

INFLUENCE OF FINANCIAL INCENTIVES PROVIDED ON TEACHERS' PRODUCTIVITY

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ABSTRACT

The Government of the Philippines *has* remained faithful to its promise that education will be a top priority, and the Department of Education (DepEd) also ensures that the rights and welfare of teachers will be protected. This study sought to determine the influence of financial incentives on teachers' productivity in Lapu-Lapu City. The study adopted the descriptive survey method, which used the survey questionnaire as the main instrument for gathering the data. The study's respondents were the preschool, elementary, junior, and senior high school teachers of the Department of Education Lapu-Lapu City Division. The sampling technique used for this research was stratified and convenience sampling. A total sample of five hundred ninety-six (596) teachers were selected from a total population of two thousand nine hundred seventy-eight (2,978). The survey tool had undergone content validation. For data analysis, frequency percentage and weighted mean were applied. For the performance-based bonus, 8 out of 10 statements were highly agreed upon by the respondents, while the remaining two were moderately agreed upon. Performance-based- bonuses were effective across all demographics. The majority of teachers highly decided in terms of mid-year bonuses that would affect their performance and help them grow professionally. Overall, the concept of the mid-year bonus was considered adequate across demographics. Deloading of subjects was the most effective motivator across all teacher demographics, as teachers responded to it as highly agreeable.

Keywords: Education, teachers' productivity, financial incentives, descriptive-quantitative, Lapu-Lapu, Cebu, Philippines

INTRODUCTION

Incentives motivate an individual to act. The study of incentive structures is central to the study of all economic activities (both in terms of individual decision-making and cooperation and competition within a larger institutional structure). Incentives are classified according to the different ways in which they motivate agents to take a particular course of action. It can be classified into

remunerative incentives, financial incentives, moral incentives, coercive incentives, natural incentives, and intrinsic incentives (Akinyi, 2015) Financial incentives may be monetary benefits that a company offers its customers or employees. The term may also refer to incentives that encourage members of the public to cooperate or provide information. It encourages greater productivity and loyalty among employees. Some examples of incentives are bonuses, raises, profit sharing, and



commissions. This study is anchored on the Incentive theory of motivation. The incentive theory of motivation emerged during the 1940s and 1950s, building on the earlier drive theories established by psychologists such as Clark Hull. Researchers have developed several theories to explain motivation. Each theory tends to be rather limited in scope. However, by looking at the key ideas behind each theory, you can gain a better understanding of motivation as a whole. The incentive theory suggests that people are motivated to do things because of external rewards. For example, you might be motivated to go to work each day for the monetary reward of being paid. Behavioral learning concepts such as association and reinforcement play an important role in this theory (Bowen, 2000). The effects of a study on a financial incentive on teachers' productivity in Lapu-Lapu City is intended to provide comprehensive reference and general background information about rewarding teaching efforts. Exploring options and the result of certain incentives could allow teachers to raise productivity in creative ways by enhancing the status of tea. Productivity research can examine various paths that could result in raising teaching standards. An example of non-financial incentives could be quantifying the effects using status enhancement, such as teaching awards. Discovering ways of raising teaching morale could be examined about enhanced productivity Finding more options for rewarding teachers financially could lead to teachers viewing their career choices in a more positive framework. This study could show how the effects benefit both students and teachers.

OBJECTIVES OF THE STUDY

The study determined the influence of financial incentives on teachers' productivity in Lapu-Lapu City, Cebu, Philippines. Specifically, the sought answers to the 1.) Profile of the respondents in terms of age, gender, educational attainment, marital status, position title, and length of service; 2.) Influence of the financial incentives provided teachers' productivity in terms of teaching performance and professional growth; 3.)

relationship between the level of influence and the profile of the respondents.

