

THE EFFECT OF INTRINSIC, EXTRINSIC MOTIVATION AND ORGANIZATIONAL COMMITMENT ON MILLENNIAL EDUCATOR'S JOB PERFORMANCE

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Abstract— *Intrinsic and extrinsic motivation, organizational commitment, and job performance are major components of development inherent in every individual which every educational institution considers as an essential goal to achieve. For this, the primary purpose of the study was to determine the level of intrinsic and extrinsic motivation and organizational commitment exerted significant effect on the level of job performance of millennial educators. A descriptive correlational research was conducted involving 143 randomly selected millennial educators in the Diocese of Malolos. The findings revealed that the intrinsic motivation (p-value of 0.037) was found significant and extrinsic motivation (p-value of 0.908) was found not significant in relation to Job Performance. The combined effect of intrinsic and extrinsic motivation revealed that there was no significant influence with job performance (p-value of 0.174) of the educators. However, the influence of organizational commitment on job performance was found not significant. These findings indicated that the three dimensions of organizational commitment namely affective (0.65), continuance (0.016) and normative (0.025) were not directly correlated with the job performance of the millennial educators. Generally, the study proposes that extrinsic motivation may be examined to help millennial educators to enhance job performance and that school management may take a deeper look at organizational commitment of the educators to help them foster healthy and conducive work- relationship between and among employees as well as the administrators.*

Keywords— *Intrinsic and Extrinsic Motivation, Organizational Commitment, Millennial Educator*

I. INTRODUCTION

Private Education is determined in fulfilling its mission to provide excellent and quality education in its locality in a collaborative effort with other schools and institutions despite the prevailing challenges among millennial educators. Private Education carefully employed new teaching personnel to which the majority belongs to the group of millennial educators. They assume relevant roles and consideration to help every educational institution carryout learners' quality education.

According to the study of PwC (2011), a four-year study on millennial workers in relation to future business operation, that millennials were seen as more interested in career progression with competitive salaries which implicates the reason of some millennial workers to choose another career. The study posits four fundamentals to talent management that is to align business plan and talent strategy, to face the future, to pay attention to pivotal roles of the talents, and to focus on financials for the talents.

Taylor (2015) regarded teaching as one of the noblest among professions. Undeniably, millennial educators possess a significant special role to influence the generation of learners and to help positively shape a nation's future potentials. Millennial educators can make an impact on how much students will ultimately learn or prepare the next great minds to change the world. Accordingly, studies considered millennial educators as those who are born between the years 1980 and 2000; millennials are the first generation to increase roughly steeped in information technology, which for them is their second nature. So among millennial educators, there's no question about the value of integrating technology into their classrooms, they are true advocates, and can give light to someone with less belief.

Burke (2017) stated that millennial generation have now surpassed the Baby Boomers as America's largest generation. Having come of age in a world where internet access is widely available and mobile phones the norm, this generation's expectations about speed, flexibility, and transparency have shaped their views on consumer brands and major institutions.

According to Abrams (2018) various Millennials are keen and prepared for new learning and opportunities, sooner rather than later. Leadership roles takes place in education mostly requires number of years in the service. The procedure may tend to be sluggish depending on particular schools. These restrictions may not sit well with younger teachers who want to take on leadership responsibilities or explore new roles, especially if they see their peers in other professions being promoted sooner and more often. Millennials are globally minded, want to make a difference in their work, and need the tools to do so.

Moreover, millennials are a generation that has grown up connected to media, being able to access information with a click of a button, and who focus on pursuing work-life balance. As millennials begin to transition into roles as their roles in the classroom will change, and their unique personalities and perspectives are likely to shift approaches to teaching and learning, and the culture of higher education. (McSweeney, J.L., 2016)

A. Teaching Profession for the Millennials

Now a days teaching is essential and perpetually challenging. When asked about opening up the teaching profession to those without an education degree, six-in-ten millennials think that it should be possible for someone with "real-world experience" but no education degree to become a teacher "because we need people from career fields like science and engineering to be able to educate students," while 40 percent say it should not be possible to become a teacher without an education degree. In addition to that, 65% of millennials think that being a public-school teacher is more difficult than it was twenty or thirty years ago. (Enchelon Insights, 2019).

Moreover, studies showed that millennials are also known for having certain other attitudes unique to their generation. It is the school administrator who provided understanding about the millennial frame of mind and the role both of them and technology can perform in setting classroom creativity. Working out on how to take full advantage of the potential of this generation's specific attitudes and approaches can create better results.

This generation is not so quite different from previous cohorts in the way they act and react to the world, they do have unique characteristics, some superficial, and some more deep-rooted. Blue, C., & Henson, H. (2015) Millennials have and will continue to influence higher education first, as students, then as faculty. Millennials bring a new generational personality to the college campus which includes optimism, structure, team orientation, and a confidence that some believe borders on entitlement. Millennials are used to being engaged

with adults and have strong bonds with their parents who throughout their lives have told them they were special and included them in decision- making. Consequently, most have the same values as their parents, respect authority and are rule-followers. Millennials had less academic demands in high school than previous generations and, upon arriving to campus, expect the same minimal demands in college. Faculty have found that these students have unrealistically high expectations of success combined with a surprising low level of effort on their part.

