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RESEARCH ARTICLE

TEACHERPRENEURSHIP, PASSIVE INCOME ACCUMULATION AND TEACHER PERFORMANCE IN THE DIVISION OF LAGUNA

Vilma A. Ching ED. D¹ and Master Teacher I²

1. Laguna State Polytechnic University, Santa Cruz Main Campus, Bubukal, Santa Cruz, Laguna.
2. Pedro Guevara Memorial National High School, Santa Cruz, Laguna.

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Abstract

Teachers play a crucial role in the lives of their students. As what Mazzer and Rickwood (2015) stated, teachers are considered to have the power and opportunity in determining issues regarding their students' mental health and welfare. According to the study conducted by Muguongo, et. al. (2015), it was revealed that the basic pay, allowances, and work environment implicate teachers' job satisfaction on a large scale. It was also found out that teachers chosen to be the respondents of their study were highly dissatisfied with all aspects of compensation that they receive. This may be the reason why some teachers opt to find other sources of income. This study aimed to determine the relationship between the teacherpreneurship and the passive income of teachers in the Division of Laguna to their perceived performance in the workplace. The research design used in this study was of the descriptive type, coupled with correlational research design. This research is a descriptive-quantitative study where survey questionnaire was utilized as the main data gathering instrument to collect the necessary data from three hundred fifty-four (354) selected secondary school teachers in the Division of Laguna. The findings revealed that the respondents' perceived performance in terms of their innovativeness, ethical awareness and obedience, motivation, adaptability, commitment, diversity, learning capacity, and advocacy are exhibited by the teachers at a very high extent. On the other hand, the teachers' level of job satisfaction was observed to be of high extent. The null hypothesis stating that the net salary has a significant relationship with the perceived performance of the teachers is partially rejected for the teachers' job satisfaction was found to have a significant correlation with their net salary. A significant relationship between the teachers' motivation and commitment was revealed to have a significant correlation with their teacherpreneurship and passive income, as well. Necessary recommendations on the teachers' increased cognizance on how to effectively manage their teacherpreneurship and passive income accumulation and on the school heads' constant monitoring of the teachers' management of the said activities were provided in this study.

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Corresponding Author:- Vilma A. Ching

Address:- Laguna State Polytechnic University, Santa Cruz Main Campus, Bubukal, Santa Cruz, Laguna.

Introduction:-

Teachers, being one of the primary actors in the educational institutions, play an essential role in ensuring students' learning. Aside from being a classroom teacher, some teachers also engage in other activities as additional sources of income. Such are being engaged in teacherpreneurship and passive income accumulation from varying business ventures.

Shelton and Archambault (2018) defined online teacherpreneurs as K-12 classroom teachers who promote and engage in educational entrepreneurship. They impart their teaching ideas and resources virtually with the use of online marketplaces.

Other sources of income which was usually explored by teachers is the accumulation of passive income. Passive income is defined as the earnings obtained from a rental property, limited partnership or other enterprise in which a person is not actively involved (Chen, 2019). The teachers' behavioral nature, satisfaction level, and degree of motivation highly contribute to how they perform their jobs. With that, the nature of teacherpreneurship and passive income accumulation among teachers in relation to their performance, job satisfaction, and motivation was examined.

Objectives:-

The purpose of this study was to determine the perceived performance and management of teacherpreneurship and passive income accumulation among teachers in the Division of Laguna. Specifically, it sought answers to the following questions.

1. What is the status of teachers' involvement in passive income accumulation and teacherpreneurship in terms of:
 - a. Property rentals
 - b. Direct selling
 - c. Investment in business
 - d. Tutorial
 - e. Online business
 - f. Events' coordinatorship
2. What is the extent of teachers' management of teacherpreneurship in terms of:
 - a. Time allotted for teaching preparation and execution
 - b. Time management schemes carried out
3. What is the extent of teachers' performance in terms of:
 - a. Teachers' innovativeness
 - b. Ethics
 - c. Degree of Motivation
 - d. Adaptability
 - e. Level of Job Satisfaction
 - f. Commitment
 - g. Teachers' Diversity
 - h. Learning Capacity
 - i. Teachers' Advocacy
4. What is the extent of the implications of passive income accumulation and teacherpreneurship in terms of:
 - a. Motivation in teaching
 - b. Freebies obtained
 - c. Travel opportunities
 - d. Investment
5. Is there a significant relationship between the teachers' net salary as DepEd employees and the perceived performance of the teachers?
6. Is there a significant relationship between the teachers' passive income and the perceived performance of the teachers?

Methodology:-

The research design used in this study was of the descriptive type, coupled with correlational research design. The respondents of this study were three hundred fifty-four (354) secondary school teachers across the different districts

in the Division of Laguna. The number of respondents selected in this study was computed using the Slovin Formula. The sampling technique that was used by the researcher was purposive sampling.

The main instrument used in this study was the developed questionnaire. Statistically identifying and computing the data's frequency, percentage, mean, and Pearson's *r* were accomplished to draw valid conclusions.

