfaction can be a determinant of employee's motivation and intention to stay or leave the organization. There are two types of job satisfaction, Intrinsic and extrinsic job satisfaction, intrinsic job satisfaction which is derived from individuals themselves and extrinsic job satisfaction which are derived from the environment (Mohamed, 2016). Intrinsic and extrinsic types of motivation have been widely studied and the distinction between them has played an important role on both developmental and educational practices.

Job satisfaction is concerned with several attitudes including attitudes about the job characteristics, compensation and benefits, status, social security, advancement opportunities, technological challenges and respect. The most widely used factors of job satisfaction are work, pay, promotion, supervision and co-workers. According to Pilarta (2015) job satisfaction is produced by growth fulfillment and other work content outcomes, whereas job dissatisfaction is produced by the work context. The major-satisfaction facets (work itself, pay, advancement opportunities, supervision, co-workers) enjoying the work is almost always the one most strongly correlated with high levels of overall job satisfaction. Interesting jobs that provide training, variety, independence, and control satisfy most employees. In other words, most people prefer work that is challenging and stimulating over work that is predictable and routine. You have probably noticed that pay comes up often when people discuss job satisfaction. There is an interesting relationship between salary and job satisfaction, for people who are poor (for example, living below the poverty line) or who live in poor countries, pay does correlate with job satisfaction and with overall happiness. Jobs that are compensated handsomely have average job satisfaction level no higher than those that are paid much less.

Job satisfaction is not just about job conditions. Personality also plays a role. People who are less positive about themselves are less likely to like their jobs research has shown that people who have positive core self-evaluations-who believe in their inner worth and basic competence-are more satisfied with their jobs than those with negative core self-evaluations. Not only do they see their work as more fulfilling and challenging, they are more likely to gravitate toward challenging jobs in the first place. Those with negative core self-evaluation set less ambitious goals and are more likely to give up when confronting difficulties. Thus, they're more likely to be stuck in boring, repetitive jobs than those with positive core self-evaluations (Beriales et al., 2017).

Lived Experiences of Teachers in Remote Areas. Indigenous people have their own ways of looking at and relating to the world, the universe, and each other (Ascher 2002; Eglash 2002). According to the 2009 NAPLAN results for Aboriginal and Torres Strait Islander students again show high rates of failure to meet the national minimum standards. Failure rates of 40 to 50% are common in Indigenous schools and rise to more than 70% in the Northern Territory. Most of indigenous schools are listed on the bottom. It is well understood the high indigenous failure rates due to inadequate facilities, separate indigenous curriculums, short school hours and lack of school discipline (Helen Hughes and Mark Hughes, 2010).

It is a call of profession when a teacher is assigned in areas far from their families (Fountain, et.al 2000). Great teachers are those who do their duties tirelessly to institute a challenging, nurturing classroom environment for their students. Teachers are the inspiration to students, coupled with his passion for education for their children to grow as competent individuals. Whatever it takes, teachers are always on the line to care and protect the children at all times (Orlando, 2013 & Zhou, 2014). Teachers play a vital role in enlightening and educating children for them to become desirable constituents of their respective communities. The state therefore, should provide hard work and resources to keep teachers secure and in good condition so that they can also perform well their duties as teachers (Coalition to Protect Education from Attack, 2014). Moreover, teachers need psychosocial support due to their condition which will greatly affect their intellectual and social capacity (Zakharia & Bartlett, 2014).

Geijssel and Meijers (2005) propose a model of identity learning with both cognitive and affective inputs regarding a new professional situation. Identity learning model is to examine border crossing as a professional learning experience for people teaching in indigenous communities. Identity as a learning process is constructed culturally with intellectual and emotional inputs, and the emotional input can be more significant than currently considered in other identity-forming learning processes. These can result in an individual either having a positive response leading to identity learning, or a negative response which reinforces previously-held beliefs. Thus, Loman (2005) has no prior experience when he went to Papua New Guinea. Loman stated that he suffered in two ways, culture shock and crises in classroom management and it made impossible to focus in teaching.

The early contact of westerners to indigenous communities is naïve awareness and the honeymoon period. They are learning new things about people and the community. When the honeymoon period ends, the individual becomes aware of the cultural differences and they start to see different aspects of the indigenous culture. They realized some sort of conflicts between their previously-held beliefs and their new learning. This is Heyward (2002) perspective of learning and personal development.

According to Heslop (2003) non-aboriginal teachers should be mindful of the complexity of Aboriginal society and respectful of the opportunities given by community members to establish relationships. This is the time that they are exploring in the other culture. They may start to learn local language and take part into social activities such as joining sports events (Harper, 2000). On the other hand, some ineffectual teachers choose to remain in community schools where their poor teaching practices can go unobserved, and perhaps they move on to another community once their poor teaching has been detected (Hughes 2007).

In Australia, Indigenous-specific reasons for non-attendance are the lack of recognition by schools of indigenous culture and history and failure to fully engage parents (Biddle et.al, 2004). It is contradicted by Gray & Partington (2003); teachers believe that parental attitudes and home environment are the causes of non-attendance. Children who regularly miss school are likely to experience significant disruption to their education. A student who misses more than one full day per week on average would lose two years of education over a 10year period. Many reports highlight the importance of regular school attendance in order to achieve core skills, such as literacy and numeracy and note that achieving adequate levels of education is one of the key contributors to overcoming indigenous disadvantage (Western Australia: Office of the Auditor General 2009).

According to Patterson (2006), to increase the engagement in learning, research and practice are the key components. These components include those that are specifically school focused, community focused and interagency focused. In 2009, the apparent retention rate for full-time indigenous students from their first year of secondary school through to year 12 was 32% points lower for non-indigenous students (ABS, 2009).

Nola Purdie and Sarah Buckle (2010) stated rewards in their study on the poor attendance and retention rate of indigenous students in Australia. Sport, school nutrition and no school no pool policies are examples of hooks to attract non-attending students. Indigenous students have been particularly targeted through programs with a strong sporting element. For instance, programs provided by the Clontarf Foundation have targeted boys through involvement in Australian Rules Football. Both boys and girls are targeted through the Academy of Sport, Health and Education in Shepparton, which is a partnership between the University of Melbourne and the Rumbalara Football and Netball Club.

In the study conducted by Gantang, Baking Quiambao et.al (2015) they concluded that in terms of the profile, it was found out that most of the teacher-respondents were young, single and most of them are new in the government service. It is also observed the lack of support and discrimination from the institution that leads to the fluctuation of interest towards the subject. In addition, the result of a study conducted by Razona (2006) made her suggest that pre-service preparation of teachers should be upgraded to include mastery of subject-matter, content, methodology, teacher's competence, communication skills, values and professional skills.

According to Chitiyo and Wheeler (2009), educators can teach students appropriate behaviors by establishing classroom routines, modeling desired behaviors, and building naturally occurring reinforcement aimed at displaying positive behaviors and improving the classroom environment through the use of positive reinforcement. Furthermore, Orland (2001) stated that this involves assessing the teacher learners' needs, cultural competence, and receptivity to change.

A study conducted in a state university in Mindanao, Philippines (Dinagsao, 2013) found that inexperienced newly hired teachers were facing many challenges. In relation with Goodwin (2012), new teachers struggle with classroom management,

curricular freedom, and unsupportive working environment. Lack of support material and guidance is another issue for new teachers. They are usually faced with varied responsibilities such as curriculum preparation, lesson planning, grading, and even extracurricular activities (Fry, 2007).

An important thought about teaching is that of Hunter (2016), he used to think that teaching was a job; subsequently, he considered it as a profession and finally he concluded that teaching is a very noble calling. Teachers in the Philippines experiences attritions such as very long hours of work and with low salary. It is often allotted to classroom improvement and learning generation materials. It is relevant to investigate which factors motivate teachers to look at teaching as a long-term profession and to address the issue on frequent turnover of teachers affecting the quality of learning (Braid, 2015). Many studies have claimed that support and assistance for beginning teachers had positive impact to improving teachers' commitment and retention and subsequently improved their teaching performance (Hastings, 2007; Ingersoll & Strong, 2011; Mutchler, 2000; Seddon, 2014).

According to Questia (2009), in the field of education, the experiences of field study is unique. The relationship of an apprentice to an experienced cooperating teacher is the same with a high school teacher to a secondary student. Where closed guidance and learned methodologies are needed in the proper grooming of the student's mind. If a teacher fails to recognize these potentials and choose not to give it due attention that teacher is corrupting the child of what is rightfully his.

Pagaduan (2009) that the primary tool the teacher uses in teaching is his/her unique and individual self which can be seen in how a teacher presents herself to the class and how he gives life and joy to his teaching to make learning lively and enjoyable. Haynes (2007) that setting objectives in lesson plan helps the teacher decide precisely what is it he/she is trying to achieve and to design his/her lessons accordingly; helps the teacher to explain to pupils what it is he/she wants them to do and to learn; makes it easier to communicate what he/she is doing and why he/she is doing it.

According to Cruz (2005), there is a need to satisfy and improve the teaching practices or competencies of MAPEH teachers so that the teachers themselves are able to interact better with the students. The poor teacher performance is also associated with the lack of resources. Kellough (2001) in the other hand pointed out that one characteristic of a competent teacher is the teacher constantly striving to further develop a repertoire of teaching methodologies.

According to Flojo (2017) truly, music and art not only fascinates pupils but teach skills and behaviors that improves their capabilities. More importantly, they can use these learned skills and positive attitudes even when they grow up. Borromeo (2008) stated that the inclusion of the subject music is premised aesthetic (musical), and utilitarian (extra musical) contributions to general on its education and the national culture. In the other hand, no one can blame the teachers if they can't teach the skills to their students because teachers also were not trained properly during their undergraduate years. Most of the MAPEH majors lack the basic knowledge and skills in teaching the subject appropriately. It makes the teachers inept in handling the subject, and it is up to them to accept this as a challenge to continuously strive to grow professionally.