Millennials will most likely make up a large portion of new teacher pool. This generation is known for being high-achieving, tenacious, confident, and collaborative, on boarding, and retention programs need to support and bolster these traits. These new teachers, in their 20s and early 30s, can bring enthusiasm, tech-readiness, competence, and a spirit of collaboration into the workplace. Many of them are accustomed to working in teams and enjoy having support and structure. A district's orientation and onboarding process must reflect and meet the technology, transparency, and collaborative strengths these young people bring to the table.

In this regard, the researcher considered the valuable contributions of the millennial educators in the continuing success of the institution, especially in the private education set-up. Bartz, Thompson & Rice (2017) said that millennial teachers bring a wealth of human capital to the schools in which they work. It is always a battle for millennial educators to choose whether to stay in the private schools or move on to public schools, which offer much viable salary compensation or, even worse, leave the teaching profession. However, several dedicated educators still prefer to stay in private schools despite the challenge of receiving lower income. Some factors need to be observed to understand how millennial educators spend years of service in the private institutions despite the high economic individual consideration.

In this study, millennial educators 'intrinsic and extrinsic motivation and organizational commitment to job performance matter the most. The researcher purposely asserted intrinsic and extrinsic motivation and organizational commitment as fundamental factors that significantly affect their job performance in serving the institution. Moreover, millennial educators 'intrinsic and extrinsic motivation and organizational commitment may mean the tracking movements of educators to work hard and maintain professional obligation. Han et al. (2016) suggested that teachers' decisions to remain in their schools and teaching are influenced by a combination of intrinsic and extrinsic rewards that they receive in their work. Adding these intrinsic and extrinsic rewards can make the daily experiences of the teachers pleasant or unpleasant, which dictate the level of motivation and commitment.

The study also dealt with the millennial educators' job performance as its primary concern. It is the current struggle of most of the educational institutions to have the best employees in terms of being productive in the field of professional education. This is the same struggle of the educational institutions in the diocesan schools in the Diocese of Malolos. The present study acknowledged the contribution of personal dispositions that they utilized concerning the different problems and issues in their schools. Hence, the study aimed to understand millennial educators' driving factors in rendering service with pure motivation and unconditional commitment to teaching vocation and its institution, especially in the private education to provide relevant data and to help private institutions to improve job performance.

B. Theoretical/Conceptual Framework

The study draws theoretical underpinning from the postulate that job performance is a function of the level of intrinsic and extrinsic motivation and the level of organizational commitment of the employees. Motivation in general was referred to the drive that directs employees to work for desired organizational goals. Motivational

research kept running along with two theories of conviction: content theory and process theory. The content theory stated that individuals are moved by essential needs and learned needs. Process theory, on the other hand, argued that motivation is from a cognitive procedure, setting, and objective, as well as, the trust that one can accomplish it (Hanson, 2003)

Organizational commitment, on the other hand, pointed out to the employee's willingness to work for the organization and to continue working for it. It was focused directly on the performance of employees and is therefore treated as an issue of great organizational importance.

Fig. 1 showed the conceptual framework of the study. The independent variables of the study comprised of the level of intrinsic and extrinsic motivation and level of organizational commitment. The dependent variable was the job performance of millennial educators.

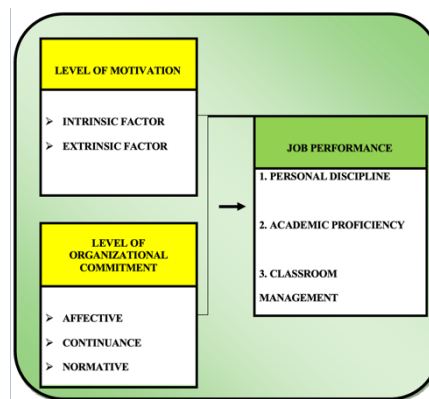


Fig. 1. Conceptual Model of the Study

The level of motivation was assessed in the study in terms of intrinsic and extrinsic factors. According to Herzberg (as cited by Evans *et al.*, 2015), intrinsic rewards are those that stemmed from the job itself and included aspects such as achievement, autonomy, responsibility, and professional growth. It is usually associated with feelings of passion and enthusiasm for work. Extrinsic motivation included factors external to the job itself, often physical rewards provided by the organization such as pay, bonus, benefits, and career advancement opportunities (Priya and Eshwar, 2017).

Organizational commitment, as conceptualized by Allen and Meyer (as cited by Jaramillo *et al.*, 2005), has a three-module structure, namely: affective, continuance, and normative commitment form the three aspects of organizational commitment. Each of the three forms of commitment was seen equally important and useful. Affective commitment referred to an employee's attachment to his organization and the organizational goals. Continuance commitment may be seen to an employee's organizational commitment, all because of work-relationships and other benefits. In contrast, normative commitment was considered as an agreement with the employee's obligation rooted in one's values and norms.

Job performance as a dependent variable was referred to the results of the instructional efforts of the millennial educators. It was quantified in terms of three parameters: personal discipline, classroom management, and academic proficiency.

