

The Motivation and Research Competencies among Educators in Government Higher Education Institutions in Northern Samar: A Cornerstone towards Productive, Quality and Efficient Research Community

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Abstract. This research study aimed to investigate the relationship between motivation and the research competencies among educators in Government Higher Education Institutions (GHEIs) to identify factors that contribute to a productive, quality, and efficient research community. The study employed a quantitative research approach particularly the descriptive correlational research design to focus on quantifying the accumulation and assessment of data and descriptive design to provide a snapshot of the current situation and describes the traits of the population or occurrence on the phenomenon from educators in Government higher education institutions. The study worked only with a motivational survey that covers both Intrinsic and extrinsic motivation that focused on motivation, external governance, introduced governance, acknowledged governance, and unified governance, and Intrinsic motivation as well as the research professor's competencies that entail six domains on instruction, values and morality, uniqueness and creativity, research development, and digital readiness. The data analyzed using both descriptive and inferential statistics, including path analysis, to examine the direct and indirect relationships between the variables. The findings showed that motivation and research competencies have a significant relationship in building productive, quality, and efficient research communities. Therefore, all three indicated hypotheses were found rejected when evaluated using the data gathered from the respondents. This finding is expected to contribute to the development of effective strategies and interventions for enhancing motivation and research competencies among educators in Government higher education institutions, which would ultimately lead to a productive, quality, and efficient research community.

Keywords: Motivation; Research competencies; Path analysis; Quality research; Productive Research Community.

1.0 Introduction

The potential for the viability of community programs (extensions) increases when a specific higher education institution (HEI) has observable research findings that support the effectiveness of instruction. The advancement of the group and the advancement of the country prompted fellow educators to do research. Additionally, the purpose of research beyond merely expanding the body of knowledge, as stated by Georghiou (2015). Georghiou (2015) added that there were many ways that research has implications and makes a significant contribution. Including the growing body of information that was useful, it also assists in developing experienced staff, also aids in developing new scientific instrumentation and frameworks, joining forces with users in the utilization of these services, and working on research programs and channels with account holders. Another important duty of

HEIs was research, where faculty members were expected to generate knowledge that was useful to the establishment and the country's development. However, not every faculty member at HEIs was involved in conducting research.

According to Gay, L. R., Mills, G.E., & Airasian P.W., (2012), it is possible that most of educators stay in their teaching comfort zones, or the research culture in universities may be still in its infancy. A minimum of 10% of full-time faculty must have patents or publications in peer-reviewed journals, and at least 50 full-time faculty members or at least 30% of full-time faculty, whichever was higher, must have actively engaged in research or creative work in the previous five years. At least 5% of these full-time faculty members have books or publications in internationally indexed journals that released within the previous five (5) years by reputable academic presses. The management's financial and technical support, training, and research experience had an impact on the research output as well. Despite institutional efforts to provide other beneficial elements, the University's goal would be fruitless if there were no basic drivers, according to Bay and Clerigo (2013) who stated that skills and self-motivation were the major variables driving academics to do research.

In accordance with Prosekov et al. (2020), research activities was planned so that participants could learn educational and cognitive strategies and take effective measures geared toward resolving personal and socially meaningful challenges. Leaders of the organization must effectively articulate their study objectives and establish them in the academic environment. According to Building a Culture of Research: Recommended Practices (2014), in order to achieve the goals, it is necessary to have a thoroughly defined plan for evaluating research success, as well as any corresponding modifications in compensation. Additionally, administrators advised to revise job descriptions to incorporate clear statements regarding expectations related to research and instructions. According to Goodal (2013), one strategy to improve a university's standing was by employing top academics and placing them in influential roles such as divisional head, director, or research chief. The greatest academics who are employed and allocated would impart their knowledge and research expertise that would aid in the growth of a research culture.

