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## Analyzing job motivation of multi-generational workforce of public-school teachers using acquired needs theory

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### Abstract

Motivation has a significant impact on how people behave, function, and feel in general. This quality is unique and can influence a person's actions and have a significant impact on completing tasks. Every generation has a different motivation for doing the tasks that are assigned to them. This study aims to identify the differences in job motivation of a multi-generational workforce of primary and secondary public school teachers in San Leonardo, Nueva Ecija, using acquired needs theory, and propose a human resource intervention plan to foster a more inclusive and supportive working environment and enhance job motivation for the institution's success. This study employs a quantitative research approach to gather and analyze numerical data, applying frequencies, percentages, weighted means, and other statistical analyses. The researchers aimed to determine the significant differences between the profiles of the respondents and the factors influencing job motivation in the multi-generational workforce of public school teachers using the three needs of McClelland's Acquired Needs Theory as the factors. The results for the Need for Achievement highlight the strong sense of fulfillment of public school teachers and are motivated by opportunities in setting and achieving goals to overcome obstacles. Baby Boomers reported the highest motivation (mean = 3.77, significantly differing from Generation Z ( $p = 0.014$ ), as indicated by the Games-Howell post hoc test). This study may help future researchers to build upon the findings and methodology of this study, using it as a valuable reference for conducting similar research in the field of job motivation, which would improve their analytical skills.

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## **1. Introduction**

Motivation is a condition inside us that desires a change, either in the self or the environment [1]. This quality is extremely unique and is affected by personal experiences, preferences, and beliefs. It can also influence a person's actions and have a significant impact on completing tasks. Understanding its effects can help individuals utilize it effectively to accomplish their objectives and improve their overall quality of life.

Employee motivation depicts how dedicated an employee is in their daily activities, how drawn they feel towards achieving the goals and objectives of an organization, and how they push their boundaries to accomplish their personal goals, among other things [2]. It is essential to a productive and self-driven workplace because it energizes, motivates, and challenges staff members to reach their greatest potential. It shows, among other things, how committed a worker is to their everyday tasks, how motivated they are to meet the organization's goals and objectives, and how far they are willing to go to reach their own aspirations.

Workplace motivation can be affected by a variety of factors, including an individual's personality traits, requirements, and environmental adaptation, as well as their financial position, recognition, sense of accomplishment, connections with coworkers, and the perception that their work is meaningful or significant [3]. Many ideas exist on what motivates people at work. These include existence, relationships, and companionship that contribute to the growth of workers' performance.

A generation is a group of people born roughly at the same time [4]. They are usually grouped by a 20-year time interval. Generations take on special meaning because their members tend to experience critical life events and transitions at particular historical moments, and these moments define their lives. Generations influence everything from baby name trends to parenting styles.

There are four generations for the first time in history, working together: the baby boomer, generation X, generation Y or the millennial, and generation Z [5]. Every generation is bound to have different expectations, attitudes, beliefs, and ways of behaving and thinking. Additionally, they have different motivations for doing the tasks that are assigned to them. These generational divides can have an impact on all aspects of the business, including managing, inspiring, team building, attracting, and retaining staff.

One of the most significant challenges for institutions is how to effectively motivate both primary and secondary public teachers from various generations. When Baby Boomers, Generation X, Generation Y, and Generation Z work together, each generation brings its own set of values, expectations, and motivations to the table. The more senior-positioned leaders, including the founders, should understand the diverse preferences in a multigenerational workforce [6]. Some teachers might prefer traditional work patterns, while others want flexibility. Institutions with a strong ability to adapt to different generations may foster a more productive workplace, giving them a significant competitive edge.

In Philippines, there are 876,842 total public teachers in all levels of basic education in 2021: 514,099 in elementary schools, 288,687 in junior high schools, and 74,056 in senior high schools [7]. Public educators are essentially white-collar professionals who devote their time and efforts to helping students reach their full potential, promoting critical thinking, and fostering intellectual growth. White-collar workers typically perform managerial or administrative work. Prior to recent changes, employment in white-collar jobs was associated with a high degree and the promise of a luxurious, benefit-filled position [8]. In the broad scheme of things, public educators are frequently disregarded, despite being essential to the development of civilization. Even though they may not work in suits or in tall buildings, they are extremely important in influencing the thought processes of future generations.

The Municipality of San Leonardo is a first-class municipality located in the Philippine province of Nueva Ecija, with a population of 68,536 people consisting of 15 barangays [9]. There are twelve (12) primary and six (6) secondary public school in the whole municipality of San Leonardo, Nueva Ecija.