D. Statement of the Problem

The major concern of the study was to assess the impact of intrinsic and extrinsic motivation and organizational commitment on the millennial educators' job performance.

Specifically, this study sought answers to the following questions:

- 1) What is the level of motivation of the millennial educators in terms of intrinsic and extrinsic factors?
- 2) How may the level of organizational commitment be described in terms of the following:
 - 2.1 Affective;
 - 2.2 Continuance; and
 - 2.3 Normative?
- 3) What is the level of job performance of millennial educators in terms of the following dimensions:
 - 3.1 Personal Discipline
 - 3.2 Academic Proficiency
 - 3.3 Classroom Management?
- 4) Does the level of motivation of the teachers exert significant influence on their job performance?
- 5) Does the level of organizational commitment of the millennial educators significantly impact on their job performance?
- 6) Based on the findings of the study what management implications may be drawn to further enhance their job performance?

E. Hypotheses of the Study

The following null hypotheses were tested at .05 significance level.

Null Hypothesis

H01: Intrinsic and extrinsic motivation does not exert significant influence on the millennial educator's job performance in the Western District diocesan schools in the Diocese of Malolos, Province of Bulacan.

H02: Organizational commitment does not exert significant influence on the millennial educator's job performance in the Western District diocesan school in the Diocese of Malolos, Province of Bulacan.

II. METHODOLOGY

This study employed a descriptive correlation research design in exploring the impact of the predictor variables-level of intrinsic and extrinsic motivation and organizational commitment on millennial educator's job performance. Correlational research systematically investigated the nature and degree of relationships between independent and dependent variables. It also analyzed the impact of predictor variables on the criterion variable (Jacobs, 2012).

Standardized/validated instruments were utilized as primary data gathering tools in the study.

A. Respondents of the Study

The respondents of the study were the millennial educators from the Western District of the diocesan schools in the Diocese of Malolos in the Province of Bulacan. Guided by the Slovin's Formula, a sixty-four percent sample size was drawn from the population of millennial educators. A systematic random design was utilized in the study. Table I presents the distribution of respondents by the school. As shown in Table I, 143 millennial educators served as respondents of the study.

TABLE I
RESPONDENTS OF THE STUDY

School	Population	Sample	Percent
School A	16	10	64%
School B	15	10	64%

School C	77	49	64%
School D	62	40	64%
School E	53	34	64%
Total Population	223	143	64%

B. Instruments of the Study

The researcher used the Intrinsic and Extrinsic Motivation Survey Questionnaire developed by Larkin (2017), a twelve item survey questionnaire assessed the level of intrinsic and extrinsic motivation among millennial educators (See Appendix A). The intrinsic questionnaire covered aspects such as enjoyment, work challenges, achievement, autonomy, responsibility, professional growth, and the like. The extrinsic questionnaire covered factors outer to the job itself and are essentially the physical advantages provided by the organization such as reward program, salary, promotion, recognition, and other monetary benefits. The questionnaires used in a number of research studies and yielded a Chronbach's Alpha Coefficient of .87 and .73 respectively.

The researcher also utilized the Three-Component Organizational Commitment Questionnaire developed by Allen & Meyer (1990) to measure the level of commitment of millennial educators in the diocesan school in the Province of Bulacan (See Appendix B). Meyer and Allen's three-component model of organizational commitment has become the dominant model for the study of workplace commitment. The three-component model of commitment debatably surpasses organizational commitment research (Meyer et al., 2002).

This paradigm suggested that organizational commitment encountered by the employee as three concurrent mindsets adjoining affective, normative, and continuance organizational commitment. Affective Commitment emulated commitment based on emotional ties which employee develops within the organization largely via positive work experiences. Normative Commitment emulated commitment based on supposed obligation regarding the organization, as an example embedded in the norms called reciprocity. Continuance Commitment emulated commitment based on the apparent costs, equally included economic and social, of parting the organization. This model of commitment commonly used by researchers to envisage significant employee outcomes, which include turnover and citizenship behaviors, job performance, absenteeism, and tardiness (Meyer et al., 2002). The instrument has been used in several research studies and records a Chronbach's Alpha Coefficient of .71.

The third instrument used was the Malolos Diocese Catholic Schools Association Faculty Performance Appraisal System (See Appendix C) to measure the level of job performance of millennial educators in the diocesan school in the Western District of the diocese of Malolos in the Province of Bulacan. The survey questionnaire was composed of three (3) major components: first was personal discipline, classroom management, and academic proficiency to know how an individual employee responded to the demands of their job. Personal discipline factor focused on the ability of the employee to exhibit positive personal control in performing his or her job. Second was the classroom management factor addressed the employee's response to instil classroom supervision following the educational standards. And last was the academic proficiency factor, which was aimed to amplify the professional potentials of the employees by establishing their response to the challenges of their profession. This performance appraisal was intended to evaluate employees' work performance before the school year ends and was to assess and develop a constructive work environment. The millennial educators were rated with numbers 1-5 based on the extent of the evaluator's response, one if they strongly disagree, two if they disagree, three if they neither agree nor disagree (neutral), four if they agree and five if they strongly agree on the given statement.

C. Data Gathering Procedure

The following procedures were done in conducting the study.