Many studies have stated that the research output and distribution are also influenced by the management's financial and technical assistance, training, and research experience. Research aims, goals, agenda, networks, and linkages all have an impact on how the outcome of a paper is disseminated and used according to Alim & Diokolano (2011). While Bay and Clerigo (2013) noted that skills and self-motivation were the key factors encouraging academics to conduct research, the University's mission would be unsuccessful if there were no core drivers notwithstanding institutional efforts to provide other helpful aspects. According to Prosekov et al. (2020), a plan was made for research activities so that participants could learn educational and cognitive strategies and take effective measures geared toward resolving personal and socially meaningful challenges. With the foregoing background on research competencies of professors in Higher Educational institutions, it was the intent of the study to dissect and assess the hypothesized connection between job inclination and research competencies among educators in government higher education institutions. Which can serve as one cornerstone for building programs that would pave a way towards a more engaged, productive, quality, and efficient research community in the target group. The implications of the study would also uncover the room for improvements in enhancing the research competencies through a directed use of a work motivation approach.

2.0 Methodology

2.1 Research Design

This employed a quantitative research approach, particularly the descriptive correlational research design. Quantitative research was a strategy that focuses on quantifying the accumulation and assessment of data through a range of quantifying designs, methods, and techniques (Bryman, 2012). One of the designs of quantitative research was the descriptive design, that provides a snapshot of the current situation and gave a description of the traits of the population or occurrence that focuses primarily on describing the nature of a demographic segment or the subjects of the research without focusing on the particular phenomenon. Moreover, correlational research refers to a non-experimental research method, which focused on studies regarding the relationship between two variables with the use of statistical analysis. It estimated the intensity of the relationship between two important variables.

Bryman, 2012, this type of research applied to the current study in which the variables on the assessment of work motivation and research competencies of the educators in a government higher educational institution using a path analysis. Path analysis was a form of multiple regression statistical analysis that used to evaluate causal models by examining the relationships between a dependent variable and two or more independent variables. In this research, the causal relationship between work motivation and the research competencies among educators were determined by using a diagram that serves as a visual representation of the relationship.

2.2 Research Locale

The study carried out in the Province of Northern Samar, Philippines. This study's research area included eight private colleges, two government colleges, one university, and two university extension schools. Each school has an average of 40 or more employees. Northern Samar (Norte San Samar) is a province in the Philippines located in the Eastern Visayas Region. The capital municipality of Northern Samar is Catarman and is located at the northern portion of the Island of Samar. Bordering the province to the south are the province of Samar and Eastern Samar. To the northwest, across the San Bernardino strait is Sorsogon; to the east is the Philippine Sea of the Pacific Ocean and to the west is Samar Sea. The province occupies 3, 692.93 km² (1,425.85 sq mi).

2.3 Research Participants

The respondents of the study were the faculty members and college heads/deans of every college and department in the university and other government higher education institutions in the Province of Northern Samar. Specifically, the target group of respondents were those handling research subjects and requested to participate in this study, simple random sampling employed to get the sample size of the target population of this study. The College head was composed of 400 respondents of the total population while the faculty members represented 45% of the total population or individuals, summing up a universal sampling of individuals would be included in this research.

2.4 Research Instrument

The research instrument is composed of three parts. Part 1 deals with the characteristics profile of the respondents in terms of respondent's category, assigned college/department, years of services, and highest educational attainment. Part 2 is composed of the motivation survey questionnaire. This entails an assessment of the school leaders' and teachers' respondents on the Work Extrinsic and Intrinsic Motivation Scale by Maxime A. Trembay, Sara Taylor, and Luc G. Pelletier published by the Canadian Journal of Behavioral Science 2009, Vol 41 No 4. The research questionnaire was made of 18 motivational statement questions. The internal consistency of the motivational antecedent of Cronbach Alpha of 0.97 that interpreted as the high validity of the research instrument. Part 3 is composed of the research professors' competencies survey questionnaire. The focus of the research instrument was to determine the research competencies of the school heads and faculty members. The content of the survey questionnaire covers fourteen statements related to the modification of civilization, six (6) statements entail research development, three (3) statements for uniqueness and creativity, three (3) statements deal with instruction, while two (2) statements for values and morality and lastly three (3) statements cover digital expertise. All scales of the research instruments attained acceptable levels and were performed using Cronbach Alpha reliability analysis that was able to show a 0.911 with an interpretative description of an excellent research instrument.

2.5 Data Gathering Procedure

Each of the respondents were given a structured set of questions through an electronic form (ie. Google Form). For school heads and faculty members, the online research survey questionnaire with online platforms using Google Forms and face-to-face survey questionnaires utilized in the distribution. The link sent to the target respondent's email account. All answers automatically recorded on Google Sheets, which provides the data, needed for processing and statistical treatment. Google Forms checked for the completeness of the answers.

2.6 Ethical Considerations

For this research, the risk to the individual subjects assessed to be minor, and it may result in a very slight disturbance of the regular school routine. Respondents' safety was likewise, the primary concern of the researcher. To safeguard the respondents' basic rights, an informed consent would be part of the electronic survey questionnaire. The respondents' participation was voluntary, they permitted to leave at any moment, and they

were not obligated to justify. Proper debriefing conducted following the data-gathering procedure to confirm that the participants felt comfortable about their participation in this study. In a similar vein, the freedom to self-determination upheld by making the study's details completely transparent. Data privacy observed in collecting data and rest assured that such is treated with strict and utmost confidentiality. Summary of responses and other identifying participants' information would be saved and protected in a locked Google drive while finishing the research and would be properly disposed of thereafter. Participant data would be kept confidential and would be used for academic and research purposes.

3.0 Results and Discussion

3.1 Demographic Profile

Table 1. Descriptive statistics of respondents' demographic profile

Demographic Profile	Frequency	Percentage (%)
Position		
Faculty member	200	50.0
School head	200	50.0
College or department		
College of Business and Entrepreneurial Technology	317	79.3
College of Education Laboratory High School	83	20.8
Years in service		
0-4 year	51	12.8
5-15 years	301	75.3
More than 15 years	48	12.0
Highest Educational Attainment		
Bachelor's Degree	99	24.8
Masteral	231	57.8
Doctorate	70	17.5

Table 1 shows the frequency and percentage of the category of the respondents, (1) Faculty member, and (2) school head. It was evident from the results of the study that both Faculty members and school heads occupied respondent numbers with an equal 50% percent equivalent to 200 respondents. This data showed that respondents commonly dominated by both Faculty members and school head respondents. The frequency and percentage of college or department, (1) College of Business and Entrepreneurial Technology and (2) College of Education Laboratory High School. It was evident from the table that the College of Business and Entrepreneurial Technology occupied the most respondent number with 79.3 percent equivalent to 317 respondents. On the other hand, the College of Education Laboratory High Schools received 20.8 percent, which was equal to 83 respondents. This data showed that respondents commonly dominated by the College of Business and Entrepreneurial Technology. The frequency and percentage of Years in service, (1) 0-4 years, (2) 5-15 years, and (3) 15 years and above. It was evident from the table that 5-15 years of experience occupied the most respondent number with 75.3 percent equivalent to 301 respondents. On the other hand, 0-4 years of experience received 12.8 percent. Lastly, 15 years and above experience received 12 percent equivalent to 48 respondents. This data showed that respondents commonly dominated by 5 -15 years of experience. The frequency and percentage of respondents' highest educational attainment. It was evident from the table that professors who have Masteral occupied the most respondents with 57.8 percent equivalent to 231 respondents. On the other hand, bachelor's Degrees received 24.8 percent equivalent to 99 respondents and the rest were Doctoral with 17.5 percent of the 70 respondents. This data showed that respondents commonly dominated by Masteral respondents.

3.2 Work Motivation

Table 2 presents the result of the assessment of the respondents on the level of work motivation, classified by Intrinsic, Extrinsic, and Educational Management. The category turned out to be 4.19 with an interpretation of "Always" that assesses the level of work motivation on students' participation. These findings connected to the study of Zhu, C (2021); according to him, most professors were being interactive in their students, as of 2015, when 2.5 million students asked about their educators and they said that 1,960,000 professors were helping them in their studies that it increase their educational capabilities. (Ugochukwu, 2021).

Table 2. Descriptive statistics of respondents' work motivation

Indicators	Mean	SD	Interpretation
Intrinsic			
1. Do you control what you can exert over disruptive classroom behavior?	3.75	0.98	Often
2. Do you stimulate students who lack interest in schoolwork?	4.16	0.60	Often
3. Do you get students to think they were capable of completing school work?	4.01	0.92	Often
4. Do you help your students value learning?	4.92	0.39	Always
5. Do you craft good questions for your students?	4.11	0.73	Often
Category Mean	4.19	0.72	Often
Extrinsic			
1. Do you get the students to follow classroom rules?	4.64	0.48	Always
2. Do you calm a student who was disruptive or noisy?	3.88	0.93	Often
3. Do you establish a classroom management system with each group of students?	4.52	0.66	Always
4. Do you use a variety of assessment strategies?	4.18	0.74	Often
5. Do you provide an alternative explanation or example when students were confused?	4.81	0.59	Always
Category Mean	4.41	0.68	Always

The category turned out to be 4.41 with an interpretation of "Always" that assesses the level of work motivation on Extrinsic. The category means turned out to be 4.02 with an interpretation of "Often" assesses the respondents on the level of work motivation. These findings were connected to the study of Tschannen-Moran, M., & Hoy, A. W. (2019); according to them, most Chinese Educators do not know Extrinsic. Various causes were affecting Extrinsic in Northern Samar, Philippines but it affects the education system since in today's learning, people connect to each other, professionally. (Shengnan, L., & Hallinger, P., 2020).

3.3 Research Competency

Table 3. Descriptive statistics of respondents' research competency

Indicator	Mean	SD	Interpretation
Modification of civilization			
1. Develop a focused set of annual academic goals	4.27	0.62	Always
2. Utilize student performance data while setting academic goals for the school.	4.11	1.00	Often
3. Develop goals that were easily understood and used by Educators in the school	4.27	0.56	Always
4. Develop school uniqueness and educational plan.	4.24	0.64	Always
5. Communicate the school's Modification of civilization effectively to members of the school community.	4.25	0.60	Always
Category Mean	4.23	0.68	Always
Research development			
1. Ensure that the classroom priorities of Educators were consistent with the goals and direction of the school	4.23	0.61	Always
2. Review student work products when evaluating classroom instruction	4.08	1.04	Often
3. Make clear who was responsible for coordinating the curriculum across grade levels	4.50	0.50	Always
4. Participate actively in the review of curricular materials that would motivate students	4.01	0.87	Often
5. Develop school-based curriculum around school priority on the healthy well-being of the students.	4.25	0.67	Always
Category Mean	4.21	0.74	Always
Uniqueness and creativity			
1. Encourage Educators to use instructional time for teaching and practicing new skills and concepts	4.06	0.50	Often
2. Take time to talk informally with students and Educators during recess and breaks	3.96	1.06	Often
3. Compliment Educators privately for their efforts or performance	4.04	0.65	Often
4. Acknowledge Educators' exceptional performance by writing memos for their personnel files	4.00	0.77	Often
5. Create professional growth opportunities for Educators as a reward for special contributions to the school	4.06	0.57	Often
Category Mean	4.02	0.71	Often

Table 3 shows the frequency and percentage distribution for respondents' research competency. The category turned out to be 4.23 with an interpretation of "Always" that the respondent's feedback on Modification of civilization as Professors' research competency. The findings inclined with the study's results featuring they study

about educators by Lu, X., and R. Smith (2020); he stated that having a lot of knowledge on Modification of civilization makes you accustomed to lots of things, especially in teaching.

For a long time, scholars, Educators, and policymakers believed that learning Modification of civilization interfered with a child's ability to develop academically and intellectually. (Liu, Q., D. Turner, and X. Jing, 2019) They were correct about the interference; there was plenty of proof that students were engaged in their class, which can lead to situations in which the universities acquire more competitive students. (Leithwood, K., 2019). The category means turned out to be 4.21 with an interpretation of "Always" that the respondent's feedback on Research development as Professors' research competency.

Multiple Research development exposure improves more effective communication in class, according to research. The study's researchers divided professors who were having more experience in universities. (Hallinger, P., 2018). Gougas, V., (2021) discovered that whereas other professors struggled with different Research development, it allows them to be more competitive and students experience a lot about their topic. This manifests in numerous ways. The category mean turned out to be 4.02 with an interpretation of "Often" that the respondent's feedback on Uniqueness and creativity as Professors' research competency.

Numerous professors and experts around the world have highlighted that it was better to begin learning self-efficiency especially if encountering it in work-related chores like teaching. (Piekkari, R., 2018) International empirical research has demonstrated that a professor who begins self-efficiency acquires a higher competency level than those who begin learning later in life. (Janssens, M., 2018)

3.4 Differences in Work Motivation

Table 4. Analysis for the difference in the assessment of the work motivation when grouped according to profile

	F	Sig.	Interpretation
Category of respondents			
Intrinsic	52.16	0.000	Significant
Extrinsic	1.218	0.270	Not Significant
College or department			
Intrinsic	0.972	0.325	Not Significant
Extrinsic	11.22	0.001	Significant
Years in service			
Intrinsic	77.65	0.000	Significant
Extrinsic	77.57	0.000	Significant
Highest Educational Attainment			
Intrinsic	193.0	0.000	Significant
Extrinsic	168.0	0.000	Significant

Table 4 shows that the category of respondents and assessment of the respondents on the level of work motivation in educational reforms in Northern Samar, Philippines in terms of Intrinsic showed that there was a significant relationship. On the other hand, the Category of respondents and assessment of the respondents on the level of work motivation in educational reforms in Northern Samar, Philippines in terms of Extrinsic showed that there was no significant relationship. College or department and assessment of the respondents on the level of work motivation in educational reforms in Northern Samar, Philippines in terms of Intrinsic showed that there was no significant relationship.

Next, the College or department and assessment of the respondents on the level of work motivation in educational reforms in Northern Samar, Philippines in terms of Extrinsic showed that there was a significant relationship. Years in service and assessment of the respondents on the level of work motivation in educational reforms in Northern Samar, Philippines in terms of Intrinsic showed a significant relationship. Next, Years in service and assessment of the respondents on the level of work motivation in educational reforms in Northern Samar, Philippines in terms of Extrinsic showed a significant relationship.

The highest Educational Attainment and assessment of the respondents on the level of work motivation in educational reforms in Northern Samar, Philippines in terms of Intrinsic showed a significant relationship. Next, Highest Educational Attainment and assessment of the respondents on the level of work motivation in educational

reforms in Northern Samar, Philippines in terms of Extrinsic showed a significant relationship. This showed that the statement "There was no significant disparity in the assessment of the work motivation and its effectiveness in research competencies when grouped according to the Characteristics profile."

The Research hypothesis was not true. Numerous professors and experts around the world have highlighted that it was better to begin learning self-efficiency especially if encountering it in work-related chores like teaching. (Piekkari, R., 2018) International empirical research has demonstrated that a professor who begins self-efficiency acquires a higher competency level than those who begin learning later in life. (Janssens, M., 2018)

3.5 Differences in Research Competency

Table 5. Analysis for the difference of the respondents' research competency

	F	Sig.	Interpretation
Age			
Modification of civilization	4.082	0.044	Significant
Research development	0.304	0.582	Not Significant
Uniqueness and creativity	0.626	0.429	Not Significant
College or department			
Modification of civilization	2.295	0.131	Not Significant
Research development	0.528	0.468	Not Significant
Uniqueness and creativity	2.336	0.127	Not Significant
Years in service			
Modification of civilization	78.34	0.000	Significant
Research development	84.32	0.000	Significant
Uniqueness and creativity	77.12	0.000	Significant
Highest Educational Attainment			
Modification of civilization	250.3	0.000	Significant
Research development	118.1	0.000	Significant
Uniqueness and creativity	62.52	0.000	Significant

Respondents' research competency classified by Modification of Civilization and years in service showing that there was a significant relationship. Next, professors' research competency classified by Research Development and Age showed that there was no significant relationship. Lastly, professors' research competency classified by Uniqueness creativity, and Age showed that there was no significant relationship. Professors' research competency classified by Modification of civilization and College, or department showed that there was no significant relationship. Next, professors' research competency classified by Research Development and College, or department showed that there was no significant relationship. Lastly, professors' research competencies classified by Uniqueness and creativity and College or department showed that there was no significant relationship. Professors' research competency classified by Modification of civilization and Years in service showed that there was a significant relationship. Next, professors' research competencies classified by Research Development and Years in service showed that there was a significant relationship. Lastly, professors' research competencies classified by Uniqueness and creativity and Years in service showed that there was a significant relationship. Professors' research competency classified by Modification of Civilization and Highest Educational Attainment showed that there was a significant relationship. Next, professors' research competencies classified by Research Development and Highest Educational Attainment showed that there was a significant relationship. Lastly, professors' research competency classified by Uniqueness and creativity and Highest Educational Attainment showed that there was a significant relationship. This showed that the statement "There was no significant link between work motivation and research competencies as evaluated by the respondents." In the Research hypotheses, was not true.

