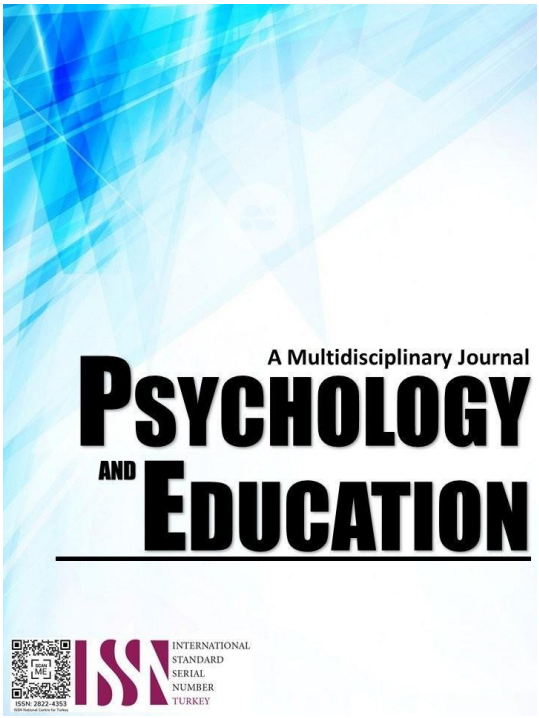
TEACHERS' ENGAGEMENT AND MOTIVATION ON SCHOOL-BASED DECISION-MAKING PROCESS



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Research Article

Teachers' Engagement and Motivation on School-Based Decision-Making Process

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Abstract

This study explores the motivation and involvement of teachers in school-based decision-making at Valencia Colleges Incorporated (VCI), seeking to understand whether engagement and motivation are related. It addresses questions about teachers' profiles, including age, gender, civil status, and educational attainment, and examines the levels of engagement and motivation in decision-making activities. The study also tests the hypothesis that no significant relationship exists between teachers' motivation and their engagement in school-based decision-making. Using a descriptive correlational research design, data were collected from 70 teachers at Valencia Colleges (Bukidnon), Inc. through a 5-point Likert scale that measured their motivation and engagement levels. Statistical tools, including frequency counts, percentages, means, standard deviation, and Pearson Product-Moment Correlation, were applied to analyze the data. Findings show that most teachers are in their early adulthood (22-34 years), predominantly female, and either single or married. The majority hold master's degrees or units towards one, reflecting a commitment to professional growth. The study reveals high levels of teacher engagement and motivation in school-based decision-making, with a significant positive relationship between these two factors. This suggests that increased motivation correlates with greater teacher engagement in decision-making processes, supporting the idea that motivated teachers are more actively involved in contributing to school management and leadership practices at Valencia Colleges (Bukidnon), Inc. Overall, the study concludes that the teacher demographic at Valencia Colleges (Bukidnon), Inc is mostly young, female, and pursuing advanced education, which likely contributes to their strong participation and enthusiasm for decision-making within the institution. This engagement and motivation play an important role in school leadership and management.

Keywords: *motivation, engagement, decision-making*

Introduction

In the contemporary educational landscape, the involvement of teachers in school-based decision-making has often been overlooked by various institutions. This practice fails to recognize the critical role teachers play in directly engaging with students and other stakeholders. By examining the factors that influence teachers' motivation and engagement in this area, this research aims to contribute to a deeper understanding of the potential benefits associated with teacher involvement in school governance.

Globally, there has been a growing recognition of the importance of teacher participation in decision-making. Numerous studies and policy initiatives have highlighted the positive impact of teacher involvement on various aspects of school performance, including student achievement, school culture, and teacher job satisfaction. (Shin, G. & Shin, K., 2023). International organizations such as the OECD and UNESCO have emphasized the need for inclusive and participatory governance models in education that prioritize the voices and perspectives of teachers (UNESCO, 2023).

In the Philippines, the Department of Education (DepEd) has implemented various reforms to promote teacher empowerment and professional development. While there have been efforts to involve teachers in decision-making processes, challenges remain in terms of ensuring meaningful participation and addressing the factors that may hinder teacher motivation and engagement (Department of Education [DepEd], 2020). Understanding the specific context and challenges faced by Philippine secondary teachers in SBDM is crucial for developing effective strategies to enhance their involvement. (Biñas, et. al, 2023)

Despite the growing body of literature on teacher involvement in decision-making, several gaps remain in our understanding of the topic. Existing studies often focus on the general benefits of teacher participation without delving into the specific factors that influence teacher motivation and engagement. Additionally, there is a need for more research on the Philippine context, considering the unique cultural, social, and educational factors that may impact teacher involvement in SBDM processes (Bernardo & Garcia, 2006).