Relationship between Measures. In the research conducted by Armstrong, C. (2015) about workplace motivation and its impact on job satisfaction & self-esteem, the research found that both intrinsic and extrinsic motivation can be seen to have a positive correlation with job satisfaction. It is indicated that those who are more motivated in their work also experience more satisfaction. Furnham (2005) stated that an individual whom is satisfied at work is dictated by the presence of factors and circumstances that motivates him or her. Christen, Iyer & Soberman (2006) added that if an employee gets significant satisfaction from performing well on the job, their overall motivation to shirk is lower.

In the study conducted by Oparanma, A. (2011) with the relationship of motivation and job satisfaction of managers in retail business in Nigeria, results indicated that job satisfaction improves the quality of output of retail managers. Therefore, if the output quality of retail business managers improved, their job satisfaction must be guaranteed as motivation enhances their performances.

As cited by Bazan, K. (2009), each and every employee has a drive that motivates them to perform and be satisfied with their job. Looking at intrinsic compared to extrinsic motivation and the factors that are involved in both types of motivation enable one to understand the role that motivation plays with job satisfaction. In a study conducted by Kamdron (2005) looked at work motivation and job satisfaction of Estonian higher officials. The Job Diagnostic Survey was used and all the average indicators exceeded the corresponding average results obtained in the USA, Finland, and Estonia. The study found that the higher the work satisfaction, the less officials are motivated by material factors and good relations with their superiors. Stronger motivation came from recognition and a sense of responsibility.

Motivation enhances job involvement and job satisfaction as cited by Yousaf, S., Latif, M., et al (2014). According to Nohria, N., Groysberg B., and L.E. Lee (2008), there are certain cross disciplinary indicators like commitment, contentment, loyalty and intention to quit which measures motivation of an employee. Rainey, H. (2001) added that motivation is the extent of enthusiasm, direction and persistence of efforts with which the employee tries to accomplish goals. Employees must exert efforts with passion conditioned by their need satisfaction. It implies that the employee is eager to work to the best of their abilities only

if they are ensuring for their need satisfaction. The effectiveness of an organization is greater than when it has a motivated workforce. The more motivated an employee is, the better he will perform his job.

In the study of Matheny (2008), this study investigated job satisfaction of physician executives. Results from the Matheny survey suggested that personal growth and development, life/work balance, effective communications, and personal relationships are the true keys to improving satisfaction for themselves and other physician executives.

Perrachione, Rosser, and Petersen (2008) conducted a study that examined public school teachers' relationships between job satisfaction and intrinsic variables (personal teaching efficacy, working with students, job satisfaction) and extrinsic variables (low salary and role overload). The findings found that intrinsic and extrinsic variables affected job satisfaction, with the extrinsic variables found to increase teachers' dissatisfaction. Teachers are generally people who seek intrinsic motivation, as they want to contribute to society by helping children learn and grow and are not as concerned about the external factors.

In a study conducted by Kamdron (2005) looked at work motivation and job satisfaction of Estonian higher officials. The Job Diagnostic Survey was used and all the average indicators exceeded the corresponding average results obtained in the USA, Finland, and Estonia. The study found that the higher the work satisfaction, the less officials are motivated by material factors and good relations with their superiors. Stronger motivation came from recognition and a sense of responsibility.

CHAPTER 2 METHODS

This chapter presents the methodology used in the study. This includes the research design, the place of study and participants, the instrument, validity of the instruments, data collection and analysis, the sequence, emphasis and mixing procedure, figures of procedure, methodological issues, trustworthiness of the study, and the ethical considerations.

Research Design

This research employed the mixed methods convergent parallel approach. A mixed methods is a research inquiry that employs both qualitative and quantitative approaches in a research work for the purposes of breadth and depth of understanding and partnership (Johnson, Onwuegbuezie, & Turner, 2007). One of the types of mixed methods is convergent parallel design which was utilized in this study. Convergent parallel is a research process that can be symbolized as QUAL+QUAN (Morse, 1991). Its design entails that the researcher concurrently conducts the quantitative and qualitative elements in the same phase of the research process, weighs the methods equally, analyzes the two components independently, and interprets the results together (Creswell & Plano-Clark, 2011). The researcher aimed to triangulate the methods by directly comparing the quantitative statistical results and qualitative findings. Furthermore, the researcher also aimed to answer to what extent do the qualitative data corroborate with quantitative data.

Moreover, descriptive-correlational was used in the quantitative phase of the study. A correlational research was identified by Leedy and Ormrod (2010) as cited by Curtis, Comiskey and Dempsey (2015) as a design that is concerned with the establishment of relationships between two or more variables in the same population or between the same variables in two populations. This method was focused on how job satisfaction of MAPEH teachers in IP Schools affected by motivation.

In addition, phenomenological research was used in the qualitative phase of the study. According to Lester (1999), the purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation. In human sphere this normally translates into deep information and perceptions through inductive, qualitative methods such as interviews, discussions and observations. Thus, this method was focused on the experiences, beliefs, attitudes and commitments of MAPEH teachers in IP Schools. The figure 2 below shows the concept of convergent parallel design.

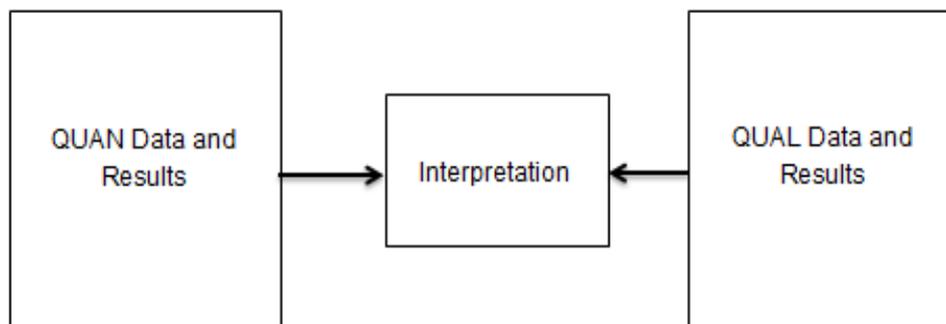


Figure 2. The Diagram Showing the Concept of Convergent Parallel Approach

Place of Study

The study was conducted in the whole Division of Davao del Norte. There are eight municipalities in the said Division specifically, Municipality of Kapalong, Talingod, Sto. Tomas, San Isidro, Braulio E. Dujali, Carmen, New Corella and Asuncion, Davao del Norte. In particular, the researcher selected 20 schools from Municipality of Talaingod, 15 schools from Municipality of Kapalong and 2 schools for Municipalities of Sto.Tomas, San Isidro, Braulio E. Dujali, Carmen and New Corella, respectively. Thus, 80% of the total population of the school must be indigenous students. To present the location of the places where the study was conducted, figure 3 shows the map of the Division of Davao del Norte.

Participants

The participants in this study varied based on the quantitative and qualitative study to be conducted.

Quantitative Phase

In this phase, 150 MAPEH teachers in public IP schools were picked through purposive sampling technique. The basic criteria for determining the participants includes being a MAPEH teacher in Grade 1-6 and Grade 7-12 assigned in IP Schools, currently teaching in IP School and volunteering to state one's own ideology.



Figure 3. Map of the Philippines and Davao del Norte

Qualitative Phase

In this phase, MAPEH teachers in the IP schools are still the participants of the study. In-depth interview and focus group discussion are the two ways to gather the data with different number of participants. Specifically, 10 MAPEH teachers in IDI and 7 MAPEH teachers in FGD. It is still purposive sampling technique was used in the study following the basic set of criteria; MAPEH teacher in Grade 1-6 and Grade 7-12 assigned in IP Schools, having taught the course for at least one year and volunteering to state one's own ideology.

Instrument

This study used two different kinds of tool. Qualitative data were gathered through the use of interview guide questions and quantitative data were gathered through the use of survey questionnaire in a form of Likert Scale.

Quantitative Phase

In this phase, the researcher adapted a survey questionnaire of motivation from Deborah Scott, (2017) and Elizabeth Wairimu Waiyaki, (2017) and job satisfaction questionnaire from Paul E. Spector (1994) Job Satisfaction Survey, Department of Psychology, University of South Florida. The motivation questionnaire comprises with the following variables: motivating factors and hygiene factors while job satisfaction questionnaire has the following variables: job satisfaction in terms of security, job satisfaction in terms of work environment, job satisfaction in terms of job responsibilities and job satisfaction in terms of community attachments. An interpretation matrix was provided to determine the result of the study.

Interpretation Matrix

Range	Description	Interpretation
4.20 – 5.00	Very High	Always Manifested
3.40 – 4.19	High	Most of the Time Manifested
2.60 – 3.39	Average	Sometimes Manifested
1.80 – 2.59	Low	Seldom Manifested
1.00 – 1.79	Very Low	Never Manifested

Qualitative Phase

The researcher creates an interview guide questions for the in-depth interview and focus group discussion. IDI and FGD utilized the same questions for comparison and to ensure that the important questions were remembered during the interview. The guide questions answered the experiences, beliefs, attitudes and commitment of MAPEH teachers in IP Schools. Interview guide questions were based on the research questions of the study.

Validity of the Instruments

The researcher of this study ensured that the appropriateness of the instrument was comprehensively evaluated and approved by the researcher's adviser, technical panel and Research Ethics Committee. The instruments that were used had undergone tests to ensure validity and reliability. Initially, both the survey questionnaire and the interview guide questions were validated by the experts. Second, to ensure the reliability of the survey questionnaire, pilot testing was done. Furthermore, the Cronbach alpha coefficients of the instrument are as follows: .821 for the overall motivation, .743 for the motivating factor and .833 for the hygiene factor, while in job satisfaction, .948 for the overall job satisfaction, .891 for security, .899 for work environment, .844 for job responsibilities and .890 for community linkages/attachments.

Data Collection

There are various methods of data collection in a research. Since this is a convergent parallel type of study, data were gathered at the same time. Kanuka, H. & Anderson, T. (2007) stated that many factors should be involved in the consideration of appropriate research methods for data collection and instrumentation. The factors include the need for data from subject matter experts based upon the day-to-day experiences and varied perspectives from diverse participants.