First, the researcher was able and secured a request letter to all school rectors and an informed consent letter to participants to ensure a complete understanding of the purpose of the study and also to ensure that the study will conform with the highest ethical standards of research. The researcher also informed the participants that participation would allow the researchers to find and understand the level of intrinsic and extrinsic motivation, organizational commitment, and job performance. Hence, possible implications and interventions may be established.

Second, to ensure confidentiality among participants, the data were kept secure and will not be made accessible to the public. The researcher ensured strict confidentiality of the information gathered by purposely assigning codes for the name of the school and millennial educators as follows: School A-E and millennial educators 1- 143.

Third, due to the worldwide pandemic crisis brought by COVID19 and with the national government imposed Enhanced Community Quarantine (ECQ) to the entire region, the researcher utilized online and social media platforms, specifically the Facebook and Messenger application, which was accessible and convenient to all the respondents in distributing and gathering of survey questionnaires. Request letters to school directors and millennial teachers were transmitted via messenger. A permission letter signed previously by all the school directors was also sent to the respondents.

D. Data Processing and Statistical Treatment

The data gathered were processed using Excel and the Statistical Packages for Social Sciences (SPSS) application for windows software (version 20.0). The following statistical tools were used in the data analysis.

1) The level of intrinsic and extrinsic motivation, organizational commitment, and job performance of the millennial educators were described using a five-point Likert Scale interpreted as follows:

Scale	Range	Descriptive Equivalent
5	4.50 – 5.00	Very High
4	3.50 – 4.49	High
3	2.50 – 3.49	Average
2	1.50 – 2.49	Low
1	1.00 – 1.49	Very Low

2) The influence of the level of intrinsic and extrinsic motivation and organizational commitment of the millennial educators on their job performance was analysed using correlation and regression procedures.

III. RESULTS AND DISCUSSIONS

The major concern of the study was to assess the impact of intrinsic and extrinsic motivation and organizational commitment on millennial educator's job performance.

The study explored the different variables and conducted a series of statistical treatment in the study using Excel and Statistical Packages for Social Sciences (SPSS). Analyses and interpretations were objectively made based on the statistical results such as weighted mean and percentage in determining the level of intrinsic and extrinsic motivation, level of organizational commitment and level of job performance of millennial educators;

regression analysis procedure was done to find the extent of significant impact between intrinsic and extrinsic motivation and organizational commitment on millennial educators' job performance.

The respondents of the study utilized Systematic Random Sampling to represent the millennial educators. There were 143 millennial educators from the Western District in the diocesan school of the Diocese of Malolos in the Province of Bulacan, which is 64 percent of the total population of the study. The 143 respondents of the study were the total sample population of the millennial educators.

The study utilized Intrinsic and Extrinsic Motivation Survey Questionnaire developed by Larkin (2017), a twelve-item survey questionnaire assessed the level of intrinsic and extrinsic motivation among millennial educators. The intrinsic questionnaire covered aspects such as enjoyment, work challenges, achievement, autonomy, responsibility, professional growth, and the like. In the case of the millennial educators, the levels of intrinsic and extrinsic motivational factors are summarized in Tables II and III.

TABLE II
INTRINSIC MOTIVATION FACTORS OF THE MILLENNIAL EDUCATORS

Indicators	Weighted Mean
1. I find my work a reward in itself	3.94
2. I enjoy my work	3.97
3. I am proud of my work	4.57
4. I work because I find my work valuable and interesting	4.34
5. If my job is challenging and gives me a sense of responsibility, I will perform even if the salary is not as good as a perceived equal	4.27
6. Enjoyable work is more important than a good salary	4.37
7. I can work even without the recognition from management	4.37
8. Job security is more important than salary	4.13
9. Flexible working hours is important to me	4.12
10. A decision making role is rewarding to me	4.06
11. I value doing my job over all other rewards	4.16
12. I find meaning in my teaching profession despite the challenge of receiving higher compensation	4.20
Total	4.21

As shown in Table II, the millennial educators were found very high in terms of pride in their work (M= 4.57). High level of motivation was manifested in eleven other indicators namely: 1) "I can work even without the recognition from management" (M= 4.37); 2) "Enjoyable work is more important than good salary" (M= 4.37); 3) "I work because I find the work valuable and interesting" (M= 4.34); 4) "If my job is challenging and gives me a sense of responsibility, I will perform even if the salary is not good as a perceived equal" (M=4.27); 5) "I find meaning in my teaching profession despite the challenge of receiving higher compensation" (M= 4.20); 6) "I value doing my job over all other rewards" (M= 4.16); 7) "Job security is more important than salary" (M= 4.13); 8) "Flexible working hours is important to me" (M= 4.12); 9) "A decision making role is rewarding to me" (M= 4.06); 10) "I enjoy my work" (M= 3.97), and 11) "I find my work a reward in itself" (M= 3.94).

The millennial educators valued the work itself as manifested by their passion, enthusiasm, and love for work. As a whole, the total mean of 4.21 suggests that educators are highly motivated in their job.

Table III presents the extrinsic motivational factors of the millennial educators.