This study aims to address these research gaps by investigating the motivation and engagement of teachers in SBDM processes in the Philippines. By examining factors such as teacher perception of their role, autonomy, and support, as well as the school's culture and leadership, this research seeks to shed light on the factors that contribute to or hinder teacher involvement in decision-making. The findings of this study will have implications for educational policy, school administration, and teacher professional development, ultimately contributing to the improvement of education in the Philippines.

Research Questions

This study determined the teachers' motivation and participation in the school-based decision-making process. Specifically, this study seeks to answer the following questions:

1. What is the profile of the participants in terms of age, sex, civil status, and educational attainment?
2. What is the level of engagement of teachers in the school-based decision-making process?
3. What is the level of motivation of teachers in the school-based decision-making process?
4. Is there a significant relationship between the level of teachers' engagement and the level of teachers' motivation in school-based decision-making processes?

Methodology

Research Design

This study employed the descriptive-correlational method to provide a detailed, accurate portrayal of characteristics, behaviors, or phenomena as they naturally occur. Unlike experimental or causal research, it does not involve manipulating variables but instead focuses on observing, recording, and analyzing data to identify patterns, relationships, or trends. This method is particularly effective in areas where little is known about the subject or where a comprehensive understanding of a specific context or population is required. By offering rich insights, descriptive research lays the groundwork for further inquiry and informed decision-making.

Respondents

The participants of the study will be 70 school teachers in Valencia Colleges (Bukidnon), Inc. The participants will be chosen from the roster of regular teachers in Valencia Colleges (Bukidnon), Inc. Only teachers from S.Y. 2021-2022 and beyond shall take part in the study. Teachers who were newly hired shall not be part of the study. Census enumeration was used in this study. Currently, there are 91 teachers in the school, however, the study only included the teachers who were hired in the year 2021 backward. Hence, the respondents were only 70 teachers. Below is the distribution of respondents to the school teachers.

Procedure

In gathering the data, the researcher will prepare the necessary documents for the implementation of the study. First, the researcher will prepare an informed consent form, a questionnaire, and a permission letter addressed to the school's division superintendent.

Second, after preparing the necessary documents for the conduct of the study, the researcher will forward the informed consent form, questionnaire, and permission letter to a panel of experts to scrutinize the validity and reliability of the material.

Third, the researcher will personally send the permission letter to the office of the school for the implementation of the study. After the approval of the letter, the researchers will immediately deliver the informed consent to the concerned teachers. After the informed consent forms are given to the teachers, a schedule will be set for the distribution of the questionnaires.

Fourth, the distribution of the questionnaires will be administered. After the questionnaires are given to the participants, they will be collected, recorded, and interpreted to answer the questions posed in this research.

Data Analysis

The following statistical tools were used to analyze and interpret the data gathered:

In determining the profile of the participants in terms of age, sex, civil status, and educational attainment, descriptive statistics such as frequency count and percentage were used.

In determining the level of motivation and engagement of teachers in the school-based decision-making process, mean and standard deviation were utilized.

To determine the significant relationship between the level of motivation and engagement in school-based decision-making, Pearson's Product-Moment Correlation was used.

To determine the significant difference of teachers' participation in the school-based decision-making process when grouped according to age, sex, civil status, and educational attainment, analysis of variance (ANOVA) was applied.

Results and Discussion

This section presents, analyzes, and interprets the results of the data gathered from the study. The data were collected and processed in response to the specific objectives of this study posed in chapter one of this thesis. The fundamental goal of this study is to determine the profile of the respondents in terms of age, sex, civil status, and educational attainment. Measure the level of teachers' engagement and motivation towards school-based decision-making. Furthermore, the study determined the significant relationship between teachers' engagement and motivation in school-based decision making.

Problem 1 is on the profile of the participants in terms of age, sex, civil status, and educational attainment. The data on the profile of the participants in terms of age is found in Table 1.

