

EXPLORING PREDICTORS OF TEACHERS' PERFORMANCE IN BARRIO ELEMENTARY SCHOOLS: A MULTIPLE REGRESION STUDY

CATHERINE T. SIGUA

Researcher

*Master of Arts in Education
Major in Educational Management*

Abstract

This multiple regression study primarily aimed at generating inputs as a basis for strengthening principals' leadership competence. Pertinent data were gathered through a survey among 140 teachers from six selected barrio elementary schools who were inquired of their profile (including information about their gross pay) and perceptions on their respective work environment and principals' motivational skills. Results show that the principals have very high motivational skills and very good work environment as perceived by the teachers. After regression analysis, gross pay was found to be the topmost predictor of teachers' performance. Thus, it appears that teachers perform well regardless of their work environment and their principal's motivational skills, leading this study to recommend that principals in barrio schools may choose to rethink about their relationship practices to create a greater impact on sustaining teachers' motivation in performing well. The results of this study may be used as a springboard by the education authorities in further improving the compensation scheme policies for teachers since it is now found to be the topmost factor that influence teachers' performance. The study recommends the exploration of other determinants in boosting the performance of teachers in barrio elementary schools.

Keywords: teachers' performance, principals' motivational skills, gross pay, work environment, barrio elementary schools, multiple regressions

INTRODUCTION

"Life is about using the whole box of crayons" (Ru cited in Canfield, Hansen, & Newmark, 2009, p.278).

Elementary sounding as it may seem, the above quotation speaks of the totality of man's purpose of existence, of the meaning of life, of realizing the fullness of his potentials.

Buenafe (2017) likened this purpose to the parable of the talents in the Scriptures which tells the story of a master entrusting his property to his servants before going away for a long time. During the time of reckoning, the servant who got five talents of silver reported to the master that he had doubled the number as he invested on what was originally given to him. The same is true with the second servant who made another pair from the two talents of silver that were offered to him. Both servants earned the praise of the master. But the story was different when it came to the third servant who hid the lone talent of silver his master gave to him for fear that he would lose it. The last servant caught the ire of the master who rebuked him for doing nothing.

The gospel passage, Buenafe explains, is a reminder of the gifts and talents that God has given every individual, that it is the responsibility of each one to develop the talents given to him, to make sure that these are given fruition. Also, these special skills should be shared with others which, in the words of the author, are the maxim of commitment and resolve, otherwise known as the purpose and meaning of life.

In psychology, the attainment of one's ultimate purpose is represented in Maslow's motivational theory which is represented in his pyramid of needs with the highest level called self-actualization or self-fulfillment. Unlike the lower levels which are motivated by deficiencies, self-actualization pertains to one's desire for personal growth and the need to become all the things that a person is capable of becoming (Maslow, 2013).

Perhaps more than any other profession, it is the teaching profession, which is often referred to as a vocation, where the foregoing concepts of Ru's using the whole box of crayons, of the bible passage on the parable of the talents, and Maslow's self-actualization, are best exemplified considering that the field of education is widely regarded as the foundation and breeding ground of finding one's purpose in life.

Bestowed with this privilege and responsibility are the teachers who are the key players in molding the minds and character of the learners who are considered to be the center and the heart of education. But this mantra on teachers having the noble purpose of teaching minds, touching hearts, and transforming lives, must be translated into specific performance indicators to bring about concrete results.

In other words, these big words must be defined in specific terms. For instance, if the concept of purpose will be identified in the school level, it would perhaps point to the vision

and mission statement as its equivalent. Hence, the purpose of the existence of the school is the attainment of its vision and mission, which is to provide quality education to the learners.

The measure of the school's attainment of its purpose lies on one factor which is student performance. Consequently, there are various factors which are contributory to student performance. These may include facilities, learning resources, and overcrowded classrooms (Narayan, 2016). However, the most critical and important factor will have to be the teachers who are considered as the main instruments in facilitating the learning progress of learners.

Playing the most crucial role in the attainment of the school's vision and mission, which in essence is the purpose of education in a specific context, the teachers who are labeled as the main instruments in the whole scheme of education need to have "sharpeners" to fully equip them toward realizing the specific purpose of increasing student performance.

Logically speaking, the performance of students depends largely on the teaching performance of their teachers. Therefore, it is the teaching performance of teachers, which Justine (2011) defined as closely related actions in attaining objectives, that must be enhanced, that must be "sharpened," because this will pave the way toward students' learning achievement (Bello & Jakada, 2017).

If students' performance is measured by their grades as indicated in their report cards, teacher performance is also measured regarding their grades as indicated in their performance appraisals. In the Philippines' Basic Education System, for example, a public school teacher's performance is evaluated using the Results-based Performance Management System (RPMS). Teachers are evaluated in their performance according to actual achievements and outcomes vis a vis the objectives and targets they set in the corresponding key results areas.

However, the factors that determine teaching performance may not be fully captured by performance appraisals such as the RPMS. Kusumaningtyas and Setyawati (2015) categorically stated that the skills and competence of teachers are the determinants of their respective performances. In a study conducted by Matula (2013), teachers identified the degree of knowledge, abilities, capabilities, educational resources, and techniques as factors that contribute to teaching performance. From the additional research of Muguongo et al. (2015), it was indicated that in order to promote teaching and learning successfully, teachers must be satisfied with their work.

When teachers are happy, contented and committed, this is an indication that they are motivated. As posited in Rahal (2010), motivation is dependent on the individual's desires, opportunities and rewards which can all be studied. Apolline (2015) and Oyugi (2014) affirmed that one of the useful instruments of managers, and administrators in increasing progress and dedication among staff associates is motivation.

Shaheen et al., (2013) stressed that educator who is highly motivated in their performance results in the overall performance of the institution. Motivation is of two types: intrinsic and extrinsic. When there is a feeling of fulfillment and self-realization from accomplishing work for own benefits, it means there is intrinsic motivation. On the other hand, extrinsic motivation refers to the performance of the task of the teacher for the sake of attaining reward like salary (Mark, 2015). Alubbe (2015) reported that the latter type of motivation is a significant component of life that gives a better impact on one's behavior. Wages of teachers can be their weapons in striving for paper works' battle, facing diverse learners and complying with their principals' assigned tasks.

Literature reviews present that one of the determinants that predicts the performance of teachers is how school principals motivate them. Usman (2010) stated that governance in education is an outgrowth discipline which is anchored on leadership and administration. Likewise, it is one among the synergistic steps of leading an institution. For a school to function effectively there must be a principal that will motivate teachers (Langat, 2016). Principals must possess motivational skills in encouraging teachers to perform better. According to Dornyei (cited in Apolline), motivational skills are the styles of leaders that drive an individual to attain the goal. Effective governance practice is the supreme support that leads the school principals in carrying out the role in the school (Langat).