School administrators in San Leonardo, Nueva Ecija, who learned essential leadership skills, had to manage generational differences in the workplace. Public school teachers were mostly composed of four generations, each with distinct perspectives, attitudes, and ways of working that reflected the generations they were supposed to lead. As these leaders possess distinct skills and aptitudes that can enhance the workforce's diversity and value, they ought to seek out points of agreement to establish a cohesive team. Conflicts can also arise from differences in generations.

By assessing and completing these gaps, strategies for conflict resolution that work well may be established, which lead to harmony in the workplace. Different views, attitudes, and methods of operation are brought by each generation. By recognizing these distinctions, public educators may better utilize the advantages of each generation to improve the performance of the entire team.

In addition to an aging workforce of teachers in San Leonardo, Nueva Ecija, schools are becoming age-differentiated, where several generations coexist. Two consequences of this situation are the declining availability of relevant and critical knowledge for schools as teachers retire and the difficulties associated with maintaining professional relationships among teachers of different generations. These challenges have highlighted the significance of understanding the relevance of generations of teachers and identifying ways to build on generational diversity.

This research aims to identify the differences in job motivation among various generations of primary and secondary public school teachers in San Leonardo, Nueva Ecija, using acquired needs theory and proposing a human resource intervention plan that can be implemented to foster a more inclusive and supportive working environment and enhance job motivation for the institution's success.

## **2. Literature Review**

This chapter presents relevant literature and studies gathered from several sources that intend to provide essential information for the understanding of the study.

Job Motivation of Primary and Secondary Public School Teacher. Teachers need to feel satisfied in their jobs and have positive psychological capital in order to be motivated. According to Viseu, et al. [10] teacher motivation is vital for the educational system. In order to get better motivation and job performance in teaching and learning process the ministry of education should strengthen quality supervision as well as acknowledging good performers, among others [11].

Enhancing sustainability in primary schools is apt because primary schools are the building blocks in any education system [12]. Primary school teachers must work in harmony and carry out consistent practices with one another in the process of teaching literacy. The government should improve its mentoring and coaching initiatives by establishing a formal framework for these programs in order to help less experienced instructors enhance their techniques and abilities as teachers.

According to Lyimo and Temba, job motivation for secondary public teachers can be categorized as personal growth, job satisfaction, professional development, job security, and working conditions [13]. It is widely acknowledged that role performance and motivation are directly related. Job motivation pertains to psychological rewards such as recognition, receiving appreciation, and being treated in a positive and caring manner [14]. The government must come up with the best plans to inspire teachers so that performance in government schools can continue to improve.

Therefore, in this study, the diverse needs of public teachers from different generations may influence their job motivations. A motivated and satisfied teaching workforce contributes to a positive school atmosphere, reduced turnover rates, and ultimately, a more engaged and successful educator. This underscores the importance of creating an environment that fosters job motivation and development across generations.

Multigenerational Workforce. The term multigenerational refers to the presence of several generations in a particular context, in this case, in a workplace setting, including baby boomers, Generation X, Generation Y, and Generation Z. In this regard, the workforce is defined as comprising individuals who are actively engaged or available for work within a specific area; it encompasses both employed and unemployed individuals actively seeking job opportunities [15]. They are working or looking for work in a certain nation, region, business, or sector.

Harvard Business Review describes a multigenerational workforce as one that contains employees from five different generations: the Silent Generation, Baby Boomers, Generation X, Millennials, and Generation Z. This diversity can enhance organizational performance by leveraging the unique strengths of each generation [16]. According to the American Psychological Association (APA), a multigenerational workforce poses possible challenges for leaders because of the various generational outlooks, values, and priorities. Effective leadership can navigate these differences to improve overall workplace effectiveness [17].

This study refers to this research topic, "Analyzing Job Motivation of Multi-Generational Workforce of Public School Teachers using Acquired Needs Theory" that emphasizes the complexities and opportunities presented by a multigenerational workforce in public schools. Therefore, there are various generations in a multigenerational workforce, such as Baby Boomers, Generation X, Generation Y, and Generation Z, which emphasizes that the different age groups have different values and priorities for job motivation, and this is what the statement has noted.

Primary and Secondary Public School. According to Rauwald [18] primary public schools are government-funded institutions that provide the initial stage of formal education, typically for children aged 5 to 11 years. The goal of these schools is to provide free and required education so that every student can have a foundational education. Secondary public schools are defined as institutions that provide education to students typically between the ages of 12 and 18, covering grades 7 to 12. These schools are also funded and operated by the government and aim to deliver a standardized curriculum to all students. This level is part of the Enhanced Basic Education program, which includes both junior high school (grades 7-10) and senior high school (grades 11-12). Secondary public schools offer education to teenagers, which involves preparing them for tertiary school or vocational training. They are characterized by a curriculum and standardized assessments. Secondary public schools in the Philippines are crucial in shaping the academic performance of students through various environmental factors [19]. This system aims to provide quality education and prepare students for higher education or employment [20].