Table 1. *Socio-Demographic Profile of the Participants in Terms of Age*

	Frequency	*Percentage*
Early Adulthood (ages 22- 34)	31	50%
Early Middle Age (ages 35- 44)	15	20%
Late Middle Age (ages 45- 64)	12	15%
Late Adulthood (ages 65 and older)	12	15%
Total	70	100%

Table 1 shows that the majority of respondents were in early adulthood (ages 22-34), with a frequency of 31, accounting for 50.0%. Respondents in middle adulthood (ages 35-44) followed, with a frequency of 15 or 20.0%. Additionally, there were respondents in late middle adulthood (ages 45-64), with a frequency of 12 or 15%. Finally, participants in late adulthood also had a frequency of 12, representing 15% of the respondents. This denotes that the concentration of the respondents is in the age 22-34 years old, which puts them in the category of millennials. These age brackets are considered to be more active, participative, and engaged in school-based decision-making. Young professionals tend to express a high prowess in involving themselves in school activities that require simple to complex decision-making (Brummelaar et al., 2018). This means that young generations are becoming more part in the administrative aspect.

The profile of the participants in terms of sex, the data is shown in Table 2.

Table 2. *Socio-Demographic Profile of the Participants in Terms of Sex*

	Frequency	*Percentage*
Male	19	27.5%
Female	51	72.5%
Total	70	100%

As presented in Table 2, when the respondents were categorized by sex, the majority were female, with a frequency of 51, representing 72.5%. In contrast, there were fewer males, with a frequency of 19, accounting for 27.5%. This suggests that the teaching profession has a higher proportion of female teachers compared to male teachers.

On the profile of the participants in terms of their civil status, Table 3 presents the participants.

Table 3. *Socio-Demographic Profile of the Participants in Terms of Civil Status*

	Frequency	*Percentage*
Single	38	47.5%
Married	26	37.5%
Separated	1	2.5%
Widowed	5	12.5%
Total	70	100%

As shown in Table 3, the civil status of the participants was summarized. Most of the participants are single a frequency is 38, which represents 47.5% of the total, and married a frequency is 26, accounting for 37.5% of the total. While the separated frequency is 1, which constitutes 2.5% of the total. And widowed, the frequency is 5, representing 12.5% of the total. This result is an indication that most of the teachers in the academe are young, and they portray vibrant motivation and engagement skills in terms of school-based decision-making. The field of education, regardless of marital status, they are becoming more involved in the decision-making process in the academe. This denotes that despite the marital status, motivation and engagement are evident among every individual.

In terms of educational attainment, the data is shown in Table 4.

Table 4. *Socio-Demographic Profile of the Participants in Terms of Educational Attainment*

	Frequency	*Percentage*
Bachelor's degree	15	25.0%
With MA units	26	32.5%
MA graduate	15	25.0%
with PhD units	10	15.0%
PhD holder	4	2.5%
Total	70	100%

This table presents the demographic profile of the respondents in terms of their educational attainment. As manifested in Table 5, it can be seen that teachers are with Master's degree units, followed by those who have a bachelor's degree.

Interestingly, there is a high number of teachers who have already obtained master's degrees, and four (4) with doctorate degrees. This is a good indication that teachers put a premium on graduate degrees, which helps them to become more motivated and engaged in the decision-making processes.

Problem 2 is on the level of engagement of teachers in the school-based decision-making process. The data is shown in Table 5.

Table 5. *Teachers' Engagement in School-Based Decision-Making*

Indicator	*Mean*	*SD*	*Qualitative Description*
I feel that I am involved in important programs for students	4.20	.72	Very High Level
I effectively participate in guiding students in their academic progress	4.20	.56	Very High Level
I effectively participate in guiding students in their future career choices	4.15	.53	High Level
I participate in staff development	4.10	.77	High Level
I believe that I have the opportunity to influence others	4.05	.71	High Level
I have the freedom to make decisions on how to implement the curriculum	3.97	.69	High Level
I have been involved in planning school/community activities	3.95	.63	High Level
I have the opportunity to share with other teachers my innovative ideas	3.92	.69	High Level
I have been involved in developing school goals	3.87	.64	High Level
I have strong knowledge in my area to help me participate in decisions	3.82	.63	High Level
I have the freedom to make my own decisions on how to carry out my job	3.82	.63	High Level
I have access to the information I need to make informed school decisions	3.75	.77	High Level
I am involved in making implementation decisions on new programs	3.70	.72	High Level
My advice is solicited by others	3.67	.76	High Level
Principal(s) solicit my ideas in matters of school governance	3.67	.72	High Level
School personnel solicit my ideas	3.52	.71	High Level
I have the freedom to plan my schedule	3.50	.98	High Level
I am a decision maker in the school where I teach	3.40	.95	High Level
I am involved in the development/operation of the school budget	3.22	.89	Moderate Level
Total	3.81	.27	High Level