School leaders nowadays experience diverse challenges (Eller, cited in Mathis, 2012). Experience could attest to the fact that school principals play a crucial role in arousing the interest of teachers for effective and efficient teaching. Complexity is more evident among barrio schools. Under Article 1 of Section 2 of R.A. No. 2370, barrios are units of towns funded with the powers of the performance of government roles to be employed by their components in compliance with the law (Brillantes & Fernandez, 2008). Since barrios have a smaller population, they are similar to rural areas which are both geographically separated and located outside the political separations of an urban area. There is a simple economy in rural areas because of insufficient jobs that the government authorities can offer. Likewise, the social characteristic is friendly, informal and uniform. On the other hand, inadequate information of rural people controls them to become upgraded (UNESCO, cited in Adedeji & Olaniyan, 2011). Therefore, principals in rural areas perform numerous functions than in urban community either formal or informal roles.

According to Delaney (2016), "leaders are part innovator, part negotiator, and part magician, to make school run smoothly" (p.9-10). As an innovator, principals strive for great changes in the school. Partly, being a negotiator, leaders of schools connect positively with other schools and leaders. Lastly, principals are regarded as magicians because they make impossible things and circumstances happen in a creative and challenging manner. Undoubtedly, these roles of principals in rural areas are very crucial and tough.

Spicer (2016) described that techniques in leadership are not the bricks and mortar of a building. Leaders of every institution must show positive leadership. Shortridge (2015) reported that millennial principals' actions must be anchored on the primary purpose of the

teaching and learning improvement. Moreover, they are accountable for selecting, retaining and dismissing teachers. They are the movers of an instructional plan, choosing prior concern over teaching staff, the providers of resource materials in attaining transformation which is vital in the community and organization (Lambersky, 2014).

According to Barenge (2016), school principals are considered as moderators in communicating with the staff. Leaders can influence and inspire others in attaining purposes in the organization (Kamete, 2014). Additionally, in the research of Price (cited in Gyimah, 2013), school principals handle the central part of the school and over-all performance and relationships with their teachers creating fulfillment, consistency, and level of commitments. When principals demonstrate the aforementioned motivational skills, ethical leadership will take place.

Justine (2011) emphasized that the objectives and purpose of schools characterize their reason to evolve. In this connection, the reliable instrument in developing the work environment of workers is how managers perform effectively. Moreover, leaders have to set an easy- going and well- arranged schedules of works in facing workplace complexity (Bateman, 2011). This is similar to the motivational skills shown by principals on fair dissemination of tasks. As leaders, a principal must assign duties to teachers according to their expertise, hence, providing suitable works for them. Several principals from various schools differ in their skills in motivating their teachers. In this view, they remain as the heart of the school because they are the sources of institutional life, thus giving a meaningful teaching and learning achievement to teachers and students as well. Motivational skills of principals are described as showing positive, resonant, and ethical leadership.

Positive leadership is evident in the research of Aslanargun (2015) which indicated that school principals must encourage teachers and students for their progress in teaching and learning. Likewise, Bolger as cited in Graham et al. (2014) stated that the aforesaid leadership helps teachers to be committed and satisfied with their work.

On the other hand, in the study of Boyatzis and Mckee (cited in Wells, 2015), resonant leaders are those giving inspirations, building anticipation for the future in the school, being compassionate, professionally and personally connected with the staff. Lastly, ethical leadership includes principals' fair treatment, paying attention to workers' opinions and needs, explaining duties, loving, showing respect and support, truthfulness, moral supervision and upholding the surroundings (Kalshoven et al. as cited in Katranci et al., 2015).

Another factor that increases teachers' job performance is their work environment. This is supported by the work of Mbogo (2015) which posits that in order for teachers to stay in teaching, work environment must be considered in helping them perform their tasks better. Convenience in teachers' work environment must be provided coupled with training in the instruction (Wahlstrom et al. as cited in Spicer, 2016). Every school should make sure that the working condition of employees must be conducive in the workplace in meeting up the institutional and even individual aims. But this is contrary to the quotation of Ginot (cited in

Canfield, 2009) which states that “Teachers are expected to reach unattainable goals with inadequate tools. The miracle is that at times, they accomplish their impossible task” (p.278).

According to Oludeyi (2015), work environment is the totality of the interconnections among the workers’ complex work, human and institutional environment and employers as well as their surrounding environment. All teaching resources, furniture and the size of a class are considered as the environment of the teachers. On the other hand, when the traits and attitudes can suit the environment of a worker, success and satisfaction will be achieved (Moroni, 2016).

The work environment of teachers includes the school, their fellow teachers, students, and parents. According to Muketha (2017), work environment gives a stable life and is related to job problems, job significance, and dedication of an institution to help its employees. Further, it includes the relationship with co-workers and the job itself.

Teachers’ work environment comprises the facilities and resources provision of schools, support of the fellow teachers, performance, behavior of students, and parents’ involvement in school. However, several primary schools have deprived teachers of comfort rooms, teaching and learning resources, sufficient desks and classrooms (Moshi, 2016).

On the other hand, Yin et al., (2016) affirmed that teachers could perform their job effectively if they have fellow associates who are supportive in their instructions and willing to work as a team. Reliance among fellow workers is essential in controlling emotions and stress resulting on a positive work environment. Correspondingly, a shared obligation and optimistic collaboration in achieving a goal among members of a specific organization are considered teamwork (Robbins & Coulter, 2012). Therefore, teamwork and independent work can also determine the achievement of an institutional goal. Viernes and De Guzman (2005) specified that in constant interaction with the fellow teachers, administrators, and students, Filipino teachers realize their primary role in the school.

Additionally, another predictor of teachers’ performance relative to their work environment is the behavior and active involvement of the students in school. There can be a misuse of teaching materials, time and ability of human if students are always absent in their class and fail to learn (Teixeira, 2013). Absenteeism of students can further disrupt and mislead the teachers in their lesson preparations. On the same note, when students are inactive in school and classroom activities, a dynamic and interactive outcome of teachers’ and school’s improvement plan will be hard to achieve. Teachers fail to get over the next part of the lesson if there are some students who are consistently disrupting the classes, particularly during classroom discussions. Also, some officers in the class who have a special responsibility in accomplishing the department’s events or any school activities who fail to attend the class will turn out into a wasteful outcome. In this connection, teachers’ overall performance will likewise be affected.

An excellent school is also described from the active participation of parents in school (Arifin, 2016). This is supported by the study of Judah et al. (2015) which states that parents who are helping their children in homework leads an easier accomplishment of the assignment for both teachers and students. Involvement of parents in the school is their support in the education of their children, connecting home and school, where activities at home are connected to learning of a child and activities in the school (Hangge, 2016). This will help the teachers to fulfill their job successfully.