METHODOLOGY

This study adopted the descriptive survey method which used the survey questionnaire as the main instrument in gathering the data. It is situated approximately six (6) kilometers away from the bustling economic center of Cebu City. Department of Education Lapu-Lapu City Division envisions becoming a model entity continuously manned by dynamic, innovative, and value-laden educators in partnership with supportive stakeholders in developing the learners' full potential, values, and competencies who can excel locally, nationally, and internationally. It is a five-story building located in B.M Dimataga Street, Poblacion, Lapu- Lapu City adjacent to Nuestra Senora Virgen Dela Regla Parish, with ten (10) districts composed of both public and private schools across all levels.

The study involved preschool, elementary, junior, and senior high school teachers from the Department of Education Lapu-Lapu City Division. A sample of 596 teachers was chosen from a total population of 2,978 using stratified and convenience sampling techniques. Stratified sampling was employed to gather data from four categories of teachers: preschool, elementary, junior high school, and senior high school. Within each category, 9, 351, 213, and 23 teachers were respectively selected, ensuring equal representation and fairness across all levels for participation in the survey.

Table 1
Distribution of Research Respondents

Category	Population	Sample Size Selected	Percentage
Pre-school	43	9	0.30%
Elementary	1,757	351	11.78%
Junior High School	1,065	213	7.15%
Senior High School	113	23	0.77%
Total	2,978	596	20%

The study determined the influence of financial incentives provided on teacher's productivity. The researchers used primary data



since it provided relevant and current data on the subject of the study. A survey questionnaire was used to collect the data. It contained thirty- six (36) questions. The first part is on the profile of the respondents and the second part is on the level of influence of the financial incentives provided by the department in terms of their teaching performance and professional growth which were answered using the Likert scale.

The research instrument used is a survey questionnaire that describes the responses based on the Likert scale. The first part is the profile of the respondents and the second part is the level of influence of the financial incentives with the following statement: performance-based bonus, midyear bonus, and deloading of subjects both with indicators based on teaching performance and

There were five hundred ninety-six (596) respondents who answered the survey questionnaire. Before the formulation of questions, the researcher asked permission from the school principal to survey the respondents in the schools. The questionnaires were distributed, answered by the respondents, and retrieved afterward. Upon gathering the completed questionnaire, the researcher examined it thoroughly and asked further questions to clarify some unclear answers. After this, the data collected were tabulated, analyzed, and interpreted.

For better understanding, the information gathered is presented in tabular form. To solve for the percentage shown in Tables 1 and 2, the researcher tallied the data given and got the number. After getting the total number, it was divided by the total number of respondents, and the result was multiplied by 100. With Tables 3,4 and 5, the researchers used the Likert scale to measure the influence of financial incentives on teachers' productivity in Lapu-Lapu City based on the weighted mean.

RESULTS AND DISCUSSION

1. Profile of the Respondents

The profile of the respondents was based on age, gender, highest educational attainment, marital status, organizational rank, and the length of time rendered by the respondents in their jobs.

Table 2
Profile of the Respondents

Age	Frequency	Percentage
20-29 years old	45	7.55
30-39 years old	406	68.12
40-49 years old	90	15.10
50 and above	55	9.23
Gender		
Female	490	82.21
Male	106	17.79
Educational Attainment		
College Degree	480	80.54
Master's Degree	98	16.44
Doctorate Degree	16	2.68
Other's	2	0.34
Marital Status		
Single/Unmarried	358	60.07
Married	213	35.73
Separated	15	2.52
Divorced / Annulled	2	0.34
Widowed	8	1.34
Position title		
Teacher I	547	91.78
Teacher II	15	2.52
Teacher III	18	3.02
Head Teacher	5	0.84
Master Teacher I	8	1.34
Master Teacher II	3	0.50
Master Teacher III	0	0
Master Teacher IV	0	0
Teaching Experience		
Less than 2 years	38	6.38
2 years to less than 4 years	106	17.79
4 years to less than 6 years	88	14.76
6 years or more	364	61.07

The age of the respondents is one of the determinants of the respondents' profile. It is an important factor in determining a person's capacity to earn an income and how he handles his finances to achieve financial growth.