Both primary and secondary public schools have significant challenges, including unmotivated teachers that prevent adequate learning and affect the quality of schooling. Unmotivated teachers often have low productivity [21]. The demotivation of teachers is a significant quality issue in public education that needs to be addressed. By understanding the root causes of dissatisfaction, such as recognizing achievements, fostering collaboration, encouraging autonomy, and improving working conditions, schools can create an environment that motivates public school teachers. As schools evolve to meet these challenges, they pave the way for a brighter future for students and society [21].

Furthermore, addressing these foundational needs in public schools within San Leonardo, Nueva Ecija, will not only enhance teachers' motivation and performance but also contribute to a more effective and equitable educational landscape. Most importantly, investment in teacher motivation is an investment in the future of education.

Acquired Needs Theory. According to Mind Tools [22], who introduced the "Acquired Needs Theory" in his published book called "The Achieving Society"? Acquired Needs Theory indicates that an individual is motivated by focusing on three primary needs: the need for achievement (nAch), the need for power (nPow), and the need for affiliation (nAff).

The need for achievement (nAch) is the desire to accomplish something difficult, to overcome obstacles, and to attain a high standard. It involves striving for excellence and setting high goals [22]. It is also an implicit motive acquired through the reinforcement of behavior-consequence associations. It is associated with mastering difficult tasks and improving performance relative to a standard of excellence. The need for power (nPow) is described as the extent to which an individual desires to control or influence others, often measured through their behavior in organizational settings [23]. It is the urge to lead, control, or influence events and people that is typically the root cause of the demand for power. It can inspire people to take up leadership roles, make significant choices, or accomplish both personal and professional objectives. The need for affiliation (nAff) concerns establishing, maintaining, and restoring positive relationships with others [24]. Individuals with a

high need for affiliation are sociable, friendly, and prefer being in the company of others. The need for affiliation is a motivational factor that significantly influences leadership behaviors and managerial success [24]. It was found that leaders with a strong need for affiliation are more responsive to the needs of their employees and can enhance job motivation and transformative leadership behaviors.

Acquired Needs Theory is used in situations that attempt to discover what motivates employees and influences their behavior, performance, and decision-making in the workplace. Applying this theory in this study will not only enhance job motivation analysis but also inform effective human resource strategies that support a diverse teaching staff, ultimately improving educational outcomes.

### **3. Methodology**

#### *3.1. Research Design*

This study used a quantitative research approach to gather and analyze numerical data to identify the job motivation of a multi-generational workforce of primary and secondary public teachers in San Leonardo, Nueva Ecija, applying frequencies, percentages, weighted means, and other statistical analyses. Quantitative data analysis involved analyzing data that was number-based or data that could be easily converted into numbers without losing any meaning [25].

This study employed descriptive research in the form of survey questionnaires. Descriptive research sought an overall summary of the study variables [26]. It provided a summary of the data, as well as average and variability measurements.

#### *3.2. Research Locale*

The study was conducted in San Leonardo, Nueva Ecija, Philippines. The location was identified as the subject of the study. The respondents were from 18 public schools within the municipality, consisting of twelve (12) primary schools and six (6) secondary schools. This locale was selected by the researchers due to its varied demographic profile, which included both rural and semi-urban communities. Additionally, this diversity provided an elaborate context in which to conduct observations of educational practices across different school settings.

#### *3.3. Respondents of the Study*

The respondents of the study were public school teachers in San Leonardo, Nueva Ecija. The list of public school teachers was requested and obtained by the researchers from the school offices of the public schools within the municipality. Public school teachers were selected by the researchers because they played a significant role in the educational experience in San Leonardo, Nueva Ecija. The table below shows a sample population of 214 respondents who were primary and secondary public school teachers working in San Leonardo, Nueva Ecija.

#### *3.4. Sample and Sampling Procedure*

This research included a specific population that was relevant to the study. The sample population of the respondents was 214 out of the total population of 481. The target respondents were the primary and secondary public school teachers in the municipality of San Leonardo, Nueva Ecija. This study used the Raosoft application to determine the sample size with a 95% confidence level and a 5% margin of error.

This study utilized simple random sampling, where each member of the population had an equal chance of being selected and included in the sample. According to Thomas [27] simple random sampling minimizes bias, facilitating the generalization of research findings to the larger population. It is often used in research to gather data that can be generalized to the larger population.