A cursory examination of the responses revealed that the millennial educators were highly motivated by the flexible working hours implemented in the school (M= 3.93); the recognition program of the school (M= 3.87); the compensation package (M= 3.67) and (M= 3.36); the promotion system (M= 3.62); and the reward program being implemented by the school (M= 3.60). On the other hand, an average level of motivation was expressed in five other practices of the school to wit: the giving of promotion to deserving teachers (M= 3.46); the challenges the work offers (M= 3.43); the monetary incentive of the school (M= 3.06); the good salary package (M= 2.90) and (M= 2.71); and the opportunities for promotion (M= 2.69). The total mean value of 3.38 suggests that the millennial educators posted an average extrinsic level of motivation.

The results of Theodora et al. corroborated this finding. Research (2019) which stated that the millennial generation gave high value on individual needs and preferences and enthusiasm and work challenges in the workplace, and a world environment that is tech-savvy where they use gadgets and online platforms where they obtain fast information.

TABLE III
EXTRINSIC MOTIVATION FACTORS OF THE MILLENNIAL EDUCATORS

Indicators	Weighted Mean	Description
1. There is a reward program in my workplace	3.60	High
2. I enjoy my work with a well-compensated salary	3.67	High
3. I am proud of my work when there is promotion	3.46	Average
4. I work because I want to achieve a higher position	2.69	Average
5. If my job is challenging and gives me a benefits, I will perform well	3.43	Average
Good salary is far more important than a pleasant work place	2.71	Average
Recognition from management gives meaning to my work	3.87	High
8. Good salary is more important that job security	2.90	Average
9. Flexible working hours is important to me	3.93	High
10. A promotion is rewarding to me	3.62	High
I would choose monetary reward over all other rewards	3.06	Average
12. I find meaning in my teaching profession when receiving higher compensation	3.36	High
Total	3.38	Average

The researcher also utilized the Three-Component Organizational Commitment Questionnaire developed by Allen & Meyer (1990) to measure the level of commitment of millennial educators in the diocesan schools in the Diocese of Malolos in the Province of Bulacan. Meyer and Allen's three-component model of organizational commitment has become the dominant model for the study of workplace commitment. The three- component model of commitment arguably dominates organizational commitment research (Meyer et al., 2002).

This model proposed that the employee experienced organizational commitment as three simultaneous mindsets encompassing affective, normative, and continuance organizational commitment. Affective Commitment reflected commitment based on emotional ties the employee developed with the organization primarily via positive work experiences. Normative Commitment reflected commitment based on perceived obligation towards the organization, for example, rooted in the norms of reciprocity. Continuance Commitment reflected commitment based on the perceived costs, both economic and social, of leaving the organization. This model of commitment has been used by researchers to predict important employee outcomes, including turnover and citizenship behaviors, job performance or job performance, absenteeism, and tardiness (Meyer et al., 2002). The instrument has been used in a number of research studies and recorded a Chronbach's Alpha Coefficient of .71.

In line with the other conceptual perspectives, the organizational commitment of the millennial educators was assessed, and results are summarized in Tables IV, V and VI.

TABLE IV
 THE ORGANIZATIONAL COMMITMENT (AFFECTIVE COMMITMENT) OF THE MILLENNIAL EDUCATORS

AFFECTIVE COMMITMENT SCALE ITEMS	Weighted Mean	Description
I would be very happy to spend the rest of my career with this organization.	4.39	High
2. I enjoy discussing my organization with people outside it.	4.29	High
3. I really feel as if this organization's problems are my own.	4.19	High
4. I think that I could not easily become as attached to another organizations as I am to this one.	2.78	Average
5. I do feel like "part of the family" at my organization.	3.23	Average
6. I do feel 'emotionally attached' to this organization.	3.09	Average
7. This organization has a great deal of personal meaning for me.	4.66	Very High
8. I do feel a strong sense of belonging to my organization.	3.12	Average
Total	3.72	High

Analysis of the data presented in the table revealed that the millennial educators manifested a high affective commitment in the school, as shown by the obtained mean value equal to 3.72. This indicated that the school where the millennial educators belong has a great deal of personal meaning to them. The high affective commitment was evident in three other indicators, namely: "they would be very happy to spend the rest of their career with the school" (M= 4.39); "they enjoy discussing their school with people outside it" (M= 4.29); and "they feel as if their organization's problems are theirs" (M= 4.19). Moreover, an average level of affective commitment was expressed by the millennial educators in terms of four other indicators: "they feel like part of the family in the school" (M= 3.23); "they feel a strong sense of belonging to the school" (M= 3.12); "they feel emotionally attached in the organization" (M= 3.09); and "they think they could not easily become attached to other organization" (M= 2.78). The total mean of 3.72 revealed that as a whole, the millennial educators have a high affective commitment to their school.