The findings show that more than half or 68.12% of the respondents were in the age bracket of 30-39 years old, 90, or 15.10% were 40-49 years old, 55 or 9.23% were 50 years and



above and the rest were 20 -29 years old. Table 2 denotes that more than half of the respondents were in the age bracket of 30-39 years old, which belongs to the working age group.

The gender of the respondents is included to determine how many males and females are involved in the study.

The table indicates that 490 (82.21%) of the respondents were female, while 106 (17.79%) were male, indicating a higher proportion of female respondents. This aligns with national trends, as reported by the National Education Association (NEA), where men make up less than 25% of all teachers in public schools in the United States, a pattern mirrored in the Philippines. Traditionally, there has been a higher representation of women in the education sector. Additionally, Table 2 presents the educational attainment of the respondents. It reveals that 480 (80.54%) of the respondents hold a bachelor's degree, while 98 (16.44%) have attained a master's degree. Furthermore, 16 (2.68%) have completed a doctorate, and 2 (0.34%) have undergone non-formal vocational training.

The person's responsibility can be measured through his civil status and dependents, such as children, parents, or siblings, to determine whether one is planning only for himself or others as well. Table 2 further showed that three hundred fifty-eight (358) or 60.07% of the respondents were single, two hundred thirteen (213) or 35.73% were married, fifteen (15) or 2.52% were separated, eight (8) or 1.34% were widowed while the remaining two (2) or 0.34% were annulled.

Teacher's professional rank or title in the organization is also considered since their bonuses depend on the position or rank to, which they belong.

Five hundred forty-seven (547) or 91.78% of the respondents were Teachers I, eighteen (18) or 3.02% were Teachers III, fifteen (15), or 2.52% were Teacher II, eight (8), or 1.34% were Master teacher I, five (5) or 0.83% was head teacher, while the master teacher II had three (3) or 0.50%.

The findings show that the majority of the respondents were teacher I, who is an entry-level teacher in the Department of Education. This table further reveals that three hundred sixty-four (364) or 61.07% of the respondents were already in their

jobs for more than six years, one hundred six (106) or 17.79% have been in the service for 2 years to less than 4 years, eighty- eight (88) or 14.76% answered that they were teaching for 4 years to less than 6 years while the last (38) or 6.38% respondents who were there for a couple of months to less than 2 years. The findings showed that more than half of the respondents were teaching for more than six (6) years, which means that public sector employment specifically in the Department of Education is more attractive than private sector employment.

2. Performance Based- Bonus

Table 3
Performance Based- Bonus

Teaching Performance	WM	Interpretation
1. Performance Based Bonus motivates me to achieve the competencies set by the organization	3.9	Highly Agree
2. I am being rewarded for my efforts; therefore, it makes me want to stay in the organization	3.5	Highly Agree
3. It lessens teacher's high vacancy rates and high turnover	2.9	Moderately Agree
4. It energizes me to teach competitively because I know I am compensated	3.7	Highly Agree
5. Performance Based Bonus lessens the absenteeism rate of the teacher.	3.8	Highly Agree
Professional Growth	WM	Interpretation
1. It helps in the improvement of knowledge, skills, and expertise needed to provide quality	3.7	Highly Agree
2. It aids in developing my expertise and specializing in the field of teaching to provide long-term goals for professional development	3.6	Highly Agree
3. It expands my skills and improves student performance by participating in professional development tied to student needs.	3.9	Highly Agree
4. It boosts my ability to demonstrate that I have met the relevant standards that lead to valued professional recognition and enhanced career opportunities	3.0	Moderately Agree
5. It gives me satisfaction that I am rewarded for my effort therefore it makes me more diligent in my job	3.5	Highly Agree

Table 3 shows the result based on the Likert scale with general indicators of teaching performance and professional growth due to financial incentive performance-based- bonuses.