On the other note, employees, including teachers, are inspired by salary and rewards (Bello & Jakada, 2017; Lee & Raschke, 2016). As posited by Muguongo et al. (2015), salary is very significant in predicting the job satisfaction of employees. Similarly, employees' continuous job performance can be intensified if the administrators will set a scheme on monetary rewards (Robbins & Coulter, 2012).

Salary is also known as pay or wage. Baumrucker (2016) defined gross pay or gross income as "all income from whatever source derived" (p.1) if not legally exempted; it is also the base salary or hourly wages. Evidently, teachers' pays are comparatively different in various parts of the world. In other countries, such as in Denmark, Galgoczi and Glassner (2008) detailed that beginning primary teachers have monthly salaries of €3,147 (in Euros) converting it to Philippine currency is equivalent to 19,5650.44. From the report of Glewwe et al., cited in Lambert (2004), primary school teachers in Kenya earn a monthly income of \$119 which is equal to 5,225.885 pesos. A decline in salaries among teachers in the last three decades has been observed in low earning countries specifically in Africa. In this connection, teachers' entrustment to their duties is influenced by low income; hence, educational excellence is undesirably affected because of motivational failure.

In the current wages of public school teachers in the country, there are differences of salary grades implemented by the Department of Education. Every pace increment that a teacher accomplishes will result in a salary increase.

Teachers who are newly hired in the public schools classified under salary grade 11 can increase their salaries depending on the step increments they ameliorate. This is shown in the administration of the first part salary modification for nonmilitary, military and uniform staff in the national government found which is provided under Executive Order (EO) No. 201, s. 2016 (cited in Rule 4.1 of Section 1, D.O. No. 12, s.2016) which was approved by Former President **Benigno S. Aquino, III on February 19, 2016.**

Personnel in the first step belonging to salary grade 11 have a basic salary of 19,077 pesos while those who can reach step 8 will accumulate their basic salaries up to 20,585 pesos (p.8). Consequently, every step increment that the teacher undertakes is an increase in their salaries, eventually in their salary grades (p.8). In every salary grade level, teachers' position likewise differs. However, the increase in the salary has seen to be in a smaller amount. For example, for Teacher 1 under salary grade 11, from 2012 to present, the increase was only one thousand six hundred-thirty (1,630.00) in Philippine peso and for the following

year, the increase is less than one thousand pesos (1,000.00). The salaries of teachers in the public schools are gradually modified in the Philippines but not in larger quantity.

The present study is guided by the view of Skinner and the reinforcement theory (Skinner, cited in Apolline, 2015) which focuses on the managers' motivation to their employees in the workplace. Likewise, the research is rooted in Herzberg's Motivational Theory which focuses on the work satisfaction of employees. According to this theory, workers are satisfied in their jobs and can perform effectively if they have employers whose motivational skills are on the higher level. In addition, this theory is also known as motivation-hygiene theory which states that there are factors such as company guidelines, relationship with the boss, management, wage, work condition and relationship with fellow workers affecting employee's job performance (McPheat, 2010). Further, motivating aspects of tasks which are challenging, appreciation and liability can result in optimistic satisfaction. The present study hypothesized that teachers' performance can be predicted by principals' motivational skills; work environment and gross pay which are presented in Figure 1.

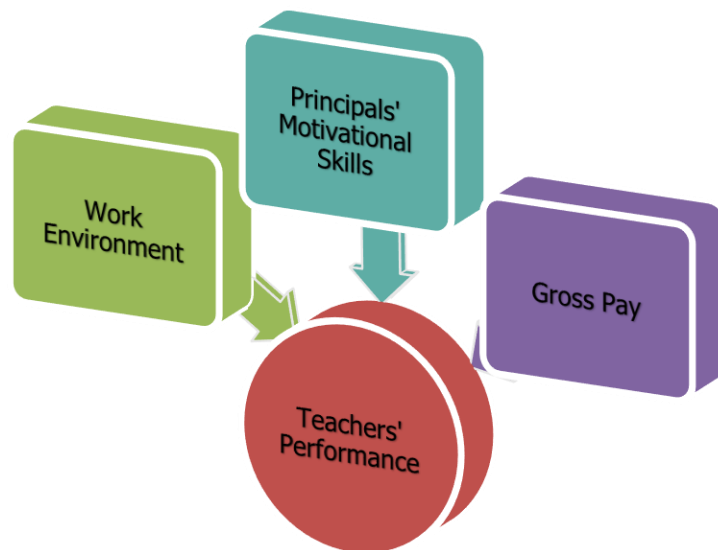


Figure1. Conceptual Framework on Exploring Predictors of Teachers' Performance

The conceptual framework of this study presents that the work environment, principals' motivational skills, and gross pays of teachers are the independent variables which will be measured against the teachers' performance being the dependent variable.

From the figure above (the conceptual framework), it indicates that the motivational skills of a school principal, the work environment of teachers and their gross pays can influence teachers performance in their respective schools. From the first statement of the research introduction, it was stressed that all crayons must be used in accomplishing every

goal in life to make it colorful and complete. Similarly, teachers are highly motivated and can perform their jobs successfully if they are completely nourished and highly satisfied by the motivational abilities of their principals, their work environment, and their gross incomes.

The main purpose of the study was to generate inputs for strengthening principals' leadership competence toward enhancing teachers' performance. Specifically, it sought to describe the respondent-teachers' perceptions of their respective principals' motivational skills and work environment; categorize teachers' respective monthly gross-pays and performance ratings; and to determine the predictor or predictors of teachers' performance based on the gathered data in selected elementary schools in rural areas/ 'barrios'.

The study is hoped to contribute in enhancing school principals' awareness on the importance of motivating teachers and maintaining harmonious relationship with them. May this be also a source of useful information for initiators of school principals' leadership capability training that would enable them acquire skills on proper hiring of teachers, and retaining of good teachers, in identifying teachers' developmental needs and in planning for their professional growth. Further, may the study provide necessary inputs for the shaping of the resolution by policymakers in increasing the salary of teachers to address concerns on their economic condition that may consequently motivate them further to perform better.

This study had limitations on the number of respondents which controlled the study to achieve a more comprehensive result. Target respondents were not available for certain reasons, but an adequate number of total respondents was met to meet the requirement. May this limitation be a springboard for future studies.