#### *3.5. Data Gathering Instrument*

The results of this study were obtained using a survey form. The questionnaire was developed based on the study's objectives. Face-to-face surveys, which consisted of a series of inquiries intended to support the objectives of the study, were completed by respondents. These provided the researchers with guidance as they worked to complete the research project.

Part I presents the socio-demographic profile of the respondents with respect to sex, school level, and generation, which falls under the categories of Baby Boomer, Generation X, Generation Y, and Generation Z. The instrument used was a checklist to be filled out by the respondents and was analyzed in terms of frequency and percentage.

Part II consisted of questions that measured the job motivation in the multi-generational workforce of the public-school teachers in San Leonardo, Nueva Ecija, through acquired needs theory, such as Need for Achievement (nAch), Need for Power (nPow), and Need for Affiliation (nAff). It was formulated in a modified 4-Point Likert scale: (4) Strongly Agree, (3) Agree, (2) Disagree, and (1) Strongly Disagree. According to Survey Monkey [28] 4-point Likert scale survey is also employed when the respondents must provide a clear opinion without being neutral. Respondents were instructed to rate the statements and answer the questions. A weighted mean was applied to their responses. The questionnaire was adopted from a research study entitled "Motivation and Its Impact on Individual Performance: A Comparative Study Based on McClelland's Three Need Model" by Holder and Lannon [29].

Part III included an open-ended question concerning the problems that respondents experienced in terms of job motivation in public schools, using the three driving motivators in Acquired Needs Theory: Need for Achievement (nAch), Need for Power (nPow), and Need for Affiliation (nAff). All answers were analyzed using frequency and percentage. Respondents were asked to honestly state their opinions regarding the questions posed.

The research instrument was validated, and suggestions and corrections were incorporated into the final draft. Interviews were conducted with other respondents to check the reliability of the instrument, and experts were utilized to ensure the validity of the instrument.

**3.6. Data Gathering Procedure**

The researchers gathered relevant data for the study entitled “Analyzing Job Motivation of Multi-Generational Workforce of Public School Teachers using Acquired Needs Theory: Basis for Human Resource Intervention Plan.” The researchers started by collecting related data and information from the internet. The questionnaire was guided by related studies and underwent confirmation by competent individuals for the validation of the suggested opinions. The researchers conducted a dry run to check the reliability and validity of the formulated questionnaire. The reliability coefficient of the instrument was tested and measured to check its internal consistency. The validity of the research instrument was established by presenting the developed instrument for comments from experts who rated it.

The reliability of each variable included: The need for achievement scale showed strong reliability, with a Cronbach's alpha of 0.775. The measure of need for affiliation presented strong reliability, as observed from a Cronbach's alpha of 0.996, and the need for power was reliable with a score of 0.979 using the Cronbach alpha, indicating that the instrument had “very good” internal consistency. The validity of the research instrument was confirmed by presenting it for expert evaluation, which gave a weighted mean to domain 3 with the highest score of 3.88, surpassing domains 1 and 2, which scored 3.6 and 3.64, respectively, with a verbal interpretation of “very good.” Before distributing the questionnaires, the researchers obtained approval from their subject teacher and adviser. During the distribution of the questionnaires, the researchers waited for the respondents to raise any questions they might have.

After the dry run of the questionnaire, the researchers collected, tallied, and made further revisions to the questionnaire. After distribution, the information gathered from the answered questionnaires was tallied for further interpretation.

**3.7. Data Analysis Techniques**

The data gathered from the respondents was encoded, tabulated, and analyzed. The data were analyzed using statistical methods such as percentage, frequency distribution, weighted mean, and One-Way ANOVA. The findings were translated using the scale below.

**Table 1.**  
Scales for Interpretation of the Job Motivation of Multigeneration Workforce.

Scale	Mean range	Verbal Interpretation	Description
4	3.25 - 4.00	Strongly Agree	The statement exceeded the expectation in job motivation of the respondents.
3	2.50 - 3.24	Agree	The statement meets the expectations in job motivation of the respondents.
2	1.75 - 2.49	Disagree	The statement does not meet the expectations of job motivation of the respondents
1	1.00 - 1.74	Strongly Disagree	The statement does not totally meet the expectations of job motivation of the respondents

Table 1 shows the scale that the researchers used to analyze and describe the data to evaluate the job motivation of public school teachers in San Leonardo, Nueva Ecija. The 4-point Likert scale was used by the researchers to identify the favorable responses.