Based on Table 5, it can be seen that the overall mean of teachers' engagement towards school-based decision-making is high level (3.81), which is an indication of teachers becoming very involved in the decision-making process in the school. The involvement in important programs for Students, having a mean of 4.20, indicates a strong belief among teachers that they are engaged in significant programs that benefit students. Another indicator about guiding Students' Academic Progress also has a mean of 4.20; teachers feel effective in supporting students' academic achievements, and for guiding students' career choices, a mean of 4.15 suggests a high level of confidence in influencing students' future career paths. There are several indicators with reflect high engagement, such as participation in staff development (4.10) and the opportunity to influence others (4.05). Teachers feel they have the freedom to make decisions regarding the implementation of the curriculum (3.97) and have been involved in planning school/community activities (3.95). Most indicators in this range highlight effective participation and a sense of autonomy regarding educational practices, though they are slightly lower than the very high-level indicators. The involvement in school budget development/Operation having the mean score of 3.22 indicates a moderate level of engagement, suggesting that teachers may feel less involved in financial decision-making compared to other areas the indicator for being a decision maker in the school with the result in its mean of 3.40 suggests that while teachers see themselves as part of the decision-making process, there is room for increased involvement.

This is evidence that the educational landscape, specifically the management processes of the schools, already recognizes the involvement of stakeholders like the teachers (Mitchell, 2017). More teachers are becoming involved in the decision-making process, which is a good sign that participative leadership is already happening in schools within the City of Valencia, Bukidnon (Aboagye & Ahmed, 2019).

Another interesting result that sprang from the study is that 2 indicators showed a very high level of engagement among teachers. These indicators are "I feel that I am involved in important programs for students, and I effectively participate in guiding students in their academic progress". From these indicators, it can be deduced that teachers are very involved in the academic journey of the learners. Teachers are excellent guides for learners in their educational process (Mugambi et al., 2015). It is a manifestation of how teachers involve themselves in the academic journey of the learners, which makes them exceptional individuals in society.

However, there is one indicator that has shown a moderately high engagement of teachers in the decision-making process. This indicator is that I am involved in the development/operation of the school budget. This is a manifestation that teachers are not directly involved in the decision-making process towards various school budget-related activities (Sinclair & Malen, 2016). This means that in this respect, it is still the top management that decides on the different fiscal management processes within the educational institution.

Teachers' engagement in the school-based decision-making process is an integral part of the administrative sphere. Teachers, as important stakeholders of the institution, play a pivotal role in the success of different school-initiated activities. Although generally, decision-making processes are only practiced by administrators, the academic landscape shifted into a more participative leadership. Teachers became more engaged and involved in the decision-making proceedings.

Problem 3 is about the level of motivation of teachers for school-based decision-making. Teachers' motivation in various school-based decision-making is an important part of the teaching and learning process. Teachers are one of the prime movers of different activities in the school; without the teachers, the school could not operate regarding its basic functions as an institution.

Studies show that teachers' motivation is crucial in fostering a positive school climate and improving student outcomes. Motivated teachers are more engaged, which positively impacts their teaching effectiveness and the overall learning environment (De Jesus & Conboy, 2001). Without motivation, teachers may lack the drive to actively participate in critical activities like school-based decision-making, which can impact the effectiveness of school programs (Mansfield et al., 2012). The data is shown in Table 6.