Quantitative Phase

In this phase, survey questionnaire was used in gathering quantitative data. The quantitative tool has the following variables: motivating factors, hygiene factors in motivation questionnaire while job satisfaction in terms of security, work environment, job responsibilities and community attachments and linkages in job satisfaction questionnaire. The initial stage of data collection involved a request letter to the school head to allow the researcher for study leave for at least one month of the school year 2018-2019 and endorsed it to the division superintendent. Upon approval of the study leave, the researcher followed the protocols for the success of data gathering.

In addition, the researcher adapted a questionnaire, which initially were checked and validated by the adviser, then endorsed for validation noted by the Dean of the Graduate School. Pilot testing was done in assuring the reliability of the instrument. Upon gathering all data, the researcher went to the respective schools and personally asked permission from the immediate school heads of the informants to conduct the study in their teachers; the researcher gathered all the participants in one place of the school and informed the content of the questionnaire and the purpose of the study. Then, the researcher distributed the informed consent and was retrieved by the researcher afterwards. Finally, the researcher assured them the confidentiality of their statements.

Qualitative Phase

For this phase, Creswell (2003) has identified observations, interviews, documents, and audio-visual materials as forms of data collection. A guided interview provides guide questions that elicit answers from the participants. The qualitative phase of this study used semi-structured interview with guide questions to answer the lived experiences, beliefs, attitude, and commitment of MAPEH teachers in IP Schools. Before the gathering of the qualitative data, the researcher sought permission to conduct IDI and FGD to the dean of the graduate school.

As the permission granted, the researcher went to the school and sought permission personally to the immediate school head to conduct the interview to the specific 10 participants and FGD to the 7 participants. These participants were chosen separately from the quantitative participants. The researcher gathered all the participants in one place in the school and explained the purpose of the study and the content of the qualitative tool. Then, the researcher distributed the informed consent and retrieved afterwards by the researcher. After collecting the qualitative data, it was checked and then submitted to the data analyst to analyze using procedures of coding and theme development to answer the research questions.

Thereafter, the quantitative and qualitative results were summarized and interpreted to be able to discuss to what extent qualitative results corroborated to the quantitative study findings.

Data Analysis

There are various statistical methods to formulate the data of the quantitative study. Since this is convergent parallel type of study, qualitative result also generated themes.

Quantitative Phase

In this phase, mean, standard deviation and linear regression were used in analyzing data. Mean is calculated by adding the numbers in the set together and dividing their sum by the number of members of the set. Standard deviation is a measure that is used to quantify the amount of variation or dispersion of a set of data values. Mean and standard deviation were used to get the sum and amount of variation or dispersion of the motivation and job satisfaction questionnaire. Linear regression is a linear approach to modeling the relationship between a scalar response, which is job satisfaction and one or more explanatory variables which is motivation. Since, coefficient of correlation tells only the relationship between the two variables but does not clarify the kind of relationship existing between them; therefore regression analysis was carried out. This is to examine the kind of relationship between them (motivation and job satisfaction). The functional relationship between these two variables may be understood through line regression. Linear regression determined the significant influence of motivation as the independent variable to the job satisfaction as the dependent variable.

Qualitative Phase

In this phase, data was analyzed through the use of coding and thematic analysis. Thematic analysis is a process that is part of many qualitative methods. Many researchers use thematic analysis to look into deeper interpretation of the data (Boyatzis, 1998). After conducting the interview, transcribing and translating the statement and responses of the participants was done. The translated statements were brought to the data analyst for proper coding of the thematic statement.

Sequence, Emphasis and Mixing Procedure

Sequence. The two phases of the study, which are quantitative and qualitative were done simultaneously as the study followed the convergent parallel design.

Emphasis. The two phases of the study were treated equal with the same value and weight. It symbolized as QUAN+QUAL.

Mixing Procedure. To have a holistic picture of the data, the two phases of the study were guided by the merging question in research question which is to what extent do the qualitative data corroborate with quantitative data.

Methodological Issues

The study faced few issues that occurred during the data gathering such as: design, time, selection of participants and resources.

Design. The study utilized the convergent parallel mixed methods approach where two phases of the study exist. One of the issues that can exist in the success of the study is that one phase of the results of the study prevailed or both results contradicted to each other. In order to address the issue, the researcher ensured in following the procedures in the conduct of the study and obeys the comments and suggestions of the adviser and panels.

Time. This is one of the crucial things that a researcher underwent during the conduct of the study due to the restricted time in finishing the study. The researcher followed the process such as validating the instrument, conducting the survey, interview and revising the manuscript. In order to address this issue, the researcher created a timeline on the things that were done on time and finished the study.

Participant Selection. It is one of the concerns in conducting the study due to the limited number of MAPEH teachers in the IP Schools. Their refusal, withdrawal and unexpected absence in the conduct of the study are the issues that were faced in the success of the study. The researcher did strategies that convinced the participants such as explaining thoroughly the purpose of the study and the urgency to conduct the study.

Resources. It is one of the issues in the success of the study due to the few research studies that deals on the MAPEH teachers assigned in IP Schools. However, the researcher spent enough time to look for related studies in the internet and library to supply the needed resources for the success of the study.

Trustworthiness of Study

Shenton (2004) cited Guba's four criteria that researchers should consider in the pursuit of a trustworthy study. By addressing similar issues, Guba constructed which correspond to the criteria employed by the investigator: credibility (in preference to internal validity); transferability (in preference to external validity/ generalizability), dependability (in preference to reliability) and confirmability (in preference to objectivity).

Credibility. It seeks to ensure that the study measures or tests what is actually intended. The researcher acquired various responses from the participant through persistent observations, triangulation, peer debriefing and member checking. Triangulation involves the use of different methods, especially observation, focus groups and individual interviews, which form the major data collection strategies for much qualitative research. The researcher planned collaborative discussions among her friends who are

also underwent thesis and dissertation, as well as those who are full pledge masters and doctors, to debrief the content of the researcher’s study and to discuss the applicable issues that may consider in enhancing this research. Member checking, on the other hand, was attained by letting the informants read the transcripts so as to establish that thoughts, which emerge during interviews were valid and true.

Figure of Procedure

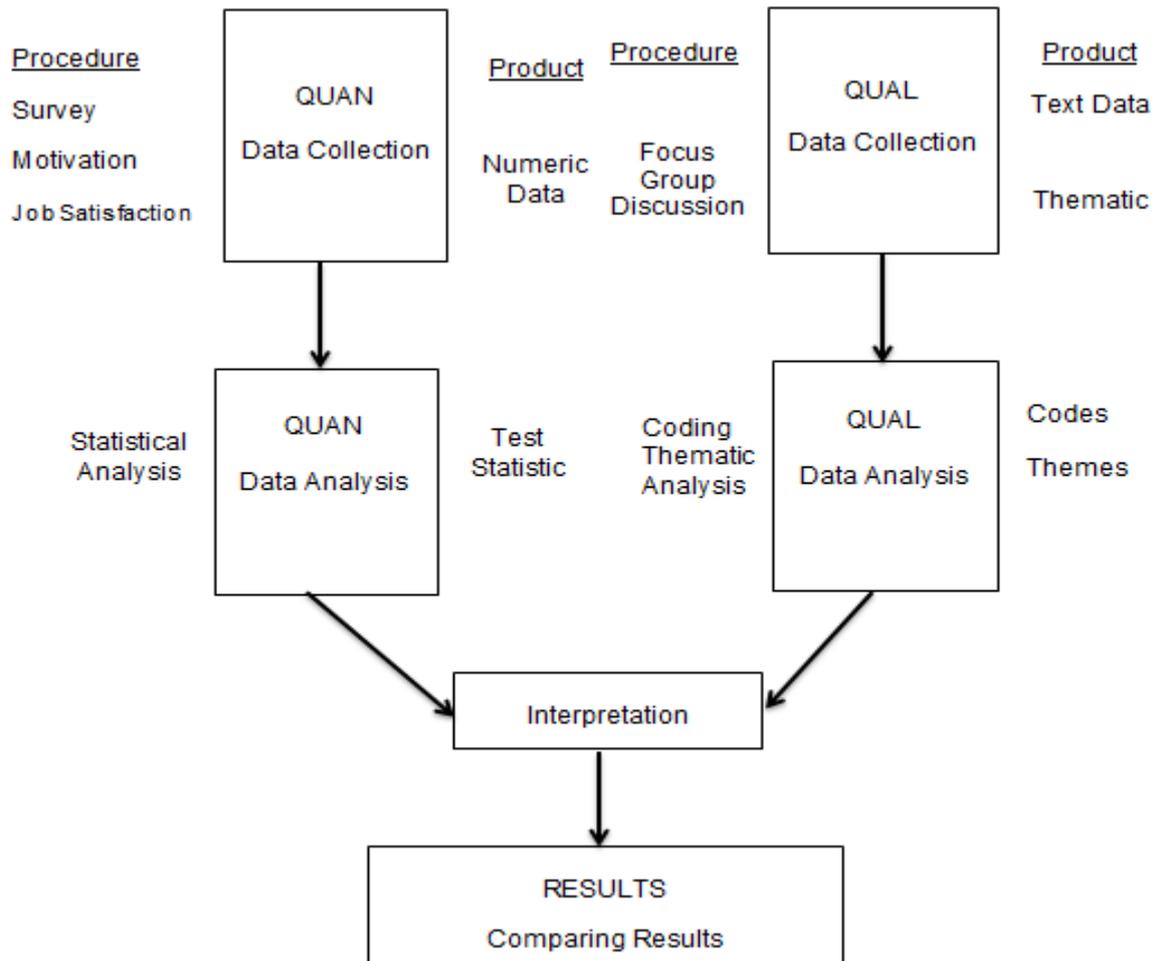


Figure 4. Figure of Procedures

Transferability. It is concerned with the extent to which the findings of one study can be applied to other situations. The data collected in both quantitative and qualitative studies were organized and preserved in the researcher’s archives in order to secure the transferability of the study. The archival records was conveyed how the data from the initial survey, and the subsequent interviews were gathered, as well as the date when thereon were conducted. It also provides other researchers the ability to transfer the conclusion and recommendation as bases for advancing knowledge for further research endeavor.