**Table 2.**  
Scale for Interpretation of One-Way ANOVA.

P-Value Range	Interpretation
$p \leq 0.01$	Highly significant; strong evidence to reject H0
$0.01 < p \leq 0.05$	Significant; sufficient evidence to reject H0
$p > 0.05$	Not significant; insufficient evidence to reject H0

Table 2 shows the scales that the researchers used in interpreting the One-Way ANOVA. The researchers aimed to determine the significant difference between the profile of the respondents and the factors influencing job motivation in the multi-generational workforce of primary and secondary public teachers.

The researchers used the following statistical tools to classify, tabulate, and analyze the data following the research study:

In measuring the socio-demographic profile of the respondents, the researchers used frequency and percentage; to assess and analyze factors influencing the job motivation of public school teachers, the researchers used a weighted mean; in describing and analyzing the problems encountered by the respondents, thematic analysis treated with frequency and percentage was applied; in describing whether there was a significant difference between the job motivation among sex and school level groups of the respondents, the researchers used the Independent Sample T-test, and for job motivation among generations of the respondents, One-Way ANOVA with Games-Howell Post Hoc Test was applied.

**4. Results**

*4.1. Profile of the Respondents*

This section presents key information in terms of the profile of primary and secondary public-school teachers, such as sex, school level, and generation.

*4.1.1. Sex*

The majority of the respondents were female, with a total of one hundred eighty-five (185) or (86%), while only twenty-nine (29) or (14%) were male respondents.

*4.1.2. School Level*

In terms of school level, most respondents had been teaching at the primary school level, with a total of one hundred thirty-five (135) or (63%), while seventy-nine (79) or (37%) had been teaching at the secondary school level.

*4.1.3. Generation*

The majority group of public-school teachers was "Generation Y," with one hundred one (101) or 47%. However, "Baby Boomers" had six (6) or three (3%), making them less represented.

*4.2. Assessment of Job Motivation of Public School Teachers*

*4.2.1. Assessment of Job Motivation of Public School Teachers in terms of Need for Achievement (nAch)*

Table 3 shows the results of job motivation of public-school teachers in terms of Need for Achievement (nAch).

**Table 3.**  
Assessment of Job Motivation of Public School Teachers in terms of Need for Achievement (nAch).

Need for Achievement (nAch)	WM	VI	VD
1. I regularly seek feedback from my school head regarding my teaching performance.	3.21	Agree	The statement meets the expectation in job motivation of the respondents.
2. I set realistic goals for my teaching career—something where I can do one step higher than my set goal.	3.47	Strongly	The statement exceeded the expectation in job motivation of the respondents.
		Agree	
3. I feel satisfied when I receive recognition for a difficult task in teaching.	3.68	Strongly	The statement exceeded the expectation in job motivation of the respondents.
		Agree	
4. I enjoy taking initiative to enhance my teaching skills.	3.58	Strongly	The statement exceeded the expectation in job motivation of the respondents.
		Agree	
5. I feel accomplished when I overcome obstacles.	3.81	Strongly	The statement exceeded the expectation in job motivation of the respondents.
		Agree	
Grand Mean	3.55	Strongly	The statement exceeded the expectation in job motivation of the respondents.
		Agree	

The Need for Achievement (nAch) had a grand mean of 3.55, which was verbally interpreted as “Strongly Agree.” The highest-rated item, "I feel accomplished when I overcome obstacles," had a weighted mean of 3.81 and was interpreted as “Strongly Agree.” However, the statement "I regularly seek feedback from my school head regarding my teaching performance" had the lowest weighted mean of 3.21 and was rated as “Agree.”

*4.2.2. Assessment of Job Motivation of Public School Teachers in terms of Need for Power (nPow)*

Table 4 shows the results of job motivation of public-school teachers in terms of Need for Power (nPow).

**Table 4.**

Assessment of Job Motivation of Public School Teachers in terms of Need for Power (nPow).

<b>Need for Power (nPow)</b>	<b>WM</b>	<b>VI</b>	<b>VD</b>
1. I prefer positions where I have higher authority over my co-teachers.	2.37	Disagree	The statement does not meet the expectations of job motivation of the respondents
2. I like to persuade other teachers to adopt my ideas.	2.61	Agree	The statement meets the expectation in job motivation of the respondents.
3. I actively seek opportunities to shape outcomes in my work environment in school.	2.94	Agree	The statement meets the expectation in job motivation of the respondents.
4. I take the lead in group projects in school.	2.5	Disagree	The statement does not meet the expectations of job motivation of the respondents
5. I feel motivated when I make effective decisions.	3.27	Strongly Agree	The statement exceeded the expectation in job motivation of the respondents.
Grand Mean	2.74	Agree	The statement meets the expectations of job motivation of the respondents.