METHOD

In order to attain the objectives of the study, a quantitative method was used. According to Rahl (2017), quantitative method is a systematic way of collecting, analyzing and describing gathered data based on the problem of the study from a huge number of respondents. From the study of Check and Schutt (cited in Ponto, 2015), survey research is "the collection of information from a sample of individuals through their responses to questions" (p.168). In the present study, the use of quantitative research strategies using questionnaires on closed-ended questions was employed. Although closed-ended questions have limitations on the answers of the respondents (Yan et al. 2016), yet, it can be completed at the respondents' convenience and quick response. According to Kumar (2011), a questionnaire is cheaper to administer because an interview is not needed in the process, hence, time, human and monetary resources are saved. Moreover, confidentiality is more presented since a face-to-face interaction is not required.

The study was carried out in six (6) selected barrio elementary schools with a 'large' population of teachers (15 to 45) that merits a principal item for the school head. After the grant of permission by the school principals, the survey commenced with the presentation of the consent letter among the target respondent-teachers. Respondents were assured that

the survey data shall be held highly confidential and shall only be used for the purpose of the study.

The instrument used was adopted from Apolline (2015), Price (2008), Hardman (2011), Boniface (2016), Matula (2013), Mbogo (2015) and Sumarsono et al. (2016).

Items were modified to fit the objectives of the current study. The first draft of the instrument was subjected to series of content validation by three research experts leading to its revised form composed of forty-seven (47) items from the original fifty (50) items. A validation form was used to document the experts' comments and suggestions for the improvement of the items. Upon the completion of the validation process, the final draft of the instrument was pilot tested among 30 teachers. This process was undertaken to ensure proper administration of the survey. A pilot study gives cautions on the weaknesses of the proposed study, ensure the comprehensibility of the instructions, check the grammar, validity, and reliability of the results and check the statistical procedure of the study for more effective results (Simon, 2011). As reported in Hassan et al. (2006), a pilot study is one of the significant phases of a research instrument to determine research issues, insufficiencies and procedures before the full study has to be undertaken. Thabane et al. (2010) concluded that it is the best method for evaluating the probability of the main study and an important requirement in research for further success of the actual study. In the current study, a reliability analysis using Cronbach's alpha was carried out on the perceived task values scale comprising 47 items. It was shown from the statistical analysis that the questionnaire reached acceptable reliability, $\alpha = .922$. All items appeared to be worthy of retention

In a study conducted by Baker (cited in Simon), a reasonable number of participants in a pilot test is 10-20% of the actual total respondents. In the current study, 30 sample respondents were included in the pilot study which is more than 20% of the 140 actual total respondents.

The final questionnaire was composed of two parts: the first part was intended to gather their demographic background: their age, gender, civil status, number of years in teaching after college graduation and their most recent assignments: number of subjects handled, overall performance rating (Results-based Performance Management System or RPMS) and monthly gross pay. The second part comprised of forty-seven (47) items that sought their perceptions on their principals' motivational skills and work environment by indicating their degree of agreement using a 4-Likert scale: (1) strongly disagree; (2) disagree; (3) agree; and (4) strongly agree.

One of the demographic information which was asked of the respondents was their performance rating. During the pilot administration of the questionnaire, three among the respondents were able to answer the questionnaires in five (5) minutes. However, some of the respondents took thirty (30) minutes in filling out their performance ratings. Some of them could not remember their specific and particular ratings. In order to have a detailed, consistent

and easy response, copies of the form where teachers' performance ratings are listed were provided by the office of the principal. The same process was employed to the covered barrio elementary schools during the actual study.

Initially, the return rate of questionnaires was not one hundred percent of the target population. Considering that the needed respondents for the study should be one hundred-forty (140), the researcher returned to the selected schools to complete the retrieval of the questionnaires. Finally, the target population was achieved for data gathering.

After the gathering of questionnaires, data obtained were coded and frequency distribution with percent was generated. The mean and standard deviation of principals' motivational skills and work environment of teachers were further analyzed. The scales were used in presenting and describing the gathered data. Scales of principals' motivational skills ranged from 1 to 1.79 which would mean that the teachers perceived their principals with low motivational skills. On the scale from 1.75 to 2.49, principals have moderate motivational skills while scale ranging from 2.5 to 3.24, teachers' perception would show that their principals have high motivational skills. Lastly, principals with very high motivational skills would fall under a scale from 3.25 to 4.00 which are on the highest level.

On the other independent variable, the perception of teachers in their work environment was described using a level from 1 to 1.74 which would mean that their work environment is poor. On the other level of assessment, the level used ranges from 1.75 to 2.49 which denote that teachers perceived that they have a good work environment. Next is a range from 2.50 to 3.24 which would mean that the teachers have a very good work environment. Finally, teachers' work environment is excellent if the scale ranged from 3.25 to 4.00.

On the other hand, salary grade levels were used to classify and describe the teachers' monthly gross pay: salary grade 11, 12, 13 and 18. Each salary grade of the teachers differs as regards their monthly incomes.

The performance of teachers was classified and described using their performance rating from the Results-based Performance Management System (RPMS). A scale from 1 to 1.49 was used for teachers who have poor performance, 1.50 to 2.49 for the teachers who are indicated to have unsatisfactory performance. In addition, a scale ranged from 2.50 to 3.49 would mean that the teachers have satisfactory performance; while those ranging from 3.50 to 4.49 would signify that a very satisfactory rating is evident on the teachers' performance. Lastly, a scale from 4.50 to 5.00 would show that teachers are outstanding in their performance.

Data were analyzed using Pearson product-moment correlation to test the degree of relationship of teachers' performance as the dependent variables among the independent variables such as principals' motivational skills, work environment, and their gross pays.

Likewise, to reveal the emergence of the predictor on teachers' performance among independent variables, multiple regression analysis was utilized. The overall analysis was done through International Business Machines Statistical Package for the Social Sciences (IBM SPSS) 15.0 software which provides various analyses, data conversion and outline of output (Arkkelin, 2014).

Hall (2015) defines Pearson's r coefficient (r^2) or the Pearson Product-Moment Correlation as the correlations of the mean value of the product of the deviations of two variants from their means representing a set of mathematical data, controlled to the square root of their variances. It determines the strong point of the relationship between two variables which is denoted by r and has values from -1 to 1 (Knott & Bolton, 2009). On another note, Burmeister (2012) stated that multiple regression analysis approximates the association between independent variables (predictors), and dependent variable. The respondents in this type of analysis can be adequately initiated from one hundred (100) total populations. In the present study, there were one hundred-forty (140) total respondents which is beyond the sufficient and required sample population confirmed in Burmeister. To establish the level of significance of the teachers' performance of their respective principals' motivational skills, work environment, and monthly gross pay, the p -value was set at .05 and .01 level. According to Filho et al. (2013), "when the p -value is low, the null hypothesis must go" (p.36). Therefore, when the p -value is low, the null hypothesis is rejected; thus, the alternative hypothesis is accepted. Moreover, the r -value was applied to test the correlation or association among the aforementioned variables.