TABLE V
 THE ORGANIZATIONAL COMMITMENT (CONTINUANCE COMMITMENT) OF THE MILLENNIAL EDUCATORS

CONTINUANCE COMMITMENT SCALE ITEMS	Weighted Mean	Description
1. I am afraid of what might happen if I quit my job without having another one lined up.	2.99	Average
2. It would be very hard for me to leave my organization right now, even if I wanted to.	4.27	High
3. Too much in my life would be disrupted if I decided I wanted to leave my organizations now.	3.85	High

4. It would be too costly for me to leave my organizations now.	2.92	Average
5. Right now, staying with my organization is a matter of necessity as much as desire.	3.44	High
6. I feel that I have too few options to consider leaving this organization.	2.73	Average
7. One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	3.58	High
8. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice-another organization may not match the overall benefits I have.	3.61	High
Total	3.42	Average

In terms of continuance commitment, an average level of commitment could be discerned from the responses of the respondents, specifically in terms of "their fear of what might happen if they quit their job" (M= 2.99); "the feeling that it would be too costly for them to leave the organization now" (M= 2.92); and "the feeling that they have too few options to consider leaving their school now" (M= 2.73). High continuance commitment was manifested in the following responses: 1) "it would be very hard to leave the school right now even if they wanted to" (M= 4.27); 2) "too much in life would be disrupted if they decided to leave the organization now" (M= 3.85); 3) "leaving the school now would require considerable personal sacrifice-another organization may not match the overall benefits the school is giving" (M= 3.61); 4) "one serious consequence of leaving the organization now would be the scarcity of available alternatives" (M= 3.58), and 5) "right now staying in the school is a matter of necessity" (M= 3.44). The total mean of 3.42 clearly showed that the millennial educators are valuing the work- relationship and other benefits the school is giving.

TABLE VI
 THE ORGANIZATIONAL COMMITMENT (NORMATIVE COMMITMENT) OF THE MILLENNIAL EDUCATORS

NORMATIVE COMMITMENT SCALE ITEMS	Weighted Mean	Description
1. I think that people these days move from company to company too often.	4.41	High
2. I do believe that a person must always be loyal to his or her organization.	2.87	Average
3. Jumping from organization to organization does seem at all unethical to me.	2.81	Average
4. One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.	4.69	Very High
5. If I got another offer for a better job elsewhere I would not feel it was right to leave my organization.	4.28	High
6. It was taught to believe in the value of remaining loyal to one organization.	4.42	High
7. Things were better in the days when people stayed with one organization for most of their careers.	4.26	High
8. I do think that wanting to be a "company man" or "company woman" is sensible.	2.92	Average
Total	3.83	High

The level of normative commitment of the millennial educators can be gleaned in eight scale items. A very high level of commitment was recorded in Item 4, "the belief of the teachers that loyalty is important and therefore feel a sense of moral obligation to remain" (M= 4.69). High level of commitment was registered in four other stems, namely: "it was taught to believe in the value of remaining loyal to the organization" (M=4.42); "the thinking that people these days move from organization to organization too often" (M= 4.41); "the feeling that it was not right to leave the school if a better offer comes elsewhere" (M= 4.28); and "the thinking that

things would be better if people stay with one organization for most of their careers (M= 4.26). Three other items recorded an average level of normative commitment of the millennial educators. These included the thinking that wanting to a "company man or woman" is sensible (M= 2.92); "the belief that a person must always be loyal to his or her organization" (M= 2.87); and "jumping organization to organization does seem unethical" (M= 2.81). The mean score of 3.83 reflects that millennial educators have a high level of normative commitment to their school.

It may be inferred from the findings that the millennial educators have a high organizational commitment to their school, and this indicated the positive attitude and willingness to work for their school. The educator's responses reflected the desire (affective commitment), the need (continuance commitment), and the obligation (normative commitment) to maintain employment in their respective schools.

The third instrument used was the Malolos Diocese Catholic Schools Association Faculty Performance Appraisal System to measure the level of job performance of millennial educators in the diocesan school in the Western District of the diocese of Malolos in the Province of Bulacan. The survey questionnaire was composed of three (3) major components: first is personal discipline, classroom management, and academic proficiency to know how an individual employee responds to the demands of their job. In this study, the job performance of the millennial educators was assessed in terms of three parameters: personal discipline, classroom management, and academic proficiency as presented in Tables VII, VIII and IX respectively.

TABLE VII
JOB PERFORMANCE (PERSONAL DISCIPLINE) OF THE MILLENNIAL EDUCATORS

PERSONAL DISCIPLINE	Weighted Mean	Description
1. Well-groomed at all times	4.50	Very High
2. Enthusiastic and confident with sense of humor	4.29	High
3. Uses appropriate language in dealing with the students	4.23	High
4. Reports to class on time	4.03	High
5. Absences are infrequent and justifiable	4.01	High
TOTAL	4.21	High

Analysis of the data presented in Tables VII revealed that the millennial educators were rated highly in terms of personal discipline, as shown by the mean value of 4.21. Four indicators were cited: enthusiastic and confident and with a sense of humor (M=4.29), uses appropriate language in dealing with students (M=4.23), report to class on time (M=4.03), and absences are infrequent and justifiable (M=4.01). The educators were also cited very high in terms of grooming (M=4.50).