Need for Power (nPow) was verbally interpreted as “Agree” with a grand mean of 2.74. Teachers express strong agreement in the statement "I feel motivated when I make effective decisions" with a weighted mean of 3.27 and interpreted as “Strongly Agree”. However, disagreement arises with the statement "I prefer positions where I have higher authority over my co-teachers" with a weighted mean of 2.37 and a verbal interpretation of “Disagree”.

4.2.3. Assessment of Job Motivation of Public School Teachers in terms of Need for Affiliation (nAff)

Table 5 shows the results of job motivation of public-school teachers in terms of Need for Affiliation (nAff).

**Table 5.**

Assessment of Job Motivation of Public School Teachers in terms of Need for Affiliation (nAff).

<b>Need for Affiliation (nAff)</b>	<b>WM</b>	<b>VI</b>	<b>VD</b>
1. I build close relationships with my co-teacher.	3.48	Strongly Agree	The statement exceeded the expectation in job motivation of the respondents.
2. I enjoy participating in school activities.	3.61	Strongly Agree	The statement exceeded the expectation in job motivation of the respondents.
3. I prefer to work collaboratively with my co-teachers rather than alone.	3.53	Strongly Agree	The statement exceeded the expectation in job motivation of the respondents.
4. I feel fulfilled when I contribute to a positive team environment in school.	3.67	Strongly Agree	The statement exceeded the expectation in job motivation of the respondents.
5. I seek opportunities to connect with other teachers at work.	3.46	Strongly Agree	The statement exceeded the expectation in job motivation of the respondents.
Grand Mean	3.55	Strongly Agree	The statement exceeded the expectation in job motivation of the respondents.

The need for affiliation (nAff) has a grand mean of 3.55, which is verbally interpreted as “Strongly Agree.” The highest-rated item, "I feel fulfilled when I contribute to a positive team environment in school," has a weighted mean of 3.67 with a verbal interpretation of “Strongly Agree.” However, the statement “I seek opportunities to connect with other teachers at work” has a weighted mean of 3.46 and is rated as “Strongly Agree.”

4.3. Significant Difference of Job Motivation among the Profile Groups

4.3.1. Significant Difference of Job Motivation between Sex Groups

Table 6 shows a significant difference in job motivation between the sex groups of public-school teachers.

**Table 6.**  
Significant Difference of Job Motivation between Sex Groups.

Dependent variable	Group	Mean	F-value	$\rho$ -value	Decision	Remarks
nAch	Male	3.41	5.309	0.027	Reject H0	Significant
	Female	3.58				
nPow	Male	2.79	0.427	0.517	Fail to Reject H0	Not Significant
	Female	2.73				
nAff	Male	3.55	<0.001	0.986	Fail to Reject H0	Not Significant
	Female	3.55				
Job Motivation	Male	3.25	0.45	0.507	Fail to Reject H0	Not Significant
	Female	3.29				

For the need for achievement (nAch), there is a significant difference between male and female teachers ( $p=0.027$ ). Female teachers (mean = 3.58) reported highly agree compared to males (mean = 3.41).

4.3.2. Significant Difference of Job Motivation between School Level Groups

Table 7 shows a significant difference in job motivation between school-level groups of public-school teachers.

**Table 7.**  
Significant Difference of Job Motivation between School Level Groups.

Dependent variable	Group	Mean	F-value	$\rho$ -value	Decision	Remarks
nAch	Primary	3.57	0.844	0.36	Fail to Reject H0	Not Significant
	Secondary	3.52				
nPow	Primary	2.71	1.52	0.22	Fail to Reject H0	Not Significant
	Secondary	2.79				
nAff	Primary	3.52	3.297	0.071	Fail to Reject H0	Not Significant
	Secondary	3.61				
Job Motivation	Primary	3.26	1.275	0.261	Fail to Reject H0	Not Significant
	Secondary	3.31				

Across all needs (nAch, nPow, and nAff) and overall job motivation, no significant differences were observed between primary and secondary school teachers ( $p>0.05$ ).

4.3.3. Significant Difference of Job Motivation between Generation Groups

Table 8 shows a significant difference in job motivation between the generation groups of public-school teachers.