RESULTS

Respondents' perceptions of their respective principals' motivational skills are presented in Table 1. Results show that principals have very high motivational skills in terms of encouraging them to develop sense of humor, motivating teachers to be creative, giving recognition in their performance, and encouraging them in their professional growth. Moreover, principals were also found to have very high motivational skills in encouraging teachers' punctuality, collaboration with other teachers in the instruction, and in lesson planning, caring for teachers' self-image and using positive as well as respectful language at all times. Likewise, as perceived by the respondent-teachers, principals have very high skills in motivation through listening to their concerns and observations; consistently showing fair treatment of the issues faced by teachers, and checking schedules to make sure that assignments are accomplished on time. It was also described that principals have high skills in assigning responsibilities to teachers according to their respective expertise or specializations, demonstrating concern on teachers who have medical or health problems; and assigning responsibilities to teachers according to their respective expertise or specializations.

The respondent-teachers also perceived that their principals are highly skilled in their motivation through involving them in the planning for the school activities, acting as a role model to the teachers; and allowing them freedom of speech and action. Similarly, principals are found to motivate teachers at a very high level in consulting them in critical decision-making processes concerning the school and helping in building as well as maintaining good relationship within the school community and with different organizations. On the other hand, the only indicator where principals found to have high motivational skills is criticizing teachers in a constructive way.

Among the one-hundred forty (140) total respondent-teachers, it is seen from their perceptions that their principals have very high motivational skills with an overall mean of 3.3853 with a standard deviation of .58723.

Table 1
Summary of teachers' perception of their principals' motivational skills

Item Number	Indicator	Mean	Standard Deviation	Verbal Interpretation
My principal.....				
1	encourages me to develop sense of humor	3.2929	.62899	Very high
2	motivates me to be creative	3.4786	.56858	Very high
3	gives recognition in my performance	3.4429	.61482	Very high
4	criticizes me in a constructive way	3.2286	.69264	High
5	encourages me in terms of professional growth	3.4429	.59096	Very high
6	encourages punctuality among teachers	3.5500	.57932	Very high
7	encourages me to collaborate with other teachers in our instruction and in lesson planning	3.4429	.54007	Very high
8	cares for teachers' self-image	3.4500	.56677	Very high
9	uses positive and respectful language at all times	3.4214	.63550	Very high
10	listens to my concerns and observations	3.3714	.57954	Very high
11	consistently shows fair treatment of the issues faced by teachers	3.3643	.57790	Very high
12	checks schedules to make sure that assignments are accomplished on time	3.4286	.57705	Very high
13	demonstrates concern on teachers who have medical / health problems	3.4643	.54192	Very high
14	assigns responsibilities to teachers according to their respective expertise/specializations	3.5071	.52965	Very high
15	involves teachers in the planning for the school activities	3.4929	.56894	Very high

16	acts as a role model to the teachers	3.5357	.58038	Very high
17	consults teachers in critical decision- making processes concerning the school	3.4571	.57990	Very high
18	allows me freedom of speech and action	3.4571	.56735	Very high
19	helps in building and maintaining good relationship within the school community and with different organizations	3.5000	.55619	Very high
Overall		3.3853	.58723	Very high

Teachers' Perceptions of their Work Environment

Illustrated in Table 2 are the teachers' perceptions of of their work environment. Teachers perceived that their respective schools have excellent clean and safe water; comfortable and adequate classrooms and enough Sports equipment to motivate the teachers in extra-curricular activities. Furthermore, it was described by the respondents that their fellow teachers are outstanding in extending support such as financial, moral and professional assistance to colleagues when necessary; are proud of being part of the school organization, manifest respect of others' opinions; and work excellently as a team in accomplishing big tasks.

Conversely, it was indicated from the respondents' perception that their schools are very good in providing a functioning Science laboratory, equipped with tools, equipment and chemicals. In addition, teachers are also very much provided with communication systems like internet and mobile connectivity; and with sufficient, comfortable desks and tables. It was also illustrated that the respondent-teachers are very much offered transportation services by their schools, furnished with computers in the computer room and with offices in all departments which are well-equipped. It was also seen that the schools are very good in the provision of decent and comfortable teachers' room as well as clean and sufficient number of comfort rooms. Respondent-teachers also perceived that their schools are very good in supplying sufficient teaching guides and other teachers' resource materials. On the other hand, the fellow workers of the respondents were seen to be very good in not blaming each other in times of troubles, but instead seek solutions to problems that arise.

In terms of the students as part of the work environment of the teachers, it was indicated that they are very good in attending class regularly, always come on time and participate actively in classroom activities. Likewise, parents are very good in attending general meetings, participate during school programs and take part in the extended or outreach programs of the school. Additionally, respondents perceived that the parents have a very good working relationship with the school authorities in raising funds for school facilities' improvement.

In summary, respondent-teachers agreed that they have a very good work environment in their respective schools with an obtained overall mean of 3.1108 with a standard deviation of .61378.

Table 2
Summary of teachers' perception of their work environment

Item Number	Indicator	Mean	Standard Deviation	Verbal Interpretation
	The school.....			
1	has clean and safe water	3.3500	.52183	Excellent
2	offers transportation services	2.6143	.87808	Very good
3	has communication systems like internet and mobile connectivity	3.1571	.76121	Very good
4	has comfortable classrooms	3.3071	.58637	Excellent
5	has adequate classrooms	3.3000	.60810	Excellent
6	has sufficient desks and tables	3.2357	.58286	Very good
7	has comfortable desks and tables	3.1643	.61878	Very good
8	has a functioning Science laboratory, equipped with tools, equipment and chemicals	2.6571	.85471	Very good
9	is furnished with computers in the computer room	2.9214	.76870	Very good
10	has offices in all departments	2.6643	.78301	Very good
11	has well- equipped offices	2.9571	.66648	Very good
12	has decent and comfortable teachers' room	3.0071	.72466	Very good
13	has clean comfort rooms	3.2071	.56894	Very good
14	has sufficient number of comfort rooms	3.2214	.61244	Very good
15	has enough Sports equipment to motivate the teachers in extra-curricular activities	3.3857	.55730	Excellent
16	provides teachers sufficient teaching guides and other teachers' resource materials	3.0714	.60742	Very good

My fellow teachers.....				
17	extend support (e.g., financial, moral, professional assistance, etc.) to colleagues when necessary	3.2643	.54457	Excellent
18	are proud of being part of the school organization	3.2857	.57883	Excellent
19	do not blame each other in times of troubles but instead seek solutions to problems that arise	3.1857	.59477	Very good
20	manifest respect of others' opinions	3.2500	.56422	Excellent
21	work as a team in accomplishing big tasks	3.3143	.58869	Excellent
Students in our school.....				
22	attend classes regularly	3.2000	.56518	Very good
23	always come on time	3.1643	.51747	Very good
24	participate actively in classroom activities	3.1214	.50133	Very good
Parents.....				
25	attend general meetings	3.0786	.48082	Very good
26	participate in school programs	3.0429	.52109	Very good
27	take part in the extended/outreach programs of the school	2.9571	.53471	Very good
28	have a good working relationship with the school authorities in raising funds for school facilities' improvement	3.0357	.48593	Very good
Over-all		3.1108	.61378	Very good