Dependability. It was addressed by utilizing the appropriate research design and the proper implementation of protocols in the study. The researcher upholds and essentially obeyed the protocols in gathering quantitative and qualitative data. Most importantly, future researchers may be able to repeat this study in a wider scope of participants or in a different research locale, as the conventions used and followed by the researcher in carrying out the study were explicitly reported in this chapter.

Confirmability. It is the investigator’s comparable concern to objectivity. The steps must be taken to help ensure as far as possible that the work’s findings are the result of the experiences and ideas of the informants rather than the characteristics and preferences of the researcher. The researcher ensured to utilize only the responses of the participants. Furthermore, the process and results from both approaches were checked and examined by the experts to ensure that they are aligned with the objectives of the study, and to assess whether the interpretations later on are supported by the data collected.

Ethical Considerations

The ethical considerations discussed the relevant factors that were considered in the construction and conduct of this study such as the social value, informed consent, vulnerability of research participants, risks, benefits and safety of the participants,

privacy and confidentiality of information, justice, transparency, qualification of researcher, adequacy of facilities, and the community involvement, that will be reviewed by the Research Ethics Committee.

Social Value pertains to the relevance of the study to an existing social or health problem such that the results are expected to bring about a better understanding of related issues, or contribute to the promotion of well-being of individuals, their families, and communities. Thus, the social problem that pushes the interest of the researcher is how satisfied with their job, the experiences, beliefs, attitudes and commitment of MAPEH teachers in IP Schools. MAPEH teachers in IP schools faces scarcities of equipment, lacking of standard facilities, low school attendance and retention rate of students that leads them to dissatisfaction with their job. The results of the study were a great help to the respondents to address the problem they experience in the IP schools, lessen the stress or depression of MAPEH teachers and to perform their responsibilities happily. It also served as a voice of the teachers who are passionately teaching in the hinterland.

Informed Consent refers to the decision of a competent potential participant to be involved in research after receiving and understanding relevant information, without having been subjected to coercion, undue influence, or inducement. The researcher ensured that all participants have voluntarily consented to be part of this study. Informed consent clearly indicated the purpose of the researcher and ensured full understanding of the study. The participant was asked to sign a written informed consent to get their absolute permission. The participants were also be given direction about their rights of withdrawing their participation if they found that the item/s is/are uncomfortable and if there are inconveniences during the conduct of the study.

Vulnerability of Research Participants occurs to those who are relatively or absolutely incapable of deciding for themselves whether or not to participate in a study for reasons such as physical and mental disabilities, poverty, asymmetric power relations, and marginalization, among others and who are at greater risk for some harms. There are no identified vulnerable participants in this research. The participants of the study are capable of answering the research instruments for they are all professional teachers teaching in the public school that undergoes Neurological and Psychiatric Test upon admitting to the institution. Thus, the participants are purposively chosen by the researcher.

Risks, Benefits, and Safety are ethical issues concerning the possible harm or advantages that the participants derive from their involvement. To address this issue, participants were oriented of the possible risk, benefits and safety issues of the study. There is risk identified by the researcher such as misunderstanding between the teacher and researcher about the conduct of the study. In order to address this concern, the researcher ensures to brief and explain thoroughly the purpose of the study. The researcher ensured that she is prepared to address if this circumstance occurs.

The results of the study were beneficial to the teachers in IP Schools as it provided opportunities to be more motivated and satisfied with the job. Results of the study come up recommendations and addressed the plights of the teachers teaching in the IP dominated schools.

Privacy and Confidentiality pertains to the upholding of the Data Privacy Act of 2012 wherein the researcher adheres to the principles of transparency, legitimate purpose, and proportionality in the collection, retention, and processing of personal information. In particular, the researcher respected the privacy of the participants by allowing them to withdraw their data, or to refuse to answer a question stated in the questionnaire or recited by the researcher. Along with this, upon signing of the informed consent form, the researcher further explained everything that are stated in the form especially when it comes to the assurance of the confidentiality of information or the anonymity of the research participants. Confidentiality was guaranteed to the participants throughout the study through the careful guarding of all collected data and information from them. Research assistants, transcribers and translators if there is, were instructed and oriented accordingly about confidentiality and privacy considerations.

Justice happens when there is an equitable distribution of both the burdens and the benefits of participation in research. The researcher assured that the participants involved are appropriate for the investigation. In addition, the researcher ensured that the participants, as source of data, they were honest and open during data collection. In return, they must be prioritized re benefits from possible offshoots from the study findings.

Transparency is imperative for all parties to be transparent about matters relating to their involvement. Thus, the researcher was transparent to all of the participants as to the flow of the interview and survey in gathering the data and the purpose of the conduct of the study. The researcher ensured that all the necessary attachments were included in the appendix such as permit to conduct the study, raw data of the qualitative results, interview guide questions and survey questionnaire. The researcher had produced one copy that was submitted in the research hub of the division office so the participants can access the findings of the study.

Qualification of Researcher is the issue of the researcher having or not having the appropriate training, ability, and resources to conduct the proposed study. Thus for these investigation, the researcher assured that she had completed the academic requirement, passed the comprehensive exam in her master's degree and was qualified to conduct the study. The researcher ensured comprehensive reading and analysis for the success of the study. Furthermore, the researcher was given adviser for proper guidance in finishing the study.

Adequacy of Facilities is the assurance that the research environment for the specific issues must be supportive of protocol procedures and well-being of participants. The researcher ensured that the research environment for the conduct of the research supported the research procedures and protocol. The researcher make used of the university library and the experts that can guide the researcher. The researcher assured that the participants of the study are well accommodated to be comfortable in answering all the questions. In addition, the researcher brought tape recorder for data gathered and ensured the privacy of their statements, interview was held in closed area to avoid outside distractions.

Community Involvement is the respect for local traditions and culture, community empowerment, acknowledgement of participation. Being socially-aware and cultural-sensitive, the researcher will respect the local traditions and cultures practiced by the participants and securing the data of the survey questionnaire and interview of the participants. Further, the participants themselves and the community they are involved were acknowledged by the researcher upon the accomplishment of the study. The results of the study came up with recommendations that helped the teachers addressed their needs in their subject area such as in MAPEH and the teachers can perform better for the goodness of their students.

CHAPTER 3 RESULTS

This chapter presented the results of the study. It is presented in tabular form to generate meaningful interpretation, thematic statements and integration of data.

Status of Participants' Motivation as MAPEH teachers in the hinterland

Motivation. Table 1.1 shows the status of participants' motivation as MAPEH teachers in the hinterland where the overall motivation is high with the mean 3.97 which means that teachers' motivation were most of the time manifested. The standard deviation 0.43 was closest to zero which means that the gathered answers from the participants were consistent. Teachers' motivation manifested most of the time when they see their students learn, they understand the importance of goals/targets and they were being referred to attend trainings and seminars. There were two indicators under motivation which were motivating and hygiene factors.

Motivating Factors. Participants were highly motivated with the category mean of 4.09 and SD of 0.45 which means that teacher's motivation in terms of motivating factors was manifested most of the time. A standard deviation of 0.45 was closest to zero that means the participants' answers were consistent. *I am motivated when I see my students learn* obtained the highest mean of 4.51 that means the participants' motivating factor were always manifested. The standard deviation of 0.61 for this item was closest to zero that means the answers of the participants were consistent. Otherwise, when they feel competition in the organization got the lowest mean of 3.35 and SD of 0.94 which means that participants were sometimes motivated in feeling competition in the organization. The standard deviation means that the participants' answers were consistent.

Table 1.1
Status of Participants' Motivation as MAPEH Teachers in the Hinterland

Motivating Factor	Mean	SD	Description
1. Enjoying in looking for fun lesson ideas after works.	4.31	0.68	Very High
2. Seeing my students learn.	4.51	0.61	Very High
3. Setting standards for myself higher than what the school sets for me.	3.93	0.77	High
4. Having specific, clear goals/targets to aim for in my job.	4.31	0.61	Very High
5. Regular training to acquire and improve my knowledge, skills and attitudes towards my work.	3.97	0.69	High
6. Setting deadlines in every work I do.	4.01	0.74	High
7. Setting my heart in doing my best and making a very favorable impression.	4.33	0.57	Very High
8. Understanding the importance of my goals/targets in relation to the overall objective of the organization.	4.36	0.64	Very High
9. Feeling competition in the organization.	3.35	0.94	Average
10. Providing with a lot of choices in every task.	3.83	0.74	High
Category Mean	4.09	0.45	High

Hygiene Factor			
I am motivated when. . .	3.77	0.89	High
1. The institution is offering a very competitive pay compared to other institutions in the industry			
2. My salary and other hygiene factors (e.g. company policies, working conditions, supervision) is leading to a satisfaction of my employment	3.88	0.83	High
3. The institution is giving a fair and equitable reward scheme.	3.79	0.80	High
4. Being recognized by my immediate supervisor for a job well done.	3.88	0.72	High
5. Being referred to attend seminars and trainings.	4.06	0.83	High
6. Receiving teaching materials as rewards.	3.65	0.86	High
7. I am appreciated.	3.97	0.68	High
8. Giving rewards to myself in every accomplishment.	4.00	0.72	High
9. Receiving monthly expense allowance (travel during seminars).	3.52	1.01	High
10. Receiving feedback from my co-teachers in every accomplishment.	3.96	0.80	High
Category Mean	3.85	0.51	High
Overall Mean	3.97	0.43	High

Hygiene Factors. Participants were highly motivated with the category mean of 3.85 which means teachers’ motivation in terms of hygiene factors were most of the time manifested. A standard deviation of 0.43 was closest to zero which means that the answers of the participants were consistent. All of the items obtained high especially when MAPEH teachers were being referred to attend seminars and trainings with a mean of 4.06 that means teachers’ motivation in terms of hygiene factors were most of the time manifested. A standard deviation of 0.83 was closest to zero that means homogeneous answers gathered from the participants.