**Table 8.**  
Significant Difference of Job Motivation between Generation Groups.

Dependent variable	Group	Mean	F-value	$\rho$ -value	Decision	Remarks
nAch	Baby Boomer	3.77	4.39	0.012	Reject H0	Significant
	Generation X	3.54				
	Generation Y	3.57				
	Generation Z	3.47				
nPow	Baby Boomer	3.07	1.99	0.145	Fail to Reject H0	Not Significant
	Generation X	2.76				
	Generation Y	2.68				
	Generation Z	2.83				
nAff	Baby Boomer	3.8	2.95	0.053	Fail to Reject H0	Not Significant
	Generation X	3.52				
	Generation Y	3.53				
	Generation Z	3.65				
Job Motivation	Baby Boomer	3.54	2.4	0.095	Fail to Reject H0	Not Significant
	Generation X	3.27				
	Generation Y	3.26				
	Generation Z	3.32				

In terms of the significant difference in job motivation between generational groups, as shown by the Games-Howell post hoc test, it was found that there was a significant difference in the need for achievement, and Baby Boomers were categorized as highly motivated, significantly different from Generation Z.



4.3.4. Significant Difference in Need for Achievement among generation groups using Games-Howell Post Hoc Test.

Table 9 shows a Significant Difference in Need for Achievement among generation groups using Games-Howell Post Hoc Test.

**Table 9.**  
Games-Howell Post Hoc Test Results for Significant Difference in Need for Achievement among Generation Groups.

Groups		Baby Boomer	Generation X	Generation Y	Generation Z
Baby Boomer	Mean Dif.	-	0.226	0.1944	0.2933
	p-value	-	0.048	0.088	0.014
Generation X	Mean Dif.		-	-0.032	0.0669
	p-value		-	0.925	0.761
Generation Y	Mean Dif.			-	0.0989
	p-value			-	0.425
Generation Z	Mean Dif.				-
	p-value				-

A significant difference was found in the need for achievement (nAch) ( $p=0.012$ ). Baby Boomers had the highest motivation (mean = 3.77), with significant differences from Generation Z (mean = 3.47) as indicated by the Games-Howell post hoc test ( $p=0.014$ ).

**5. Discussions**

5.1. Profile of the Respondents

Results on sex indicated a significant gender disparity among participants, suggesting that females were more represented in the study. This was aligned with the broader context of the teaching profession in public schools, which is often female-dominated. According to the respondents, despite both male and female teachers receiving the same training, teachers may have behaved differently because women brought distinct perspectives to the classroom.

According to Ferguson et al. [30] female teachers were reported to possess greater job motivation, show more positive attitudes toward their jobs, schoolwork, and children, exhibit better mental well-being, and face fewer difficulties concerning their teaching assignments compared to males. Female educators used more effective teaching methods. The teaching profession of a female teacher was seen as an introduction to themselves and their position, which was different from that of male teachers.

The distribution at the school level indicated that the motivational factors for job performance may vary between primary and secondary school teachers, perhaps because of differences in workloads, student interactions, or curriculum demands. According to the respondents, motivational factors influencing job performance differed from those in higher educational levels due to the unique demands, responsibilities, and rewards associated with teaching younger students. According to Darling-Hammond, et al. [30] primary school teachers had been drawn to the challenge of delivering a varied curriculum and helping young students develop a broad foundation of knowledge. This indicated that primary school teachers had enjoyed the diversity of subjects they taught and the opportunity to introduce young learners to a wide range of ideas and skills.

In terms of generation, the differences between Generation Y and other generations affected how motivational drivers were addressed. According to the respondents, each generation prioritized different aspects of motivation. There were four different generational groups in the work environment, representing significant generational diversity [31]. Different sets of values emphasized by generational cohorts of employees are reflected through various attitudes, work behaviors, or motivational preferences on the job.

5.2. Assessment of Job Motivation of Public School Teachers

The findings on the Need for Achievement (nAch) highlight the strong sense of fulfillment among public school teachers in overcoming challenges. The respondents indicate that successfully overcoming the challenges they face in their teaching professions leads to personal growth. According to Teachers Academy Naçar [32] teachers need to update their knowledge and capabilities continuously to meet the students' changing needs and foster their full potential. This continuous professional development has a direct impact on their classroom performance, influencing teaching methods, attitudes, and overall effectiveness in meeting educational goals. Respondents stated that educators value personal feedback and acknowledgment from their superiors, indicating that they need to be recognized for their achievements. According to Lynch [36], effective feedback in education can have a significant impact on the achievement of teachers. Feedback from their superiors is fundamental to any growth-oriented system that encourages teachers and ultimately leads to improved classroom performance.