Respondents' Monthly Gross Pay

Table 3 exhibits the respondent- teachers' monthly gross pays in their individual schools. From the results, the lowest frequency was the teachers under salary grade 12 resulted in two (2) or 1.4% of the one hundred-forty (140) total respondents. Moreover, sixteen which is equal to 11.4 % of the teachers are on the salary grade 11 while those who are in the salary grade 18 were analyzed as 17.2% which is a resultant of 24 of the total respondents. The highest rates were the teachers who are on the salary grade 13 were analyzed as 98 which is equivalent to 70% of the total sample population.

Respondents' Performance Rating from the RPMS (Results-Based Performance Management System)

Table 3
Monthly gross pay of teachers

Monthly Gross Pay in Pesos	Salary Grade	Frequency (No. of teachers)	Percent (%)
21,077 – 22,585	11	16	11.4
22,651 – 24,232	12	2	1.4
24,328 – 26,037	13	98	70.0
35,452 – 38,201	18	24	17.2
	Total	140	100.0

Respondents' Performance Rating from the RPMS (Results-Based Performance Management System)

Table 4 shows that one hundred thirty-four (134) corresponding to 95.7% of the respondent-teachers have a very satisfactory performance rating of 4 in their respective schools. This is in contrast to those whose performance rating is satisfactory with only 1.4% which is equivalent to two (2) of the total sample population. Second to the lowest percent are the respondents who are outstanding in their performance which is 2.9% or four (4) of the total population. However, none of the respondents got a rating of unsatisfactory and poor performance in their schools. Analysis revealed that almost hundred percent of the respondents are very satisfactory in their over-all performances in their respective schools.

Table 4
Respondents' performance rating of from the RPMS (Results-Based Performance Management System)

Performance Rating Level	Description	Frequency (Number of Respondents)	Percent (%)
1 – 1.49	Poor	0	0
1.50 – 2.49	Unsatisfactory	0	0
2.50 – 3.49	Satisfactory	2	1.4
3.50 – 4.49	Very Satisfactory	134	95.7
4.50 - 5.00	Outstanding	4	2.9
		140	100.0

Correlations between Teachers' Performance and Gross Pay, Principals' Motivational Skills and Work Environment

Table 5 shows the correlations between teachers' performance and gross pays, principals' motivational skills, and work environment. The results disclosed that there is no significant relationship between the performance of teachers and their principals' motivational skills. The interval is .086 which is far from the positive correlation in Pearson -r. Its p-value is .310 which is greater than the significance level at 0.01, hence it is not significant.

On the other hand, teachers' work environment and their performances in school are statistically significant because their p-value is .026 which is less than the significance level of 0.05. Its correlation in Pearson-r is .188* which indicates their positive correlation but not at the high level. Lastly, there is a significant relationship between teachers' performance and their monthly gross pay at a p-value of .000 which is less than the significance level of 0.01. Its r value is **.584 which shows the high correlation between teachers' performance and their gross pay. Correlation between teachers' performance and gross pay is highly significant.

Table 5
Correlations of teachers' performance and gross pay, principals' motivational skills and work environment

Bivariates	Pearson-r	r ²	Interpretation of r ²	p-value	Interpretation of p-value
Teachers' Performance and Principals' Motivational Skills	.086	-	No correlation	.310	not significant
Teachers' Performance and Work-Environment	.188*		Correlated	.026	*significant at 0.05
Teachers' Performance and Gross Pay	.584**		Highly Correlated	.000	** highly significant at 0.01

Multiple Regression Analysis for Variables Predicting Teachers' Performance

Table 6 presents the multiple regression analysis for variables predicting teachers' performance. It was analyzed that the dependent variables, principals' motivational skills and work environment were found to have no significant relationship to the independent variable, the teachers' performance. From the obtained p-value = 0.000 of teachers' gross pay which is significant at the alpha .01 level, it can be seen that teachers' income is significant to teachers' performance. The obtained Pearson r- value for gross pay is .3408. This means that

the variation in performance rating explains 34.1% of the variation in the gross pay of the teachers or 34.1% of the variation in performance rating can be attributed to the gross pay of teachers.

The regression model or equation: $\hat{y} = a + Bx$, where a is the y-intercept or the performance of teachers that is predicted which is equal to 64.141; $\hat{y} = 64.141 + .001(x)$ or the analyzed x-intercept or gross pay of teachers; B is the slope which is equal to .001. The aforementioned equation implies that for every one unit increase in gross pay, performance rating is expected to increase by 0.001. Thus, there is a high significant relationship between teachers' performance and gross pay.

Table 6
Summary of the multiple regression analysis for gross pay predicting teachers' performance

Variable	Coefficient	t- Stat	p-value	Interpretation
Intercept	64.141	23.930	0.00	
Gross Pay	0.0008	8.4469	0.00	Significant at the alpha .01 level

DISCUSSION

From the interpretation of statistical analysis on the gathered data on teachers' perceptions of their work environment and principals' motivational skills, classification of teachers' performance rating and gross pay; and the correlation of teachers' performance on their work environment, principals' motivational skills and gross pay, the discussions are presented on the subsequent notes.

The findings indicated that respondent-teachers in rural areas have principals who have high degree of motivational skills. In this connection, teachers perceived that their principals have abilities in motivating them through positive leadership, being compassionate, and supportive. Similarly, teachers in other public schools agreed that their principals motivate them through fair dissemination of duties and assignments.

In terms of the leadership of the principals, teachers in barrio elementary schools highly perceived that they have principals who highly encourage them to be enthusiastic. It was also indicated that their principals have high level of motivating skills in giving criticisms in a constructive way. Moreover, Geraki (2014) posited that principals in rural areas have diverse skills in leading and managing schools which are initiated by motivational skills.

Likewise, respondents strongly agreed that their principals are compassionate and supportive. These skills indicate that their principals manifest resonant leadership. The aforementioned type of leadership skills signifies that the principals appear to care for teachers' self-worth, compassionate, use positive and respectful language at all times and

listens to teachers' concerns and observations (Hardman, 2011). Similarly, a study reported by Apolline states that consistent fair treatment of the issues faced by teachers is shown by the principals in rural areas. In addition, some principals in rural areas demonstrate concern on teachers who have medical / health problems.