TABLE VIII
JOB PERFORMANCE (CLASSROOM MANAGEMENT) OF THE MILLENNIAL EDUCATORS

CLASSROOM MANAGEMENT	Weighted Mean	Description
1. Establish rules and implement them	3.49	Average
2. Maintain an atmosphere conducive to learning	4.07	High
3. Follows systematic procedure for classroom routine	4.51	Very High

4. Consistent and fair in treating students	3.94	High
5. Helps students adapt inside the classroom	3.49	Average
TOTAL	3.90	High

In terms of classroom management, the mean value of 3.90 was obtained. The millennial educators were given a very high rating in the following systematic procedure for classroom routine (M=4.51). They were also given high ratings in maintaining an atmosphere conducive to learning (M=4.07), and in treating students fairly and consistently (M=3.94). In terms of establishing rules and implementing them, and in helping students adapt inside the classroom, the average mean rating of (M=3.49) was given to the millennial educators.

TABLE IX
JOB PERFORMANCE (ACADEMIC PROFICIENCY) OF THE MILLENNIAL EDUCATORS

ACADEMIC PROFICIENCY	Weighted Mean	Description
1. Mastery of the subject	4.03	High
2. Explain hard to understands concepts	4.03	High
3. States objectives of the lesson	4.01	High
4. Relates lesson to present one	3.96	High
5. Uses variety of teachings aids	3.48	Average
6. Encourages active participation	4.51	Very High
7. Corrects students' mistakes	4.21	High
8. Gives students several ways to apply acquired knowledge	3.47	Average
9. Provide practical examples	3.91	High
10. Readily available for academic consultation	3.92	High
TOTAL	4.00	High

Academic proficiency is an essential qualification for teachers. In the case of the millennial educators, high recognition or rating can be gleaned in seven academic proficiency indicators with the mean of 4.00, to wit: mastery of subject matter (M=4.03), explain hard to understand concepts (M=4.03); state objectives of the lesson (M=4.01); relate the lesson to present one (M=3.96); correct students' mistakes (M=4.21); provide practical examples (M=3.91); and readily available for academic consultation (M=3.92).

A close look at the overall job performance ratings of the millennial educators, it can be said that the teachers were doing well in all three parameters, personal discipline, classroom management, and academic proficiency.

Personal discipline factor focused on the ability of the employee to exhibit positive personal control in performing his or her job. Second is the classroom management factor addressed the employee's response to instill classroom supervision following the educational standards. And last was the academic proficiency factor, which intended to amplify the professional potentials of the employees as established their response to the challenges of their profession. This performance appraisal was intended to evaluate employees' work performance before the school year ends to assess and develop a constructive work environment. The millennial educators were rated with numbers 1-5 based on the extent of the evaluator's response, one if they strongly disagree, two if they disagree, three if they neither agree nor disagree (neutral), four if they agree and five if they strongly agree on the given statement.

The results were analyzed and interpreted. Hence, the summary of findings of the study are presented as follow:

Problem 1. The level of motivation of the millennial educators may be summarized as follows: Intrinsic Motivation with Mean=4.21 and interpreted as High and Extrinsic Motivation with Mean=3.38 and interpreted as Average.

It was apparent that the millennial educators valued the work itself as manifested by their passion, enthusiasm and love for work. As a whole, the total mean of 4.21 for intrinsic and 3.38 for extrinsic suggested that the educators are highly and averagely motivated in their job respectively.

Problem 2. The level of organizational commitment may be described as follows: Affective factor with Mean=3.72 and Normative factor with Mean=3.38 interpreted as both High and Continuance factor with Mean=3.42 interpreted as Average.

It was evident that the millennial educators' organizational commitment was immensely seen. As a whole, the total mean of 3.7 for affective factor, 3.42 for continuance factor and 3.38 for normative factor suggested that the educators are highly, averagely and highly committed in relation to organization respectively.

Problem 3. The level of Job Performance of millennial educators may be summarized as follows: Personal Discipline dimension with Mean=4.21, Classroom Management with Mean=4.00, and Academic Proficiency with Mean=3.90 were all interpreted as High.

It was clear that the millennial educators' job performance appeared to be high. As a whole, the total mean of 4.21 for personal discipline factor, 3.90 for classroom management factor and 4.00 for academic proficiency factor suggested that millennial educators are all highly productive in their job.

Problem 4. In analyzing the influence of motivation on the job performance of the millennial educators, the following null hypotheses were tested: "the level of motivation of the educators does not exert any significant influence on their job performance.

Results of the regression analysis revealed B coefficients of .118 for intrinsic motivation and .005 for extrinsic motivation. The findings showed that the two independent variables are positively or directly, related with the dependent variable which is job performance. Stated differently, the B coefficient of .118 indicated that for every unit improvement in the intrinsic motivation of the teachers their job performance could be expected to increase by .118. Generally the result showed that intrinsic motivation exerts a much higher influence on the millennial educators' job performance. Specifically, intrinsic motivation accounted for about 17.6 percent contribution on job performance of the educators, while extrinsic motivation accounted for about 1.0 percent. Since the Beta weight of .176 registered an associated probability of .03, a value lower than the significance level of .05, there is reason to believe that intrinsic motivation significantly influence the job performance of the educators.

The combined effect of intrinsic and extrinsic motivation revealed an F-ratio of 1.870 unit and a P-value equal to .174. Since the P-value is much higher than the alpha (α) set at .05, the null hypothesis cannot be rejected. It may be safely conducted that the level of motivation of the millennial educators does not significantly influence the job performance of the educators.