Table 6. *Teachers' Motivation Towards School-Based Decision-Making*

Indicator	*Mean*	*SD*	*Qualitative Description*
Participation in decision-making makes me feel more connected to the school community.	4.47	.64	Very High Level
I am more committed to the school when my input is valued.	4.42	.63	Very High Level
I am motivated to contribute more when I see the impact of my decisions on school outcomes.	4.37	.70	Very High Level
Being involved in decision-making processes increases my motivation to teach.	4.32	.69	Very High Level
My job satisfaction improves when I am consulted on decisions affecting my work.	4.22	.69	Very High Level
I have the autonomy to implement teaching strategies that I believe are effective.	4.12	.64	High Level
The administration trusts teachers to make decisions that are in the best interest of students.	4.02	.73	High Level
I am free to contribute to decisions that affect my professional development.	4.02	.69	High Level
I feel empowered to make decisions related to my classroom practices.	4.02	.69	High Level
There are opportunities for professional development that focus on leadership and decision-making skills.	4.02	.80	High Level
The school encourages collaboration among teachers in decision-making.	3.95	.74	High Level
The school environment supports teacher-driven initiatives and innovations.	3.95	.55	High Level
The school provides adequate training to prepare teachers for participating in decision-making.	3.85	.73	High Level
The communication between teachers and administration is open and transparent.	3.77	.65	High Level
I have access to resources that help me make informed decisions.	3.75	.70	High Level
I feel supported by the administration in my role in decision-making processes.	3.75	.66	High Level
There is a clear process for teachers to provide input on decisions.	3.70	.79	High Level
I have opportunities to influence school policies that impact my work.	3.67	.88	High Level
I receive constructive feedback on my input in decision-making processes.	3.65	.69	High Level
The administration actively seeks input from teachers before making major decisions.	3.65	.92	High Level
I am regularly involved in important decisions that affect my teaching and students.	3.62	1.03	High Level
My suggestions are acknowledged and considered by the administration.	3.55	.74	High Level
I am informed about how my input has influenced the final decisions.	3.52	.87	High Level
Teachers are encouraged to take part in decision-making committees.	3.52	.98	High Level
I feel that my opinions are valued in school decision-making processes.	3.50	.90	High Level
Total	3.89	.29	High Level

Based on Table 6, it can be seen that the overall mean for teachers' motivation is 3.89, which is High Level. This means that teachers are highly motivated to contribute to the decision-making processes in the school. Teachers, being one of the stakeholders in the institution, provide important inputs that can improve the different functions in the school (Aparicio-Landa et.al, 2023). Moreover, teachers consider the well-being and the development of the learners. Based on the indicator connectedness to school community, the highest mean score of 4.47 indicates that teachers feel significantly more connected to their school community when participating in decision-making for valued Input and commitment, and a mean of 4.42 suggests that teachers are more committed to their school when they feel that their contributions are valued. The impact on school outcomes with a mean of 4.37, teachers are motivated to engage more when they can see the effects of their decisions on school performance other indicators in this category focus on job satisfaction, autonomy in teaching, and motivation to teach, all scoring above 4.00, reflecting strong teacher engagement and positive feelings about their roles. Most indicators fall into this category, showing that while teachers generally feel positive about their decision-making roles, there are areas for improvement. For example, teachers feel they have the autonomy to implement effective teaching strategies (4.12) and believe that the administration trusts them to make beneficial decisions (4.02). However, some indicators like "I am regularly involved in important decisions that affect my teaching and students" (mean 3.62) and "My suggestions are acknowledged and considered by the administration" (mean 3.55) suggest a moderate level of involvement, which could be enhanced. Indicators with the

lowest mean scores, such as "I feel that my opinions are valued in school decision-making processes" (mean 3.50) and "I am informed about how my input has influenced the final decisions" (mean 3.52), highlight areas where teachers feel less engaged. This suggests a need for better communication and feedback mechanisms between teachers and administration regarding decision-making processes. The standard deviations (SD) range from .55 to 1.03, indicating variability in responses. Lower SD values (e.g., .55 for school support of teacher-driven initiatives) suggest consensus among teachers, while higher SD values (e.g., 1.03 for regular involvement in important decisions) indicate varied perceptions regarding their engagement.

From table 6, it can also be seen that there are 5 indicators that show a very high level of motivation of the teachers these are: Participation in decision-making makes me feel more connected to the school community, I am more committed to the school when I feel that my input is valued, I am motivated to contribute more when I see the impact of my decisions on school outcomes, Being involved in decision-making processes increases my motivation to teach, My job satisfaction improves when I am consulted on decisions affecting my work. It is interesting to note that teachers are highly motivated to participate in the decision-making process in the school. It is an indicator that teachers like to participate in decision-making, which in turn promotes participative leadership in the school community.

In summary, the high overall motivation level among teachers to engage in decision-making processes highlights the value they place on contributing to school improvement and fostering a sense of shared leadership. The very high motivation in specific indicators, such as feeling connected to the school community, recognizing the impact of their decisions, and experiencing increased job satisfaction, underscores the positive outcomes of participative leadership. This active involvement not only enhances teachers' commitment and satisfaction but also aligns with the goal of fostering a collaborative school environment that prioritizes the well-being and development of learners. This evidence supports the need for inclusive decision-making practices, which can significantly benefit both educators and the wider community.