Table 3 indicates that eight (8) out of ten (10) statements were highly agreed by the respondents



while the remaining two (2) were moderately agreed. Possibly, the demographic moderately agreed with the performance base bonus for lessening vacancy and turnover was teacher I, respondents.

Overall, the bonus was effective across all demographics. That is, the performance-based-bonus scheme resulted in better performance by teachers.

3. Mid-Year Bonus

Table 4
Mid-Year Bonus

Teaching Performance	WM	Interpretation
1. It excites me to be in school and be on time	3.9	Highly Agree
2. I get inspired to be in school and not be absent	3.8	Highly Agree
3. It strengthens my will to become a better teacher	3.7	Highly Agree
4. It encourages me to have zero failures in my class	3.9	Highly Agree
5. Get all teaching materials ready before class (books, visual aids, projector) to fully utilize the entire class period	3.9	Highly Agree
Professional Growth	WM	Interpretation
1. Mid-year bonus motivates me to attend more teaching seminars	3.8	Highly Agree
2. Use the mid-year bonus to advance my educational attainment	3.6	Highly Agree
3. Using mid-year bonus to encourage other teachers to share a portion to invite expert speakers to help teachers grow professionally	1.9	Less Agree
4. Use the mid-year bonus to buy teaching materials that help me with my teaching skills	3.8	Highly Agree
5. I am inspired to use at least 25% of my bonus for my professional growth	2.1	Less Agree

The majority of teachers indicated highly agreed response (3.26 or greater) to all statements given in the Mid-Year Bonus section except two (2) statements which were answered as less agreed. These were using a portion of the teacher's mid-year bonus to invite expert speakers and sparing 25% of it to help them in growing professionally. Based on the number of less agreed answers, this portion of the incentive would not influence all teacher demographics, but the overall concept of the mid-year bonus was considered effective across demographics.

4. Deloading of Subjects

Table 5 reveals the result based on all the general indicators of teaching performance and professional growth.

Table 5
Deloading of Subjects

Teaching Performance	WM	Interpretation
1. De-loading provides me ample time to prepare my DLP Daily Lesson Plan to be submitted on time which is compulsory for submission	4.0	Highly Agree
2. I can effectively utilize differentiated techniques in teaching various types of learners	4.0	Highly Agree
3. Due to the de-loading of subjects, I can manage to allocate time for paper works that is part of the teacher's function	4.0	Highly Agree
4. Improve teaching strategies that may develop/increase the performance of the students	4.0	Highly Agree
5. De-loading of subjects motivates me to teach and carry out 100% of the competencies allotted in a particular quarter/grading periods implemented in the curriculum by the organization	4.0	Highly Agree
Professional Growth	WM	Interpretation
1. Enhance my skills needed to provide quality education which is the main purpose of the program of the organization	4.0	Highly Agree
2. Professional development in a way of enriching my expertise in specialized subjects assigned	4.0	Highly Agree
3. De-loading encourages the teachers to strive hard to upgrade his/her education which is needed for the teaching profession	4.0	Less Agree
4. Motivates the teacher to keep performing his/her best which will lead to a product of professional advancement	4.0	Highly Agree
5. De-loading of subjects inspires the teachers to be creative in the integration of positive ideas from real fields of work appropriate for the subject matter with the application of acquired knowledge in his/her post-graduate studies that can translate the positive outcome for the organization	4.0	Less Agree

The majority of teachers responded with a highly agreed reaction (4.0) to all deloading of subject statements. Deloading was the most highly effective motivator across all teacher demographics. Since this incentive was so well received by different types of teachers, more research could be done to explore and expand on the de-loading of subjects was the most highly effective motivator across all teacher demographics.