As regards the principals' motivation through the fair dissemination of duties and assignments, respondents strongly agreed that their principals assign responsibilities to them according to their respective expertise/specializations. Such skill in motivation which is evident among principals is known as ethical leadership. Principals in rural areas indicated that they consistently show fair treatment of the issues faced by teachers. The result is supported by Kamete (2014) from his conclusion which brings to an end that distribution of work aspires to yield great task from similar endeavor and benefits of interest. Further, principals' encouragement in the involvement of teachers in the planning for the school activities was strongly agreed by the respondents. Additionally, principals consult with teachers in critical decision-making processes concerning the school and allow them the freedom of speech and action. The findings are similar with the study conducted by Mark which confirmed that when managers engage teachers in various decision making, there is an existence of development on teachers' sense of responsibility, hence, cooperation and teamwork will prevail in the institution for educational progress.

As regards the work environment of teachers, it was found that respondent-teachers agreed that they have a very good work environment. Such work environment includes teachers' respective schools, students, fellow teachers, and parents. This study is related to the report of Epling (2016) which posits that teachers in rural areas have a well-equipped school building and updated resources in their respective schools.

Results show that teachers' perceived that they are provided with social and economic services. It was also found that teachers in public elementary schools have transportation services, communication systems like internet mobile connectivity, clean and safe water. The same results can be compared to the study of Boniface (2016) which confirmed that teachers in Tanzanian particularly in remote schools have communication means. However, in public primary schools in Migori District which was studied by Matula (2013), teachers have their water tanks in the school; hence, they have sufficient water supply. On the other hand, in the current study, school facilities like comfortable and adequate classrooms, sufficient and comfortable desks and tables are provided by other barrio elementary schools. In similar findings, Mbogo (2015) proved that teachers in some primary schools in Nembure have comfortable and sufficient desks, thus, making the work environment and conditions favorable.

The study of Isanzu (2014) revealed that teachers in isolated areas could not utilize their cell phones due to lack of internet access and they have to walk distantly before they get connected to signals. In fact, some teachers would climb the mountain or trees in order to obtain a strong connection if they are using mobile internet. This is not similar to the present

study because the latter found that more than half of the respondent-teachers agreed that they can readily access the school's internet.

Consequently, the study reveals that teachers in some barrio elementary schools have well-equipped offices in some departments. This is also the same with the results of Mbogo (2015) that teachers perceived they have sufficient offices, but not all teachers have decent faculty rooms in their departments. Additionally, some public elementary schools in the current study provide teachers with the Sports equipment necessary for extra-curricular activities which are also shown in Mbogo.

Respondent-teachers agreed that their schools provide funds for teaching resources and materials. The same result found that some public schools in Migori District allocate finances for giving teachers their material resources and books (Matula). In addition, the current research found that not all public elementary schools provide funds for all teachers to attend a seminar. In the same way, Boniface (2016) affirmed that only some teachers are given chance to upgrade themselves professionally. Therefore, some public schools have insufficient funds on providing seminars and training for teachers but there are schools, even those in remote areas, are concerned about encouraging teachers to grow professionally and provide support for this. Hence, the common connotation that barrio schools are oftentimes equipped inadequately is no longer a description of rural schools; barrio or rural schools are now going with the stream of providing for a comfortable and convenient work environment for teachers as well as for the learners.

In terms of respondent-teachers' perceptions on students' behavior and performance, students are very good in attending classes regularly, always come on time and participate actively in classroom activities. From the affirmation of Boniface, several students in Tanzanian public schools have problems in their attitudes, thus teachers face disciplinary issues on students. This has its implication that some students cannot achieve perfect attendance in public elementary schools due to some social, economic issues and geographical location. Furthermore, the synergistic participation of students is also affected by the said problems in rural areas.

Relationship with the fellow teachers also constitutes the work environment of teachers. This involves an extension of financial, moral and professional support to colleagues. Epling (2015) reported that supportive assistance from fellow teachers can give impact to teachers' job performance. There is also a manifestation of respect for others' opinions in the workplace of the respondent-teachers. On the same notation, their fellow teachers are found to be working as a team in performing big and multiple tasks. In a related study, teachers are motivated by their principals because of teamwork encouragement among colleagues (Price, 2008). The implication is that the colleagues in the workplace of some respondents show their concern and support to them in achieving a high level of performance in the school.

Teachers' discernment on the parental involvement in their particular schools is also evident in some public elementary schools. Results show that the work environment of teachers such as the active participation of few parents during programs is observable in their schools. Also, the attendance of parents in general meetings is not one hundred percent attained in some schools. This concurs with the results in the study of Muketha (2017) which confirms that there is a minimum involvement of parents in some rural schools where parents are described to have a poor economic condition (Isanzu). In the study of El Nokali (2010), the involvement of parents in school is a primary part of early childhood education series, such as "Head Start" (p.1). In this regard, the accomplishment of teachers' duties in educating the learners will be easier.

Respondent-teachers perceived that parents from other public schools have a very good working relationship with the school authorities in raising funds for school facilities' improvement. This brings out the essence of parents' connection and contribution to rural schools in the elementary level. Hence, it can be said that other parents have an active engagement in the strategic implementation of school plans while others show poor involvement. Parents' engagement basically includes parent's actions in the home and in school which are intended to sustain their children's learning success (El Nokali). In fact, this is agreeable with the study of Obidike (2016) which posits that teachers opposed that the intervention and obstruction of parents in the school governance influenced their quality performance. Another study by Dernowska (2017) affirmed that joint venture among school associates is the most useful strategy for educational success but careful planning must be set by the school leaders.

The results of the study disclose that almost three-fourth (3/4) of the total respondent-teachers who are under the salary grade 13 receive a monthly gross pay ranging from 24,328 to 26,037 in pesos. Additionally, in the salary scheme of the Department of Education, teachers' salary can increase depending on the step increments that each teacher acquires in their respective schools. The lowest in the rank is 2.1% of the teachers who are classified under salary grade 12. Teachers on the aforementioned salary grade receive a monthly gross pay varying from 22,651 to 24,232 pesos. This may suggest that this group of teachers who are in this rank classified as "low" in terms of position may have performed below par vis a vis the requirements stipulated in the Key Result Areas of the RPMS. However, it can be said that there are teachers in rural schools who continue to upgrade their competencies and pursue professional development endeavor and are receiving salary grade 13 which is classified as third in the rank among teaching positions in the public schools.

The majority of the respondent-teachers are very satisfactory in their performances (a rating of 4). Notably, none of the respondents got a rating of unsatisfactory and poor performance in their schools. This indicates that most teachers in the public elementary schools are performance and service-oriented. Analysis revealed that almost one hundred percent of the respondents are obtained very satisfactory remark in their overall performances in their respective schools. This signifies that many of the teachers are diligent, hardworking

and committed in their services in rural areas. Also, some respondent-teachers have performances which exceeded the expectations of the school. All goals, objectives and targets are achieved above the established standards set by the school.