Status of Participants’ Job Satisfaction as MAPEH Teachers in the Hinterland

Job Satisfaction. Table 1.2 shows the status of participants’ job satisfaction as MAPEH teachers in the hinterland where the overall job satisfaction is high with the mean of 4.10 which means that teacher’s job satisfaction were manifested most of the time. They were satisfied most of the time when they feel that the job providing a secured future, they have a happy working environment, they feel great in using their abilities and encouraging the stakeholders’ participation in school activities is worthy. A standard deviation of 0.39 was closest to zero, which means homogenous answers were gathered from the participants. There were four indicators under job satisfaction, which were in terms of security, in terms of work environment, in terms of job responsibilities and in terms of community linkages and attachments.

Table 1.2
Status of Participants’ Job Satisfaction as MAPEH Teachers in the Hinterland

Job Satisfaction in terms of Security	Mean	SD	Description
1. Being paid fair amount for the work I do.	3.93	0.89	High
2. Getting a full credit for the work I do.	3.99	0.74	High
3. Being able to take pride in a job well done.	4.11	0.75	High
4. Having a secured job institution.	4.33	0.78	Very High
5. Providing with the materials I needed.	3.85	0.83	High
6. My efforts are rewarding the way it should be.	3.86	0.77	High
7. My job is providing a security for the future.	4.41	0.65	Very High
8. There is chance for promotion on my job.	4.26	0.71	Very High
9. The benefits I am receiving are as good as most other organizations can offer.	4.04	0.74	High
10. The benefit package we are having is equitable.	3.93	0.74	High
Category Mean	4.07	0.51	High

Job Satisfaction in terms of Work Environment	Mean	SD	Description
1. The policies and practices towards employees of the school are excellent.	4.00	0.72	High
2. The way my immediate head and I understand each other is good.	4.10	0.63	High
3. There is a spirit of cooperation among my co-workers.	4.30	0.66	Very High
4. The working condition is decent (heating, lighting, ventilation, etc.)	3.59	0.97	High
5. The ways my co-workers act are easy to make friends with.	4.31	0.68	Very High
6. The way my immediate head train his/her subordinates is firm.	4.07	0.67	High
7. The way my immediate head takes care of the complaints of his/her employees is respectable.	4.18	0.68	High
8. My immediate head always provides help on hard problems.	4.19	0.69	High
9. My working environment is happy.	4.36	0.63	Very High
10. My supervisor shows interest in the feelings of subordinates.	4.07	0.74	High
Category Mean	4.12	0.53	High

Job Satisfaction in terms of Job Responsibilities

1. Rubbing elbows with important people is good.	3.97	0.66	High
2. Doing work that well suited to my abilities is nice.	4.26	0.56	Very High
3. Telling my co-workers how to do things is fine.	4.17	0.59	High
4. Doing something that makes use of my abilities is great.	4.31	0.63	Very High
5. Having too much paperwork is fine.	3.03	1.13	Average
6. Having freedom to use my own judgment is good.	3.91	0.73	High
7. Developing new and better ways to do the job is flattering.	4.10	0.65	High

8. Doing something that makes use of my abilities is rewarding.	4.17	0.64	High
9. Trying something different in my job is nice.	4.16	0.64	High
10. Doing things that don't go against my conscience is great.	4.11	0.82	High
Category Mean	4.02	0.46	High
4. Job Satisfaction in terms of Community Attachments/Linkages			
1. Having a definite place in the community is comforting.	4.13	0.71	High
2. Being of some small service to other people is easy.	4.07	0.67	High
3. Encouraging the stakeholders' participation in all school related activities is worthy.	4.29	0.66	Very High
4. Linking with the stakeholders is helping my job	4.22	0.66	Very High
5. Doing the community outreach programs (ie. Linis barangay, coastal clean-up, tree planting) is rewarding.	4.29	0.67	Very High
6. Helping people's concern in the community is my duty.	4.14	0.69	High
7. Building linkages of the school with the immediate community is necessary.	4.27	0.63	Very High
8. The way my immediate head is taking care of the complaints of some parents in the community is acceptable.	4.20	0.65	Very High
9. The relationship of the school community towards external stakeholders is pleasant.	4.17	0.65	High
10. My social position in the community goes with my job.	4.19	0.62	High
Category Mean	4.20	0.52	Very High
Overall Mean	4.10	0.39	High

Security. Participants were highly satisfied with their job in terms of security with the category mean of 4.07 which teachers' job satisfaction in terms of security were most of the time manifested. A standard deviation of 0.51 was closest to zero which means that the gathered answers from the participants were consistent. *I feel the job provides a security for the future*, obtained the highest mean of 4.41 which means that the participants feel satisfied as the job provides a secured future. A standard deviation of 0.65 means that homogenous answers were gathered from the participants' as it was closest to zero. Most of the time the participants feel satisfaction as they receive benefits as good as other organizations and rated as high with the mean of 4.04. A standard deviation of 0.74 was closest to zero which means that the answers of the participants were consistent.

Work Environment. Participants were highly satisfied with their job in terms of work environment with the category mean of 4.12 which teachers' job satisfaction in terms of work environment most of the time were manifested. A standard deviation of 0.53 was closest to zero that means the gathered answers from the participants were consistent. MAPEH teachers in the hinterland were very highly satisfied as they feel they have a happy working environment as it obtained the highest mean 4.36 which means teachers feel satisfaction always. A standard deviation of 0.63 was closest to zero which means that homogenous answers were gathered from the participants. Also, they always manifested satisfaction as their immediate head always provides help on hard problems with the mean of 4.19. The standard deviation of 0.69 means that the answers of the participants were consistent as it was closest to zero.

Job Responsibilities. The category mean of 4.02 was rated as high that means teachers' job satisfaction in terms of job responsibilities was manifested most of the time. A standard deviation of 0.46 was closest to zero which means that the answers gathered from the participants were consistent. MAPEH teachers in the hinterland were very highly satisfied with the job as they feel great in doing something that makes use of their abilities as it obtained the highest mean 4.31 which means teachers' satisfaction were always manifested. A standard deviation of 0.63 was closest to zero which means that homogenous answers were gathered. Sometimes the participants were satisfied as they feel that it is fine to have too much paper work and obtained the average mean of 3.03. A standard deviation of 1.13 means that the answers gathered were varied as it is far from zero.

Community Linkages and Attachments. The category mean of 4.20 was very high which means that teachers' job satisfaction in terms of community linkages was always manifested. A standard deviation of 0.52 was closest to zero which means that homogenous answers from the participants were gathered. *I feel that encouraging the stakeholders' participation in all school related activities is worthy*, obtained the highest mean 4.29 along with doing the community outreach programs is rewarding which means that teachers' satisfaction were always manifested. A standard deviation of 0.66 and 0.67 were closest to zero that means the answers gathered were consistent.

Significance of the Influence of the Predictors Tested on Job Satisfaction

Predictors Tested on Job Satisfaction. Table 2 shows that the predictors motivating and hygiene factors were significantly influence job satisfaction which means that teachers' satisfaction can be attained by the impact of motivation.

Table 2
Significance of the Influence of the Predictors Tested on Job Satisfaction

Predictors	Beta Coefficients/ R-squared	T/F	P-value	Remarks
Motivating Factors	.396	5.41	.000	Significant
Hygiene Factors	.385	5.26	.000	Significant
Combined	.486	69.42	.000	Significant

Motivating Factors. The biggest factor that influenced job satisfaction was motivating factor with the beta coefficient .396 which means that teachers' job satisfaction can be attained more by the motivating factors. Specifically, it means that for every unit increase in motivating factor, there corresponds an increase of .396 in job satisfaction. The P-value .000 means that motivating factors was significantly influence job satisfaction.

Hygiene Factors. The beta coefficient .385 means that hygiene factors also create positive impact to attained job satisfaction of teachers. This describes that for every unit increase in hygiene factors, the job satisfaction also increases by .385. Also, it had .000 for its P-value, which means that hygiene factors significantly influence job satisfaction.

Combined. These two factors motivating and hygiene interacted with each other and created a positive impact. Also, an R-square of .486 means that 48.6% in the variation of job satisfaction can be attributed to its linear relationship with motivating and hygiene factors.

Profile of the Participants

Table 3.1 shows the profile of the participants. Participants' A to J was the informants in in-depth interview while participants' K to Q was the informants for the focus group discussion. They were all serving the Indigenous people schools for at least one year and above teaching MAPEH. There were 10 considered neophyte teachers for serving 1-3 years and 7 considered seasoned teachers serving 4-10 years in the IP School

Table 3.1
Profile of the Informants

Participants	Sex	Age	Years in Service
A	M	30	4 years
B	M	41	3 years
C	F	27	1 year
D	M	26	3 years
E	F	35	1 year
F	M	38	6 years
G	F	40	5 years
H	F	25	2 years
I	F	25	1 year
J	F	26	3 years
K	F	32	2 years
L	F	26	3 years
M	F	45	8 years
N	F	33	7 years
O	F	41	10 years
P	F	25	2 years
Q	F	28	4 years

Lived Experiences of MAPEH Teachers in IP Schools

Table 3.2 shows the issues, core ideas, codes/ categories and thematic statements of the lived experiences of MAPEH teachers. The results came up with the following thematic statements *Difficulty in pedagogical practices* and *Enthusiasm in teaching and learning* based on the core ideas given by the participants.

Difficulty in Pedagogical Practices. The MAPEH teachers have been facing different problems in Indigenous People Schools. These problems are thematically analyzed as difficulty in pedagogical practices. This is the essential theme formulated because of the most challenging experiences of the participants as they underwent Subject Mismatch, Lack of Trainings and Language Barrier and Instructional Challenges.

Subject Mismatch, Lack of Training and Language Barrier. As analyzed, MAPEH teachers endured many challenges such as difficulty in understanding the language of their students; hardship in teaching due to it is not their field and the lack of training. Fern expressed his experience and strongly pointed out that:

I'm worried teaching MAPEH kay dili nako siya major, Agriculture and Fishery Arts ko (IDI2).