Results for Need for Power (nPow) suggest that while teachers are comfortable with influencing outcomes and making decisions, they may not prioritize authority or power over peers. Respondents claim that teachers are motivated, especially when making decisions that effectively influence others in achieving the objectives that were set by the institutions. According to UNESCO American University [34], teachers frequently consider their work to be a part of a greater team endeavor. They realize that the attainment of educational goals requires a collaborative effort and collective responsibility instead of individual authority. According to respondents, teachers may avoid leadership roles over their peers to prevent the possibility of abusing authority or being viewed as authoritarian. According to Baumeister, et al. [33] the feeling of power

made the person feel entitled to position themselves higher than they deserved. This may cause conflict among teachers and can lead individuals to overestimate their abilities or worth, resulting in an inflated sense of entitlement.

Results for the Need for Affiliation (nAff) indicate the value of a positive work culture and point toward a high value on building relationships and collaboration among teachers. Respondents indicate that educators feel a sense of fulfillment and purpose when they can make a positive impact in the collaborative environment at their school. According to Schleifer et al. [36], when teachers work more collaboratively, student outcomes improve, instructors are more satisfied with their employment, and teacher turnover decreases. The collaborative environment enhances job motivation as the teachers have a feeling of belonging and fulfillment in a professional sense. According to respondents, the opportunity to connect with others emphasizes the significance of camaraderie and teamwork in sustaining job motivation. According to American University [34], teachers collaborate more effectively in a supportive team environment, where they may share ideas, techniques, and resources. This collaborative atmosphere can lead to more effective teaching approaches and improve student outcomes.

### 5.3. Significant Difference of Job Motivation among the Profile Groups

The findings for the significant difference in job motivation between sex groups of public school teachers suggest that females might feel more fulfilled in achieving professional goals. According to respondents, the ability of female teachers to understand students' mental and emotional needs makes women a better choice for teachers in schools. Female teachers hold more positive attitudes toward teaching [34]. This inherent inclination towards empathy and understanding can foster a strong sense of connection with students that leads to a more positive and fulfilling teaching experience. On the other hand, for the need for power (nPow) ( $p=0.517$ ), need for affiliation (nAff) ( $p=0.986$ ), and overall job motivation ( $p=0.507$ ), no significant differences were found between male and female teachers. This indicates that motivation levels related to power, affiliation, and overall job motivation are similar regardless of sex. A study published in the Educational Research Review in 2019 explored the motivation levels of teachers and found that intrinsic and extrinsic motivations, including power, affiliation, and overall job motivation, were similar across genders. The research supported the idea that motivation factors are consistent regardless of sex, aligning with David McClelland's Three Needs Theory.

The findings for the significant difference in job motivation between school-level groups of public school teachers suggest that the school level does not substantially influence teachers' motivation, indicating uniformity in their experiences and motivational factors across levels. According to respondents, public school teachers remain motivated despite having different responsibilities. The performance of the teacher will be at its peak while executing their duties if motivation is maintained [35]. This indicates that educators also need to be motivated and supported in order to be productive.

In terms of the significant difference in job motivation between generational groups of public school teachers, this shows that older generations feel more fulfilled in achieving their professional goals, potentially due to greater experience or fewer competing demands.

Lastly, the result for significant difference in need for achievement among generation groups using Games-Howell post hoc test suggests that older generations feel more fulfilled in achieving their professional goals, potentially due to greater experience or fewer competing demands. According to Holder and Lannon [29]. Boomers are seen as extremely hard workers and very committed to their personal and professional goals. They do expect to be valued and rewarded. Their experiences growing up in a post-war era, combined with their desire for recognition and job security, shape their approach to work and career development. For the need for power (nPow) ( $p=0.145$ ), need for affiliation (nAff) ( $p=0.053$ ), and overall job motivation ( $p=0.095$ ), no significant differences were found across generational groups. This indicates that generational differences do not significantly affect power-related and affiliation-related motivation, nor overall motivation. Respondents claim that public school teachers are still motivated despite having generational differences in their workplace because they share a common commitment to educating students. Teacher commitment has been considered a passion for the work [36]. It shows that teachers are committed to meeting their professional responsibilities. Teachers who are passionate about their work will always strive for more in teaching and learning because they are fond of the profession they hold.

### 5.4. Recommendations

Based on the findings, the researchers were able to present the following recommendations:

Diversified workforces may be motivated through professional development, where teachers express the need for additional training and seminars to enhance their professional skills.

Public school administrators may customize additional training, open communication, flexible work schedules, and supportive leaders to address the differences and difficulties in job motivation among public school teachers of various generations.

The school head should prioritize teachers' collaboration to create a more effective, supportive, and rewarding work environment, regardless of differences.

Educational institutions may create a more positive and supportive work environment through recognition and rewards for teachers to enhance their motivation and improve students' outcomes.

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