Only a few of the respondent-teachers' performance exhibit an extraordinary degree of attainment and commitment as regards quality and time, technological skills and knowledge, resourcefulness and initiative. However, teachers in rural areas are motivated to work well despite the fact that they are far from the urbanization system of other schools, hence, they are performance-oriented.

In addition, performance-based pay is essential in several educational frameworks; however, its accomplishment is very challenging. Various countries that have a successful appeal for teachers' profession have improved the condition of teaching. According to Ikeda (2011), teachers must not only be public servants but must follow the modernization and continuous professionalism for better performance.

From the correlation analysis, it was revealed that principals' motivational skills were not correlated with the teachers' performance; therefore, teachers are not primarily influenced by the leadership skills of their principals. Likewise, it was found that there is no significant relationship between teachers' performance and principals' motivational skills; this denotes that teachers perform well not because of the headship of their principals but through other factors. The results of the present study contradict to various studies which revealed that principals' leadership influences teachers' performance (Tanjung, 2015; Thomas, 2011; Wenno, 2017).

The positive correlation between teachers' performance and work environment implies that work environment was seen to have minimal influence on performance rating of teachers. However, in other studies, teachers can perform better if they have parents who are actively participating in school; students' behavior and performance are outstanding. Similarly, work environment impacts job performance (Ajayi et al. cited in Oludeyi, 2015). Furthermore, resources and facilities of the school which are well-provided by the school can further influence teachers' job. Likewise, when colleagues are always collaborating and supporting each other as a team, a greater improvement in performance will be achieved.

The resulting correlation between teachers' performance and their gross pays denotes that pay is a strong motivational factor for teachers to strive to perform well. This is similar in Briggs et al. (2014) which concluded that teachers perform a quality work if they have high incomes.

Regression analysis revealed that gross pay is the top determinant of teachers' performance. For instance, if the gross pay of a teacher is 30,000.00 pesos, then the equation $\hat{y} = 64.141 + .001 \text{ or } 0.008(x)$, the predicted performance rating is 89.34; thus, for every point increase (in peso) in gross pay, there is .0008 or .001 increase in the performance of teachers. According to the findings of Tanjung (2015), salary predicts the performance of teachers;

hence, the bigger the salary, the more passionate teachers are on their exemplary performance. This implies that the rising economy today has seen to be affected by the teachers to perform well in their schools. The educational system today is becoming technology-based; thus, teachers in barrio schools need to follow the trends of today to accomplish their duties in an easy and innovative way. The result of the study is in contradiction to Iliya's (2015) conclusion that studies and practices show that teachers give importance to self-esteem, accountability, and gains rather than extrinsic rewards such as salaries. The study of Burns and Darling-Hammond (cited in Symeonidis, 2015) agrees with the findings of the present research in stating that incomes are the primary means to attract teachers.

It could be concluded from the analysis that the respondent-teachers in rural areas strongly agreed that their principals have a high degree of motivational skills. In this connection, teachers highly recognize that their principals have abilities in motivating them through positive, resonant and ethical leadership skills. Respondents are highly encouraged by their principals to perform well and to be dedicated in their service; thus positive leadership skills manifest principals' guidance to teachers. Additionally, a strong indication regarding the principals' resonant leadership skills is recognized by the respondent-teachers. Thus, principals are shown to be compassionate, inspiring and professionally connected to teachers. Respondent-teachers also strongly agreed that the ethical leadership skills of their principals are evident in their school. This includes the principals' fair treatment, comprehensible explanation of duties and moral supervision.

Respondent-teachers agreed that they are comfortable in their work environment; hence, they have a very good work environment. Such work environment includes teachers' respective schools, students, fellow teachers, and parents. However, some of the selected barrio elementary schools do not provide enough resources, facilities, faculties, teaching guides and books for teachers necessary in fulfilling their tasks successfully. In some ways, other schools allocate funds for the acquisition of teaching materials for teachers to be highly motivated in their jobs. Accordingly, a larger part of the total sample population of barrio elementary schools gives consideration to the convenience of teachers in performing their jobs.

Among the salary grades, teachers who are in the salary grade 13 got the highest percent. To infer with, there are teachers in some barrio elementary schools who have served for many years but cannot take their Master's and Doctoral Degrees because of several factors which remain as a hindrance in pursuing their professional growth. In this regard, salaries cannot be increased because of the failure of the teachers in stepping to another level of achievement in all key result areas. It is noticeable that there are variations for every step increase of salary; this depends on the level of teachers' compliance and successful accomplishment.

Teachers' performance which is an outcome of the Results-Based Performance Management System (RPMS) of the Department of Education is predominantly categorized according to the level of achievement of the overall departmental goals, key result areas, and competencies of the teachers. In some barrio elementary schools, the majority of the teachers have a very satisfactory performance. All goals, objectives, and targets were achieved above the established standards. But only four (4) among the one hundred-forty (140) total respondents got a rating of outstanding. Therefore, there is no exemplary performance for all teachers in some selected schools.

After regression analysis, it was seen that principals' motivational skills and work environment are not significantly associated with teachers' performance. Though it was found that work environment has a minimal influence on teachers' outstanding performance, regression analysis proved that the extent of the relationship is not substantial to contribute to variation in the performance of teachers. Hence, in the final analysis, gross pay emerged as a predictor of teachers' performance. Thus, there is a significant relationship between teachers' performance and gross pay. It can then be said that the higher the gross pay, the higher the performance rating of the teachers in selected barrio elementary schools.

Findings of this study are offered to serve as a guide for principals in barrio schools in reflecting on their leadership practices to produce a greater impact on sustaining teachers' motivation in performing well. The education authorities may use this study in designing programs for strengthening the leadership competence of principals especially those assigned in rural or remote areas. The results of this study may also be used as a springboard by the authorities in further improving the compensation scheme policies for teachers since it is now found to be the topmost determinant that influences teachers' performance. The study recommends the exploration of other determinants in boosting the performance of teachers in barrio elementary schools.

On the part of the teachers, this humble work may be a source of self-realization in terms of job commitment and dedication; may they use this study as reliable input on the reward of becoming performance and service-oriented.

To future researchers, the study recommends the conduct of further research among public elementary schools utilizing additional theories in motivational skills of school principals, work environment of teachers and their gross incomes. It is recommended to explore other variables or factors that may contribute to the improvement of teachers' performance. Moreover, further studies with a greater total number of respondents should be carried out to take into account the relationship between teachers' performance and their principals' motivational skills, work environment and their gross pays along with other determinants which are not included in the study.

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