Gay also said that:

Naa jud, naa jud mam especially dili baya ta kasabot kaayo sa ilahang ayy lahi lahi baya ta ug kanang inistoryahan so kanang murag maglisod jud ta ug deliver sa kanang sa lesson sa ilaha especially sa MAPEH (IDI8).

Table 3.2
Lived Experiences of Music, Arts, Physical Education and Health Teachers in Indigenous People Schools

Issues Probed	Core Ideas	Code/ Categories	Thematic Statements	Supporting Theoretical Lens
Most challenging experiences	<ul style="list-style-type: none"> • Hardship of out of field teachers • Limited background in Music • No trainings for MAPEH teachers • The language barrier with the students. • Difficulty in choosing best strategy in teaching IP students 	Subject Mismatch, Lack of trainings and language barrier	Difficulty in pedagogical practices	Heyward (2002) perspective of learning and personal development
	<ul style="list-style-type: none"> • Scarcity of equipment and facilities • Using teachers' budget and asking stakeholders for instructional equipment • Make use of the available materials 	Instructional Challenges		
Best experiences of teachers	<ul style="list-style-type: none"> • Happiness is pushing oneself in performing skills such as dancing, singing, drawing, playing and etc. • Making use of innate abilities • Imparting skills in MAPEH 	Job Satisfaction	Enthusiasm in teaching and learning	
	<ul style="list-style-type: none"> • Treating indigenous students as a family • Teachers are happy seeing their students capable of learning the lesson with skills applied to it. • Motivated with the situation of the IP students and see students learn. 	Output-based satisfaction`		

Instructional Challenges. Participants also experienced scarcities of equipment and facilities especially during they conduct classes and even using their own budget to suffice their needs. The teachers also make use of the available materials in the community that somehow help them to deliver the lesson efficiently.

Tan specified that:

Na.challenge ko ug unsaon nako sila paghandle nga ingon ani na wala koy gamit, dili pajud nako major, kanang ingon ana ug unsa ang pamaagi nako na matudloan sila. (IDI4)

Enthusiasm in Teaching and Learning. Despite the participants challenging experiences, there were still best memories that they can treasure in the journey they had in the Indigenous School. It is thematically analyzed as *Enthusiasm in teaching and learning* with the codes *Job Satisfaction* and *Output-based Satisfaction*.

Job Satisfaction. It is satisfying for the participants in pushing themselves to perform certain skills in MAPEH such as dancing, singing, drawing and playing. It is also motivating to see students learn and the poor situation of indigenous students.

Ryde strongly stated that:

O, lingaw pud siya kay ako di man jud ko kabalo mosayaw, nakasayaw sayaw pud ko pagteach nakog MAPEH. (IDI1)

Output-based Satisfaction. Participants are very happy especially if they see their students capable of learning the lesson and even treat their students as part of the family.

Joy said that:

Naa pud mam kanang instances or situations na dali ra sila maka-gets, usahay kanang sa quiz nila dagko pud na wala ka nag-expect. (IDI5)

Role of Experiences in Shaping the Beliefs, Attitude and Commitment of MAPEH Teachers in IP Schools

Table 4 presented the role of experiences in shaping the beliefs, attitude and commitment of MAPEH teachers in IP Schools. Themes are being analyzed as *Exigency of service of all stakeholders despite job demands*, *Positive attitude of MAPEH teachers for the indigenous students' welfare* and *Staying committed and happy in the teaching profession*.

Exigency of Service of All Stakeholders Despite Job Demands. Participants also express how their experiences shaped their beliefs as a teacher with the codes *following orders* and *stakeholders involvement*. Their services being a stakeholder were much more needed for the betterment of the school and the students.

Table 4
Role of Experiences in Shaping the Beliefs, Attitude and Commitment of MAPEH Teachers in IP Schools

Issues Probed	Core Ideas	Code/ Categories	Thematic Statements	Supporting Theoretical Lens
On beliefs	<ul style="list-style-type: none"> Abiding the system even if against the will of the teachers It should be students learning over paper works Lesser time for reports and focused on teaching 	Following orders	Exigency of service of all stakeholders despite job demands	Model of identity learning
	<ul style="list-style-type: none"> Encouraging and asking help from the community and parents <ul style="list-style-type: none"> Requesting the help of all stakeholders 	Stakeholders Involvement		
On attitude	<ul style="list-style-type: none"> Finding ways to strengthen your will to teach during dull moments Loving the work more for the students sake Continue to improve intellectually in order to impart knowledge to the students 	Perseverance	Positive attitude of MAPEH teachers for the indigenous students' welfare	
	<ul style="list-style-type: none"> Staying positive despite IP school assignment Develop patience for the students learning despite insufficiency of instructional equipment Get inspired with the indigenous students poor situation 	Optimism		
On Commitment	<ul style="list-style-type: none"> Once you became a teacher, you are already committed to teach <ul style="list-style-type: none"> Fulfilling dreams of being a teacher Teachers are deeply devoted to teach seeing eager indigenous students to learn Talking with colleagues how to make things easier in teaching MAPEH 	Passion	Staying committed and happy in the teaching profession	

Following orders. Participants of the study followed the system even if it against their will as a teacher and how they consumed time for paper works instead of conducting classes.

Ryde strongly said that:

Naa man gud uban policies na even though it is a little bit wrong in my part or in my judgement, di pud judgment, akoang comment which is dili maayo but still you have to abide the laws of the system. (IDI1)

Fern also added with:

Kanang mga reports pud na daghan na kaayo dako jud kaayo siyag apekto kay ma lesser imong time sa pagtudlo. (IDI2)
Stakeholders Involvement. MAPEH teachers also expressed the essentialities of the stakeholders' involvement in every school related activities. Their presence really gave positive effect in the success of each activity.

Ven strongly pointed out that:

Maayo pud unta to ug maka.apil ang mga ginikanan sa activities no para makita nila ang kalamboan sa ilang mga anak. (IDI10)

Joy also added:

Kung sa mga ginikanan, ilang presensiya dako pud untag tabang para sa amoa ba na maganahan ang mga bata kay gnasuportahan sila. (Archive Code: IDI8)

Positive Attitude of MAPEH Teachers for the Indigenous Students' Welfare. The participants were able to narrate how their experiences shaped their attitude as a teacher. Their perseverance and optimism were strongly developed because of the encounters they had in the IP schools.

Perseverance. The participants able to find a lot of ways to strengthen their will to teach during dull moments, loving their work more for the students sake and continue to improve themselves intellectually.

Joy highly expressed:

Naa man koy attitude na kanang sige lang bahalag kapoy na ug lami i-surrender kanang naa ra gihapon ang willingness para sa mga bata. (IDI5)

Ven also added:

Mangita kag way kung unsa sila mo-learn, kinahanglan nimu sila panguyaban kung asa mas makuha nila. (IDI10)
Optimism. Their experiences shaped the optimism of the participants as they are being positive despite their IP school assignment and being inspired with the indigenous students' poor situation.

Rem strongly pointed out that:

Oo, maka.inspire man gud sila kay makita pud nimu sa ila ba na luoy gyud na mga bata. (FGD4)

Ste also added:

Kung dati siguro init kaayo ko ug ulo as a teacher pero aron murag taas taasan na nako akong pasensiya bahalag walay facilities. (IDI3)

Staying Committed and Happy in the Teaching Profession.

The participants stated that their experiences shaped their commitment being a teacher in the hinterland. Their journey in the hinterland added joy in their job to continue their passion in the teaching profession.

Passion. Their passion as a teacher was deepened because of their experiences teaching in the hinterland. The new circumstances they had developed their love for teaching as they chose this career.

Fern strongly expressed that:

Once nga magtudlo naka na nahimo nakang teacher naa jud kay commitment. (IDI2)

Joy also added:

Sa 5 years nako, committed jud ta dapat and love nato kay mao naman atong trabaho. (IDI8)

Ste also clarified:

Kabalo ko kung unsa ang mahitabo ug kung unsa ang process as a teacher serving the government, dili sayun pero akong gidawat ug akong ipadayon. (IDI3)

Data Integration of Salient Quantitative and Qualitative Findings

Table 5 shows the nature and function of integration of both quantitative and qualitative findings. It illustrates the converging findings of both methods. Motivation and job satisfaction were the aspects of focal points investigation.

Motivation. Motivation was one of the focal points in the integration of data of this study, which the indicators were motivating and hygiene factors.

Motivating Factors. Teachers' motivation is always manifested when *they see their students learn*. It obtained the mean of 4.51 and its SD of 0.61 which indicates that the dispersion is quite pronounced. On the other hand, the qualitative results merged and converged the theme *enthusiasm in teaching and learning*.

Hygiene Factors. Most of the time teachers were motivated when they were being *referred to seminars and trainings* as it was rated high with the mean of 4.06 and SD of 0.83 means that the gathered answers were consistent. In addition, it connected and linked with the qualitative results as embodied by the code *difficulty in pedagogical practices*.

Job Satisfaction. Job satisfaction is one of the focal points in the integration of data of this study, in which the indicators were security, work environment, job responsibilities and community attachments and linkages.

