

**MOTIVATION AND ORGANIZATIONAL COMMITMENT OF
SPECIAL EDUCATION TEACHERS IN CAVITE**

THESIS

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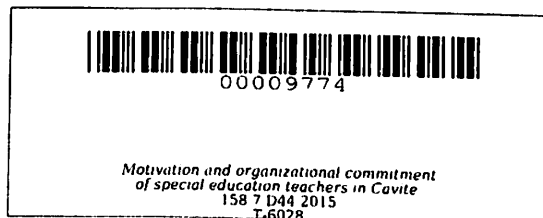
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ABSTRACT

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The study was conducted from October 2014 to March 2015 in Cavite. This study generally aimed to determine the motivation and organizational commitment of special education (SPED) teachers in Cavite. Specifically, the study aimed to 1. determine the demographic profile of the participants; 2. determine the teachers' level of motivation; 3. determine the teachers' level of organizational commitment in terms of affective, continuance, normative commitment; 4. find out the significant difference in the teachers' level of motivation when grouped according to socio-demographic characteristics; 5. and find out the significant difference in the teachers' level of organizational commitment when grouped according to socio-demographic characteristics.

Descriptive correlation method of research was used in the study. A total of 100 SPED teachers participated in the study. Data were obtained mainly by using a survey questionnaire. Frequency, mean, standard deviation, Man Whitney and Kruskal Wallis analysis were used to analyze the data.

Based on the demographic profile majority of the participants belong to age bracket 30-39 years old female, licensed, has attended at most five seminars for the past 3 years, has been working for at most five years in their current institution, has one to five years' experience as SPED teachers, earns ₱10,001 – ₱20,000 from being a SPED teacher, and has no other source of

income. In the aspect of motivation, majority of the participants believe that they have a high level of effort and persistence towards work which may result to ho high job performance.

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INTRODUCTION

Education is a bridge for every student to learn, to explore and to gain knowledge. For students with learning disability, it is difficult for them to join a normal class and to deal with other students to accomplish some academic tasks in school. Special education (SPED) ultimately aims to integrate learners with special needs into the regular school system and eventually in the community. It also develops and maximizes learning competencies as well as inculcates values to make students with special needs productive members of society (Qijona, 2003).

Special education or special needs education is the practice of educating students with special needs in a way that addresses their individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement