

SCHOOL CLIMATE, WORK MOTIVATION, AND PERFORMANCE OF SELECTED SENIOR HIGH SCHOOL MATHEMATICS TEACHERS

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ABSTRACT

Quality education specifically in Mathematics is an essential tool needed by the learners to be globally competent in facing real-life situations. But this could be a big challenge specially to public senior high school Mathematics teachers. Their level of work motivation will be measured on the school climate they have including their performance. This study utilized the descriptive-correlational research design to determine the relationship among the school climate along safety, relationship, teaching and learning, and external environment; level of work motivation along intrinsic and extrinsic dimensions; and performance of selected public senior high school Mathematics teachers through their Individual Performance and Review Form (IPCRF) rating. The result of the study showed that the respondents had very good assessment on the school climate along its components. They also had very high level of intrinsic and extrinsic level of work motivation which caused majority of them had very satisfactory (3.500-4.499) performance. Moreover, correlations indicated that the better the respondents' school climate, the higher is their level of work motivation along intrinsic and extrinsic dimensions. On the other hand, the respondents' school climate along its components and the level of work motivation (internal and external) has nothing to do with their IPCRF rating.

Keywords: Senior high school, Mathematics, school climate, work motivation, descriptive-correlation study, Southeast Asia, Philippines.