Table 5
Data Integration of Salient Quantitative and Qualitative Findings

Aspect for Focal Point	Quantitative Findings	Qualitative Findings	Nature of Data Integration	Axiological Implications
Motivation	<i>Motivating Factor</i> I am motivated when I see my students learn with a mean 4.51. (Table 1.1)	Code: Output-based satisfaction` Theme: Enthusiasm in teaching and learning. (Table 3)	Merging- converging	The teachers' motivating factor is generated from knowing students were learning.
	<i>Hygiene Factor</i> I am motivated when I am being referred to attend seminars and trainings with a mean 4.06. (Table 1.2)	Code: Subject mismatch, lack of trainings, language barrier Theme: Difficulty in pedagogical practices (Table 3)	Merging- diverging	Importance of seminars and trainings to teachers.
Job Satisfaction	<i>In terms of Security</i> I feel that my job is providing a security for the future with a mean 4.41. (Table 1.2)	Code: Passion Theme: Staying committed and happy in the teaching profession. (Table 4)	Connecting- linking	Essentialities of job security in the employee commitment
	<i>In terms or Working Environment</i> I feel that my working environment is happy with a mean 4.36. (Table 1.2)	Code: Passion Theme: Staying committed and happy in the teaching profession (Table 4)	Connecting- linking	Delight towards the teaching profession
	<i>In terms of Job Responsibilities</i> I feel that to do something that makes use of my abilities is great with a mean 4.31. (Table 1.2)	Code: Job Satisfaction Theme: Enthusiasm in teaching and learning (Table 3)	Connecting- linking	Imparting the innate skills and abilities
	<i>In terms of Community</i>	Code: Stakeholders	Merging-converging	Engagement of all

	<i>Linkages/Attachments</i> I feel that to encourage the stakeholders' participation in all school related activities is worthy with a mean 4.29. (Table 1.2)	Involvement Theme: Exigency of service of all stakeholders despite job demands (Table 3)		stakeholders towards success of school activities.
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Security. Teachers always manifested satisfaction in terms of security as *the job provides a secured future* as supported by the mean of 4.36, rated as very high and with SD of 0.65 which means that consistent answers were gathered from the participants. The values were all close to the mean. On the other hand, it was connected and linked with the qualitative theme *staying committed and happy in the teaching profession.*

Work Environment. MAPEH teachers always manifested satisfaction in terms of work environment as *they feel they have a happy working environment* with the mean 4.36, rated as very high and SD of 0.63, which means that the participants' answers were consistent. On the other hand, the qualitative results connected and linked the theme *staying committed and happy in the teaching profession.*

Job Responsibilities. Participants' showed always manifested satisfaction as *they feel that it is great to makes use of their abilities* with the mean 4.31, rated as very high and SD of 0.63 which means that consistent answers were gathered from the participants. On the other hand, the qualitative results connected and linked with the generated theme *enthusiasm in teaching and learning.*

Community Linkages/Attachments. MAPEH teachers always manifested satisfaction as they feel *it is worthy to involve stakeholders in school related activities* with the mean 4.29, rated as very high and SD of 0.66 that means consistent answers were gathered. In addition, the qualitative results merged and converged the theme *exigency of service of all stakeholders despite job demands.*

CHAPTER 4 DISCUSSION

Discussion of the study is presented in the following subheads: status of participants' motivation and job satisfaction as MAPEH teachers in the hinterland, significance of the influence of the predictors tested on job satisfaction, lived experiences of MAPEH teachers and role of experiences in shaping the beliefs, attitude and commitment of MAPEH teachers in IP Schools and data integration of Salient Quantitative and Qualitative Findings.

Status of Participants' Motivation as MAPEH Teachers in the Hinterland

Motivation. Participants' motivation was high and most of the time they were motivated when they see their students learn, they understand the importance of goals/targets and they were being referred to attend trainings and seminars and consistent answers were gathered from the participants.

Motivating Factors. MAPEH teachers always manifested motivation when they see their students learn and as they understand the importance of setting goals. Participants' answers were consistent. However, teachers' motivations were sometimes manifested in feeling competition in the organization and consistent answers were gathered from the participants. This implies that students can motivate teachers as well by showing positive response to the lesson and teachers were more satisfied with their job. Setting goals also served as guide on what to do in order to improved performance being a teacher. In addition, competition in the organization did not give any impact to the participants.

Hygiene Factors. Most of the time teachers' motivations were manifested when they were being referred to attend seminars and trainings and giving rewards to themselves in every accomplishment they made. Consistent answers were gathered from the participants. This implies that seminars and trainings improved their professional growth as a teacher and they can impart it to their students. Rewarding also for the participants helped them to do more accomplishments due to the rewards they gave to themselves.

Apparently, motivating and hygiene factors are the terms used by Herzberg (1959) in his Two-factor theory that refers to intrinsic and extrinsic motivation, respectively. The results of the study justify the Expectancy Theory of Vroom (1964) where there was setting of achievable goals (expectancy), was rewarded with what they want (instrumentality) and to what degree the person values the reward, the results of success (valence). This theory is that motivation stems from the belief that decisions will have their desired outcomes such as in expectancy where the participants understood the importance of setting goals. Instrumentality was by giving rewards in performing well such as the participants gave rewards to themselves in every accomplishment. Valence was observed seeing the students learn due to the effort of the MAPEH teachers in teaching the lesson.

Furthermore, Bazan (2009) supported that motivation (intrinsic and extrinsic) explains why employees work, want to work and what drives them. It clearly highlighted in the results of the study what will motivate MAPEH teachers to fulfill their job.

Status of Participants' Job Satisfaction as MAPEH Teachers in the Hinterland

Job Satisfaction. Participants' job satisfaction was high and most of the time they were satisfied especially as they feel the job provides a security for the future, they have a happy working environment, they feel worthy in making use of their abilities and they feel great to encourage stakeholders' involvement in every school related activities. The answers of the participants were consistent.

Security. Participants' always manifested job satisfaction in terms of security as they feel the job provides security for the future and they have a secured institution and consistent answers were gathered from the participants. This implies that participants felt the security of the organization they belong because of its tenure and they are serving the government.

Work Environment. Having a happy working environment, easy to make friends with the co-workers and a spirit of cooperation among the co-workers gave the participants very high satisfaction and they always manifested it. In addition, consistent answers were gathered from the participants. This implies that the participants had a positive environment where they can comfortably fulfill their job as a teacher in the hinterland.

Job Responsibilities. Participants always manifested satisfaction as they feel great if they makes use of their abilities and doing work suited to their abilities is nice. Consistent answers were gathered from the participants. However, to have too much paperwork is fine obtained an average or sometimes manifested satisfaction by the participants. The answers gathered from the participants were varied. This implies that the MAPEH teachers in the hinterland had positive reactions if there abilities were being used but having too much paper works sometimes get negative impact.

Community Linkages and Attachments. MAPEH teachers always manifested satisfaction as they feel encouraging the stakeholders' participation in all school related activities was worthy and doing community outreach programs was rewarding. Consistent answers were gathered from the participants. This implies that the participants really need the involvement of the stakeholders in every school activity and it is rewarding to conduct outreach programs due to its poor situation. They were always satisfied to help people and be assisted with other stakeholders to do their job.

This suggested that results of the study supported Pilarta (2015) job satisfaction were produced by growth fulfillment and other work content outcomes, whereas job dissatisfaction is produced by the work context. The major-satisfaction facets (work itself, pay, advancement opportunities, supervision, co-workers) enjoying the work is almost always the one most strongly correlated with high levels of overall job satisfaction. Interesting jobs that provide training, variety, independence, and control satisfy most employees. Job satisfaction is concerned with several attitudes including attitudes about the job characteristics, compensation and benefits, status, social security, advancement opportunities, technological challenges and respect. The most widely used factors of job satisfaction are work, pay, promotion, supervision and co-workers.

Significance of the Influence of the Predictors Tested on Job Satisfaction

The predictors motivating and hygiene factors significantly influenced job satisfaction. Among the two predictors, motivating factor had the biggest impact to influence job satisfaction. These two factors interacted with each other and created a positive effect. This implies that the motivation given to the MAPEH teachers influenced satisfaction in their teaching job. The higher the motivation given, the higher the satisfaction they were.

The results were in consonance with Bazan, K. (2009) that each and every employee has a drive that motivates them to perform and be satisfied with their job. In addition, Furnham (2002) also said that an individual whom is satisfied at work is dictated by the presence of factors and circumstances that motivates him or her. Lastly, in the research conducted by Armstrong, C. (2015) about workplace motivation and its impact on job satisfaction & self-esteem, the research found that both intrinsic and extrinsic motivation can be seen to have a positive correlation with job satisfaction. It is indicated that those who are more motivated in their work also experience more satisfaction.

Similarly, it was concluded by the Two-Factor Theory of Herzberg where he sets factors to achieve job satisfaction namely motivating factors and hygiene factors. Both factors can motivate workers but they work for different reasons. Hygiene factors tend to cause only short-term satisfaction to the workers while motivators most probably cause longer-term job satisfaction.

Lived Experiences of MAPEH Teachers in IP Schools

Difficulty in Pedagogical Practices. The lived experiences of MAPEH teachers in the IP Schools revealed the issues, core ideas, codes/categories and its essential themes. Participants' freely expressed the most challenging experiences they had teaching in the hinterland such as their hardship in teaching due to it is not their major, their limited background in MAPEH, the language barrier with the students because they were lumad students and the difficulty of choosing the best strategy in teaching. Also, they struggle of finding materials in order to teach effectively due to the scarcity of equipment and facilities and in order to suffice their needs they are using their own budget. These experiences of MAPEH teachers generated the theme *Difficulty in pedagogical practices. Subject Mismatch, Language Barrier and Lack of Trainings.* These were the most challenging experience of the MAPEH teachers in the hinterland. First, subject mismatch gave them a hard time to deliver the lesson because of the different terminologies and it is not their field of expertise. Second, language barrier gave them difficulty in understanding their students because they were lumads. Lastly, lack of trainings gave them struggles to impart knowledge because they themselves were not fully equipped.

Instructional Challenges. Participants' were struggling due to scarcities of equipment and facilities. In MAPEH, these materials were badly needed to make teaching efficient. Due to creativity, teachers always look for materials available in the school.

Enthusiasm in Teaching and Learning. Despite the challenging experiences of the participants, there were still best memories they expressed being a MAPEH teacher in the hinterland. They uttered how they find happiness in pushing themselves to learn different skills in MAPEH such as dancing, singing, playing, drawing and etc. It also gave satisfaction as they imparted skills to their students and seeing their students capable of learning the lesson. In addition, they find joy as they treated indigenous students' part of the family. These best memories of the participants created a theme *Enthusiasm in teaching and learning.*

Job Satisfaction. Teaching MAPEH in the hinterland gave them job satisfaction because the subject pushed them to perform skills such as dancing and playing and it gave them happiness. It gave them satisfaction as they can make use of their talents and impart it to their students.

Output-based Satisfaction. It gave so much joy to the participants to see the output of their students by getting a high scores during quizzes and able to perform skills such as singing, dancing and playing.