3.6 Path Analysis

The degree to which a teacher was self-sufficient was a key component of their personality and directly influenced their capacity to manage their classroom. In the realm of theory, it has been proposed that contextual circumstances play a significant role in the development of the work environment as well as its implications. However, there was a paucity of knowledge regarding the ways in which the demands of the job and the resources available to Educators were related to their perceptions of their own levels of competence and the consequences of the actions they take in their professional lives. The effectiveness of education in meeting predetermined educational goals while minimizing associated expenses as much as feasible. To put it another way, efficiency was

defined as effectiveness plus the need that it be carried out in the most cost-effective manner possible (OECD, 2013). When compared to its counterpart, an educational system that was more efficient either generates superior results with the same amount of resources or produces results that were comparable while requiring a smaller amount of resources. In order to do an efficiency analysis, the cost of the inputs must first be determined.

Bandura believes that learning settings that are both cooperative and comprehensive encourage Intrinsic as well as a sense of self-worth in the learner. When people were in situations like these, they were more likely to have positive feelings about themselves and to score better on academic examinations than they would if they were by alone. Students who were in an encouraging classroom setting were more likely to accept challenges, and their Educators were more likely to view difficult assignments as something that should be embraced rather than avoided. They acquire amazing levels of perseverance, resiliency, and self-assurance as a consequence. The following were some tactics that can be used in the classroom to improve students' feeling of work environment:

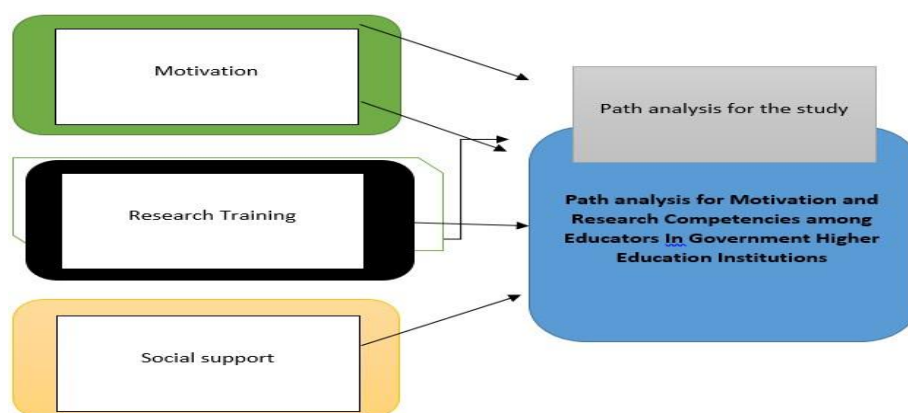


Figure 1. Path analysis direction based on the result of the study

Motivation: this variable would measure the level of intrinsic and extrinsic motivation among educators in GHEIs. Intrinsic motivation would refer to the inner drive that comes from the satisfaction of performing an activity, while extrinsic motivation would refer to external rewards or pressures, such as monetary rewards and promotions. A successful connection with students was crucial for effective teaching and learning. It involves building trust, showing empathy, and fostering a positive Research development. The first step to establish a connection with students was to get to know them personally, their interests, strengths, and weaknesses. This would help teachers understand their students better and tailor their teaching approach to meet their individual needs. Additionally, effective communication, active listening, and a non-judgmental attitude were essential in building a successful connection with students. Teachers who are approachable, supportive, and caring create a safe and welcoming Research development that encourages students to learn, grow, and succeed. Ultimately, a successful connection with students leads to improved academic performance, higher engagement, and better student-teacher relationships. Children may acquire skills through effective communication, such as setting goals, identifying talents, and focusing on strengths. When students were aware of their goals and self-conscious, the teaching work environment was more comfortable. One simple way to practice good communication in the classroom was to acknowledge a student's sincere effort. Even if a pupil does not achieve, the encouragement would prevent them from doubting their skills.