CONCLUSIONS

In light of the data collected, the researchers reached a significant conclusion regarding the efficacy of financial incentives provided by the Department of Education to teachers in Lapu-Lapu City. Among the incentives studied, it was found that the de-loading of subjects had the most substantial impact on teacher productivity. This finding prompts a recommendation for the implementation of all three financial incentives—performance-based bonus, mid-year bonus, and de-loading of subjects—across all teaching levels in the city to support career advancement. Highlighting the positive reception of financial rewards among teachers, this study underscores the importance of recognizing and rewarding educators' efforts. Moreover, it suggests avenues for further research, including exploring additional incentives like reducing administrative tasks and offering medical benefits akin to those in private institutions, to foster teacher satisfaction and retention.

RECOMMENDATION

It is recommended that all three financial incentives provided by the Department of Education (performance-based bonus, mid-year bonus, and de-loading of subjects) be extended to all teachers for career advancement. This finding underscores the effectiveness of financial rewards in enhancing teacher performance across different contexts. Additionally, further exploration of incentives such as reducing clerical/paperwork burdens and providing medical benefits akin to those in the private sector should be pursued to augment teacher motivation and well-being. Such measures could yield significant improvements in teacher productivity and job satisfaction.

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AUTHORS' PROFILE



Analene L. Apay, MBA, DBA

Candidate obtained her undergraduate degree of Bachelor of Science in Commerce majoring in Entrepreneurship from the University of San Jose-Recoletos-Cebu in 2007. In 2012, she acquired her master's degree, Master in Business Administration (MBA) at the University of Cebu-Main Campus. At present, she is in the process of completing the requirements for graduation in her doctorate, Doctor in Business Administration (DBA) at the University of Cebu-Main Campus. She was an Office Assistant at the Mandaue Chamber of Commerce in the year 2007. Subsequently, she owned a business and served as Manager/Owner of Breadtime Bakeshop in Lapu-Lapu City from 2010 - 2014. In addition, Analene L. Apay worked as a Business Instructor at ACLC College-Mandaue City, Cebu from 2014 until 2016. Currently, she is operating her own business, Nhallen Bedspace & Rental Services in Lapu-Lapu City, Cebu.



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is a graduate of Araullo University Phinma (Phinma AU) in Cabanatuan City, Nueva Ecija, in 2000 with an undergraduate degree Bachelor of Science in Accountancy (BSA). In 2014, he completed his Diploma in Professional Education (DPE) at Cebu Technological University – Main Campus and passed the board examination for Licensure Examination for Teachers (LET) in the year 2015. In the same year, he earned 12 units of Master of Arts in Education (MAEd) leading to Administration and Supervision in the same school (CTU-Main Campus). He obtained his Master's degree in Business Administration (MBA) in 2017 at Southwestern University - Phinma, Cebu, and finished his degree in Doctor in Business Administration (DBA) last May 2021 at the University of Cebu - Main Campus. Since 2016, he has been teaching at the Department of Education

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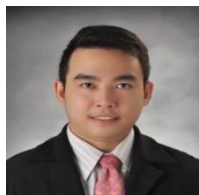
received her degree in Bachelor Science in Commerce - Business Administration from the University of San Jose-Recoletos, Main Campus in Cebu City in 2001. She earned her Diploma in Professional Education (DPE) from Cebu Technological University in 2013 and passed the board examination of Licensure Examination for Teachers that same year. She successfully finished the comprehensive test and met the academic requirements for the Master of Arts in Vocational Education (MAVED) in 2016. She also obtained her Master's degree in Business Administration (MBA) from Southwestern University-Phinma, Cebu City in 2017 and her Doctor of Business Administration (DBA) from the University of Cebu - Main Campus in 2021. She currently works at the Department of Education, Lapu-Lapu City Division where she teaches senior high school students about accounting, business, and management. She is the School's Canteen Manager, Brigada Eskwela and Adopt-A-School Program Coordinator. She is also a senior member of the Royal Institute of Teachers in Singapore. Dr. Cabillo acquired experience in finance through running her own business and working for other organizations in addition to attending seminars and training.



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Dr. Kingie G. Micabalo, CMITAP, LPT is a licensed professional teacher. He graduated from the University of Cebu, Cebu City, Philippines, in 2014 with an undergraduate

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