Similarly, the early contact of westerners to indigenous communities is naïve awareness and the honeymoon period. They are learning new things about people and the community. When the honeymoon period ends, the individual becomes aware of the cultural differences and they start to see different aspects of the indigenous culture. They realized some sort of conflicts between their previously-held beliefs and their new learning. This is Heyward (2002) perspective of learning and personal development. Furthermore, Kellough (2001) in the other hand pointed out that one characteristic of a competent teacher is the teacher constantly striving to further develop a repertoire of teaching methodologies.

Role of Experiences in Shaping the Beliefs, Attitude and Commitment Of MAPEH Teachers In IP Schools

Exigency of Service of all Stakeholders Despite Job Demands. The experiences of the participants shaped their beliefs, attitude and commitment in the teaching profession. They narrated how they abide the system even if it is not in accordance with their will such as by doing the school reports first instead of teaching the students. Also, they expressed how beneficial the involvement of the stakeholders' in every school related activities that their presence gave a positive impact to the teachers and the learners. These experiences came up with the theme *Exigency of service of all stakeholders despite job demands*.

Following orders. Due to the nature of the job, participants always obey the orders given to them even if it is not in accordance with their will such as by letting the paper works finished first than having classes.

Stakeholders Involvement. In order to have a successful organization, stakeholders' involvements were badly needed such as active participation in every school activities. Their assistance brought meaningful and successful activities.

Positive Attitude of MAPEH Teachers for the Indigenous Students' Welfare. Participants' experiences also shaped their positive attitude towards teaching MAPEH. Their perseverance and optimism were developed as they continue to improve themselves intellectually by searching information about their lesson. Also, if they feel dull moments in their journey, they keep on finding ways to be more motivated again and to love their work more for the students' sake. Despite the school assignment, participants were able to accept it positively, develop patience and being inspired with the indigenous students' poor situation.

Perseverance. MAPEH teachers developed perseverance despite their school assignment. They were determined to continue to teach for the students' poor situation.

Optimism. Due to their new environment, teachers still think positive how to help their students to gain knowledge. They were being optimistic to do extra effort to understand the language of their students and adapt the culture.

Staying Committed and Happy in the Teaching Profession. Lastly, MAPEH teachers' commitments were deepened because of their experiences. They explained that by accepting the teaching job, commitment already takes place. Also, as they see their students eager for learning their passion was developed. By talking to their co-teachers, it gave a positive influence how to make things easier in teaching MAPEH.

Passion. Being a teacher, your passion to teach was within your heart. Due to the poor situation of the indigenous students, the participants were more passionate to help.

Congruently, participants' statements clearly justify that they respond positively to the new environment they had as Geijsel and Meijers (2005) propose a model of identity learning. Identity learning model is to examine border crossing as a professional learning experience for people teaching in indigenous communities. Identity as a learning process is constructed culturally with intellectual and emotional inputs, and the emotional input can be more significant than currently considered in other identity-forming learning processes. These can result in an individual either having a positive response leading to identity learning, or a negative response which reinforces previously-held beliefs.

Data Integration of Salient Quantitative and Qualitative Findings

The present study on understanding the job satisfaction of the MAPEH teachers in IP schools as predicted by motivation carried out a mixed methods approach employing the convergent parallel. The results showed salient corroboration from quantitative findings to qualitative findings. It also revealed the nature and function of integration where findings merged, connected, linked and converged with each other.

Motivation. The focal point of the study was motivation with the indicators motivating and hygiene factors. There were quantitative findings integrated with the qualitative findings.

Motivating Factors. In this subscale, participants' always manifested motivation when they see their students learn merged and converged the theme *enthusiasm in teaching and learning*. MAPEH teachers were very happy when they see their students capable of learning the lesson. These revealed that the primary teacher motivation is generated from knowing students were learning.

Hygiene Factors. MAPEH teachers always manifested motivation when they were being referred to attend seminars and trainings merged but diverged the theme *difficulty in pedagogical practices*. Results showed that with the theme, participants' had a hardship in terms of teaching indigenous students due to lack of trainings and seminars otherwise quantitative revealed that participants were motivated when they being referred to seminars and trainings. That is, with these marks the importance of trainings and seminars were noticeable to MAPEH teachers.

Job Satisfaction. The second focal point of the study was job satisfaction with the indicators security, working environment, job responsibilities and community linkages/attachments. There were quantitative findings integrated with the qualitative findings.

Security. In this subscale, MAPEH teachers always manifested satisfaction as they feel the organization provides a secured future connected and linked the theme *staying committed and happy in the teaching profession*. Results revealed that in order to be more committed to the work, job security was also one of the reasons, thus there was essentialities of job security in the employee commitment.

Working Environment. Under the working environment subscale, participants' always manifested satisfaction as they feel that they have a happy working environment connected and linked the theme *staying committed and happy in the teaching profession*. Results in the qualitative revealed that teachers were talking to each other how to make things easier in teaching MAPEH and that, there delight towards the teaching profession were observed.

Job Responsibilities. MAPEH teachers always manifested satisfaction as they feel great when they make use of their abilities connected and linked with the theme *enthusiasm in teaching and learning*. Participants stated how it gives happiness to them to use their innate abilities through imparting skills to their students such as dancing, playing and etc.

Community Linkages/Attachments. Participants' were very highly satisfied as they feel the worthiness of encouraging the participation of all stakeholders in merged and converged the theme *exigency of service of all stakeholders despite job demands*. Results in the qualitative revealed the need of the involvement of all stakeholders in every school related activities. Furthermore, the engagements of all stakeholders towards success of school activities were needed.

Similarly, the results of both methods were supported by the investigation of Matheny (2008) about job satisfaction of physician executives. Results from the survey suggested that personal growth and development, life/work balance, effective communications, and personal relationships are the true keys to improving satisfaction for themselves and other physician executives. In addition, Rainey, H. (2001) added that motivation is the extent of enthusiasm, direction and persistence of efforts with which the employee tries to accomplish goals. Employees must exert efforts with passion conditioned by their need satisfaction. It implies that the employee is eager to work to the best of their abilities only if they are ensuring for their need satisfaction. The effectiveness of an organization is greater than when it has a motivated workforce. The more motivated an employee is, the better he will perform his job. Lastly, Perrachione, Rosser, and Petersen (2008) conducted a study that examined public school teachers' relationships between job satisfaction and intrinsic variables (personal teaching efficacy, working with students, job satisfaction) and extrinsic variables (low salary and role overload). The findings found that intrinsic and extrinsic variables affected job satisfaction, with the extrinsic variables found to increase teachers' dissatisfaction. Teachers are generally people who seek intrinsic motivation, as they want to contribute to society by helping children learn and grow and are not as concerned about the external factors.

Implications to Educational Practice

The results suggested several implications to educational practice for the teacher, students, stakeholders and the school. The implications could range from designing programs in motivating the participants in order to achieve higher job satisfaction affect students learning.

Primarily, the findings of this research would inform the MAPEH teachers how they got motivated in order to be satisfied with the job and continue to serve indigenous people schools. For example, by being patient in the poor situation of the learners, adapting the new environment and from going out to the comfort zone in order to fulfill duties being a teacher. Teachers being the role model of the school and the community may continue to show good image by putting extra effort in every task they do even without recognition. Teachers being the source of knowledge of the students must improve themselves intellectually to share with their students. Teachers may be creative, have the skills and inclinations to produce an intellectual community in their classrooms despite scarcities of materials, equipment's and facilities in there school. The help of the stakeholders were essential in the long run of the school. Administrators may create avenue for social interaction to maintain a healthy environment in the organization and continue to encourage parental involvement to support their children.

Educators know a great deal about "what works," but they can't bring about or sustain improvement on their own. Parents, community and stakeholders must have a strong vested interest in the success of the schools. What is needed now is for schools to identify and actively engage all stakeholders in fulfilling the mission and enacting the vision of all students succeeding in school.

CHAPTER 5 CONCLUSION AND RECOMMENDATIONS

The answers to the sub-problem raised in the first chapter of this study were herein summed up in this section and its recommendations.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

Despite the school assignment of the participants, the status of their motivation and job satisfaction as MAPEH teachers in the hinterland were both high were they always manifested motivation and satisfaction towards their job.

The predictors motivating and hygiene factors were significantly influenced the job satisfaction of the participants. The biggest factor that influenced job satisfaction was motivating factor. In addition, these two factors interacted with each other and created a positive impact to the MAPEH teachers.

The lived experiences of the participants were based on the generated themes from the issues challenging and best experiences. The themes were *Difficulty in pedagogical practices* and *Enthusiasm in teaching and learning*. Difficulty in pedagogical practices revealed the hardship of the participants assigned in the hinterland while Enthusiasm in teaching and learning showed the joy they had being a MAPEH teacher in the IP Schools.

The roles of their experiences shaped their beliefs, attitude and commitments as MAPEH teachers in IP schools. Themes generated were *Exigency of service of all stakeholders despite job demands, positive attitude of MAPEH teachers for the indigenous students' welfare* and *staying committed and happy in the teaching profession*. Exigency of service of all stakeholders despite job demands revealed the need of stakeholders' involvement in the success of the school, positive attitude of MAPEH teachers for the indigenous students' welfare showed that the participants exerted effort to suffice the need of their students and staying committed and happy in the teaching profession revealed the love they put to stay in their chosen career.

Literature and theoretical lens showed that there were basis on motivating an employee in a certain organization to achieve satisfaction. Motivating and hygiene factors contributed a big impact to achieve higher satisfaction of employees.

Recommendations

After a careful review of the conclusions of the study, the following recommendations were given:

Considering that the status of the participants' motivation and job satisfaction, the organization may provide seminars and trainings for the professional growth of the MAPEH teachers assigned in the hinterland.

Since the results revealed that it is worthy to encourage the stakeholders' participation in school related activities and scarcity of equipment's and facilities, the stakeholders may assist their immediate school in the community by providing sports equipment, instructional materials, constructing of covered courts and participating in all school-related activities.

Considering the average satisfaction of teachers in terms of doing too much paper works, the institution may provide non-teaching personnel to assist teachers in all paper works and lessen the role-complexity in IP Schools

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