Problem 5. The influence of organizational commitment on job performance was assessed by subjecting the data to regression analysis. The null hypothesis which stated that the organizational commitment of the millennial educators does not influence job performance was tested at, .05 alpha (α).

Examination of the regression showed positive B Coefficients of .065 for affective commitment; .016 for continuance commitment; and .025 for normative commitment. These findings indicated that the three dimensions of organizational commitment are directly correlated with the job performance of the millennial educators that in general the higher the level of job commitment of the teachers the higher their job performance. In the same manner, the lower the level of organizational commitment, the lower the job performance will be.

It may be further stated that for every unit improvement in the level of affective commitment, their job performance can generate a corresponding increase of .065 in job performance. In the same vein, any improvement in the level of continuance and normative commitment of the teachers, would record corresponding increases of .016 and .025 in job performance.

Analysis of the standardized Beta coefficients one could glean that affective commitment registered the highest beta value of .124 followed by normative commitment, .041. This meant that affective commitment contributes about 12.4 percent impact of the performance of the teachers. Unfortunately, not one of the variables registered B and Beta values with associated probability less than the significance level set at .05. This meant that affective continuance, and normative commitment influences the job performance of the educators but not to a significant extent.

Results of the analysis of variance revealed an F ratio equal to .229, with associated probability of .633. Since the P value is much higher than alpha (α) of .05 the null hypothesis has to be sustained. This meant that the level of organizational commitment of the teachers does not influence significantly their job performance.

Problem 6. Based on the findings of the study management implications were drawn to further enhance job performance of millennial educators?

1) One revelation of the study was that the millennial educators were highly motivated intrinsically in their job. This may be one explanatory factor for the high level of performance of the educators in terms of personal discipline, classroom management, and academic proficiency. On the other hand, the teachers were found to exhibit a not too high level of extrinsic motivation. This may be an area of interest for management. The reward system of the school may be revisited. These were factors external to the job itself, and are generally the physical benefits provided by the organizations such as pay, bonuses, benefits and the like.

2) The organizational commitment of the educators was generally high particularly in terms of affective and normative dimensions. Moreover, management can further examine the continuance dimensions, and this specifically deals with work-relationships and other benefits given to the educators.

3) The influence of intrinsic motivation on the job performance of the millennial educators was found to be statistically significant. This implied that intrinsic motivation is a significant determinant of the job performance of the millennial educators. From the management point of view, this is one area that can be further explored in the interest of sustaining or better still further enhancing the job performance of the teachers.

4) The millennial educators' desire to remain focused and attached to their work and organization was very evident in the study. Authorities like Allen and Meyer disclosed that the three forms of commitment, namely: affective, continuance, and normative are equally important and useful, and should be pursued with the same

interest and vigor. The educators manifested high appreciation for affective and normative forms, but not quite for continuance commitment scale. It may be interesting for management to carefully look into this matter to further improve the millennial educators' willingness to work positively in their respective schools.

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were drawn:

1) The millennial educators were highly motivated intrinsically in their job. They manifested passion, enjoyment, energy and enthusiasm in their job. Moreover, in terms of extrinsic factors, they demonstrated average level of motivation.

2) The organizational commitment of the educators was generally high particularly in terms of affective and normative dimensions. From the standpoint of work- relationships and other benefits, the millennial educators showed average level of continuance commitment.

3) High level of job performance was exhibited by the millennial educators in all the three performance criteria: personal discipline, classroom management, and academic proficiency.

4) The null hypothesis which stated that the level of motivation of the millennial educators does not influence significantly their job performance was rejected only in terms of intrinsic dimension. On the other hand, the null hypothesis was accepted in terms of extrinsic factors.

5) The null hypothesis which stated that the level of organizational commitment of the educators does not influence their job performance was sustained.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby forwarded:

1) That management may closely examine the factors external to actual teaching, specifically the benefits provided by the school, salary, fringe benefits, reward system and the like. Considering the availability of response, the much needed adjustment may be instituted to further enhance the level of motivation of the millennial educators such as additional cash incentives for every 5 year rendered services, professional educational support, scholarship grant, seminar/webinar sponsorship and the like.

2) That management may take a deeper look at the quality of the continuance dimension of the organizational commitment of the educators specifically by fostering a healthy and conducive work-relationship between and among employees as well as the administrators. The management may provide thematic program designed to enhance work relationship between administrators and teachers such as seminars, workshops, team buildings, school community activities with holistic development approach (psycho-social, physical, spiritual), school dialogue and the like.

3) The educators were seen highly performing in their job. Moreover, in-service training given to the teachers may focus on affective use of instructional materials and helping children in their adjustment problems to further enhance their performance. The management may procure and provide latest instructional tools and materials such as learning management system (online delivery mode of lessons activities), and other educational technology supports.

4) That school administrators may carefully look into the quality of work relationships and other benefits to further improve the continuance commitment of the millennial educators. The management must provide competitive salary, support professional growth of the employees, providing a conducive environment for a smooth interpersonal relationship.

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