Research Training: this variable would measure the level of research training programs available for educators in GHEIs. The research training considered an exogenous variable that would influence motivation and research competencies. It involves providing constructive feedback in a manner that is honest, respectful, and supportive. Authentic criticism encourages students to take ownership of their learning and to strive for excellence. A positive environment was crucial in creating a safe and trusting space where students can receive feedback without fear of judgment or criticism. Teachers who provide authentic criticism in a positive environment help students develop a growth mindset and the confidence to take risks and learn from their mistakes. Ultimately, a positive

environment that encourages authentic criticism fosters a culture of continuous improvement and lifelong learning. There must be genuine praise. If professors continue to compliment students despite their lack of effort or accomplishment, the student would soon start to believe lies about themselves. Educators and other classroom leaders must be aware of when to acknowledge accomplishments and correct mistakes while also making sure that no genuine effort was overlooked. Even the smallest amount of praise from a teacher or mentor for a student's accomplishments can go a long way toward boosting their self-confidence. They can learn from their mistakes and better their performance the next time. A great way to enhance the work environment in the classroom was to create a stress-free learning atmosphere. An engaging group activity, a spirited and nonjudgmental review, or an interactive lesson can all enhance the Research development. Students will not have any communication barriers and would feel less burdened overall.

Social Support: this variable would measure the level of social support, such as mentorship and collaboration, among educators in GHEIs. Social support considered an exogenous variable that would influence motivation and research competencies. An encouraging approach with students was vital for promoting a positive and productive learning experience. It involves providing support, guidance, and motivation to students to help them achieve their full potential. Teachers who adopt an encouraging approach help students develop self-confidence and a growth mindset, encouraging them to take risks and learn from their mistakes. Praising effort, not just achievement, and providing specific feedback on how to improve was a key aspect of an encouraging approach. Encouraging students to take ownership of their learning and to set achievable goals helps to foster a sense of responsibility and engagement. Ultimately, an encouraging approach with students creates a safe and nurturing environment that promotes academic success and personal growth. In the classroom, effective educational practices for raising students' levels of work environment include the use of tactics that aim to build courage and confidence in the students (Schunk and Pajweres, 2018). These strategies may include establishing short-term goals and assisting students in completing them one at a time, allowing individuals to discuss their problems and their plans for resolving them, allowing a child to proceed at their own pace and not comparing them to other students, and setting goals based on each person's capabilities.

4.0 Conclusion

All the findings and results indicated the assessment of the respondents on the level of work motivation in educational reforms, in terms of intrinsic and extrinsic. The researchers also evaluated the effect of the assessment of the respondents on the level of work motivation in terms of Modification of civilization, Research Development, and Uniqueness and creativity. It was evident that there was an assessment of the respondents on the level of work motivation in terms of intrinsic, and extrinsic. It can be shown, and it was evident from Table 2 presenting the score mean of Intrinsic and extrinsic, which was 3.93 with the verbal interpretation of Seldom. It was evident that the 4.15 mean got the highest mean with the seldom-verbal interpretation that deals with the statement "Communicate the school's Modification of civilization effectively to members of the school community." Leadership can make a change; it builds development and makes orders for the group to foster and grow.

This study aimed to assess the effect of the newly implemented Educational Reforms on Educators' Efficiency in Northern Samar, Philippines to make a Framework Guide for Standard Educational reforms. Specifically, in Northern Samar, Philippines. This study would evaluate the assessment of the respondents on the level of work motivation in terms of intrinsic and extrinsic. The researcher would also evaluate the effect of the assessment of the respondents on the level of work motivation in terms of Modification of civilization, Research Development and Uniqueness, and creativity. The study sought to provide a framework guide for standard educational reforms.

The researcher created and presented a framework that would help the academe or school curriculum to how the efficiency in classroom management would empower. To uplift the teachers' self-efficiency and boost student openness and confidence. The framework talks about the connections the school should have to their students, authentic criticism that would encourage students to try harder, and encouraging students. Being an inspiration also helps the administration to have an effective Educational Policy and Management. The study sought to know the significant difference in the efficiency of educational reforms in Northern Samar, Philippines, according to the demographic profile of the respondents. The researcher concluded that the null hypothesis number one saying, "There was no significant difference in the assessment of the respondents on the level of work motivation in educational reforms according to the demographic profile of the respondents" was rejected. Second, the

researchers indicated that the null hypothesis number two saying "There was no significant difference in the professors' research competency, according to the demographic profile of the Educators in Northern Samar, Philippines." was rejected. Lastly, the researcher indicated that the null hypothesis number three saying "There was no significant relationship between the assessment of the respondents on the level of work motivation in educational reforms and the effect assessment of the respondents on the level of work motivation in educational management rejected.

5.0 Contributions of Authors

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7.0 Conflict of Interests

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