Problem 4 is on the relationship between the level of engagement of teachers in the school-based decision-making process and the level of motivation of teachers in school school-based decision-making process. Engagement and motivation are two important factors that drive teachers to participate in the various school-based decision-making processes. However, despite being important, its extent and depth vary according to the different perceptions of the teachers. Table 7 shows the data.

Table 7. *Relationship Between Engagement and Motivation of Teachers Towards the Decision-Making Process of Teachers*

		Engagement	*Motivation*	*Interpretation*
Engagement	Pearson Correlation	1	.952**	
	Sig. (2-tailed)		.000	
	Sum of Squares and Cross-products	1.365	1.240	Significant
	Covariance	.076	.069	
	N	19	19	
Motivation	Pearson Correlation	.952**	1	
	Sig. (2-tailed)	.000		
	Sum of Squares and Cross-products	1.240	2.154	Significant
	Covariance	.069	.090	
	N	19	25	

**. Correlation is significant at the 0.01 level (2-tailed).

As manifested in Table 7, there is a positive correlation between the engagement and motivation of teachers towards school-based decision-making practices. This is an indication that as the motivation of teachers increases, their engagement towards decision-making also increases. This means that the more motivated the teachers are in the decision-making process, the more they are involved in the process. The null hypothesis, which is stated as there is no significant relationship between the level of motivation and engagement in the school-based decision-making process, is rejected.

In conclusion, the positive correlation between motivation and engagement underscores the crucial role these factors play in teachers' participation in school-based decision-making. While teachers' levels of engagement and motivation may vary, increased motivation consistently leads to higher involvement in decision-making processes. This finding emphasizes the importance of fostering motivational strategies that enhance teacher engagement, ultimately supporting a collaborative school environment and strengthening institutional decision-making.

Conclusions

Based on the findings, the following conclusions have been arrived at:

The profile of the respondents in terms of age, sex, civil status, and educational attainment was:

The highest concentration of respondents is in the bracket of early adulthood. The rest of the respondents are in the middle and late

adulthood. Most of the teachers are new to their teaching careers. Teachers in VCI are female-dominant.

According to civil status is on the single and married bracket, followed by the separated and widowed hence, most of the participants are single which makes them more active and participative in school endeavors most of the respondents when grouped according to educational attainment is concentrated on the Master Degree unit holder, followed by Bachelor's degree but there is a considerable number of Masters and Doctorate Degree holder thus, most of the teachers put premiums on graduate degree program which is an essential tool for teacher development the teacher's engagement towards school-based decision making is high level wherefore this is an indication that teachers in VCI are highly involved in the decision-making processes which contributes to the overall management practice in the school the teacher's motivation towards school-based decision making is high level so, this is an indication that teachers in VCI are highly motivated in the decision-making processes which contributes to the overall leadership landscape in the school there is a significant relationship between the teachers' engagement and motivation towards school-based decision-making process. Therefore, this means that the more motivated the teachers are in the decision-making process, the more they tend to be engaged in the decision-making process.

Based on the conclusion that motivation significantly enhances teacher engagement in school-based decision-making, these recommendations are proposed to support and improve teacher participation:

School administrators may establish structured feedback channels where teachers can express their views on decisions affecting their roles and the school's direction. Regular feedback sessions will enhance teachers' sense of belongingness. It provides school leaders with insight into areas requiring improvement to provide professional development opportunities. Professional development programs that strengthen teachers' decision-making skills and understanding of school management can empower them to contribute effectively. Training sessions focused on leadership, conflict resolution, and strategic planning will equip teachers with the tools necessary to engage in school governance and create recognition and incentive systems. Establishing to recognize and reward teachers' contributions to decision-making processes can boost motivation and job satisfaction. Incentives could include public acknowledgments, opportunities for professional growth, or additional responsibilities aligned with their interests, all of which enhance a teacher's commitment to the school fostering a collaborative school culture cultivating a culture that prioritizes collaborative decision-making encourages teachers to share ideas openly and promote regular departmental and cross-functional meetings where teachers can collaborate on shared goals, ensuring diverse perspectives are included in decisions. Teachers in key policy decisions Teachers should be actively involved in shaping policies that impact classroom practices, student welfare, and curriculum design. When teachers see the impact of their decisions, their motivation to engage in further decision-making increases. School leaders can achieve this by forming committees that include teacher representatives and encouraging input on policy formulation and evaluation. Regularly assess motivation and engagement levels to ensure sustained motivation, school leaders should periodically assess teachers' motivation and engagement levels through surveys or interviews.

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