Literature Review:-

There are several factors which may influence teachers' performance. Teacher performance is defined as the teacher's indicated impact on students' learning as supported by the student achievement test scores, his/her observed pedagogical practices, or the employer or student surveys conducted (IGI Global, 2019). Schools also make use of evaluation tools to assess the performance of the teachers.

According to Sawchuk (2015), teacher evaluation involves the formal process a school follows to review and rate teachers' performance and effectiveness in the classroom. Several literatures were gathered to obtain essential facts and information on the nature of teachers' innovativeness in school.

A number of definitions for the term innovation was presented by Cabrera (2017); he said that innovation can be indicated by a teacher who is able to rethink their schedule in order to make it more inclusive of "projects or personalized learning time". It may also mean reinventing the manner of using digital curriculum when devising projects and rethinking the classroom's environment to better suit to the students' manner of preference and desire to learn which may lead to optimal learning outcomes and attainment of the formulated session objectives.

Innovative teaching is not focused on instruction but is about facilitation. Innovative teaching gives emphasis on developing conducive environments which promote good learning. Innovative teachers are good at supporting students and are also skilled in creating interesting content and new experiences. A good teacher observes and assesses progress without producing any stress to the learner or interruption in the learning process (Wheeler, 2016).

The teachers' ethics is another dimension which was carefully examined in this study. The importance of strict compliance of the set ethical standards for teachers especially when dealing with the learners was also tackled in the following literature. Singer (2020) defined ethics as the discipline focusing on what is considered morally good and bad, and morally right and wrong. The term ethics is also applied to any scheme or theory of moral principles or values. It is also called moral philosophy.

In accordance with the book written by Strike (2015), an educator must accept the duty and responsibility of following and obeying the ethical standards in an optimal level. As an educator, he/she must also acknowledge the degree of the responsibility which goes along with him/her being involved in the teaching process.

It has been observed that nowadays, the concept of teacher and teaching has been gradually changing. In the modern era, a teacher has numerous duties and responsibilities to take part in. Aside from having good academic and professional qualifications, knowledge and cognizance of the professional ethics must also be exhibited by teachers. Professional ethics serves as a guide which aids the teacher in giving quality education and instilling good values among the students. It will also highlight the fact that teachers have a crucial and important role in drawing out desirable behaviors from the learners (Sherpa, 2018).

Another important dimension analyzed in this research is the teachers' degree of motivation. The nature and the concept of motivation and how it may influence the teachers' performance in class were tackled and discussed in the succeeding literature cited.

One's desire and drive to teach coupled with his/her interpersonal style toward the learners upon doing so constitutes a teachers' degree of motivation. The personal motivation of a teacher revolves around the level of psychological need satisfaction manifested during the process of teaching. It is indicated by the teachers' enthusiasm and is influenced by teachers' job satisfaction (Gagné (ed.), 2013).

Pelletier L.G., Rocchi M. (2016) claim that an essential role in sustaining a healthy teaching environment is being played by the teachers' motivation. Pertinent insights on the understanding of teachers' motivation, composing of the reasons why teachers accomplish their work, continually teach, experience their success and have a good time in doing their jobs can be provided by the Self-determination theory (SDT).

The fourth dimension subjected to an in-depth analysis was the teachers' adaptability. The teachers' ability to easily adapt on abrupt changes was examined in this study. The following literature provide an overview on the nature of teachers' adaptability.

Diversity can be theorized in various ways depending on the context. When dealing with classroom experiences, diversity can be thought of as understanding each student bringing unique experiences, strengths, and ideas to a given classroom. The previously mentioned differences can be along the dimensions of "race, ethnicity, sexual orientation, gender, socio-economic status, age, ability, religious or political beliefs, or other different ideologies". Diversity is the investigation and integration of these differences to enhance learning in a class (The University of Rhode Island, 2019). Diversity among teachers is also apparent in every educational institution across the globe which should always be kept in mind.

Turning the class environment into some space conducive for learning and dealing with the diverse learners in each classroom are some of the factors that must be considered by a teacher. Being able to do so will help the teachers attain the learning objectives. The learning capacity of the teachers was also selected as one of the dimensions analyzed in this study. Some important facts related to the teachers' capability in learning or mastering concepts were discussed in the succeeding literature.

As what Mazarin (2019) stated, an educator and researcher by the name of Lee Shulman observed that all students need a teacher who is more than knowledgeable about their subjects being taken. Instead, they also need teachers who can teach their specific subjects clearly and effectively. The researcher called this combination of content and teaching knowledge as the pedagogical content knowledge.

The teachers' teaching advocacy was also taken into consideration. Thorough analysis of the teachers' sense of advocacy when it comes to performing their professions was accomplished. The performance of teachers with respect to the aforementioned dimensions was assessed. It was also correlated with the passive and teacherpreneurship income of the teachers. Several literatures were tackled to provide an idea on the nature of teacherpreneurship and passive income accumulation among teachers

There are different factors motivating individuals to excel in their craft and strive hard in their jobs and tasks. Such is the provision of incentives to employees including teachers. The salary of teachers is generally considered as having a mediocre value. Hence, several teachers look for other sources of income aside from teaching inside the classroom. Such is engaging in teacherpreneurship. The prevalence of teacherpreneurs across the globe is highly observable nowadays.

According to Dutta (2019), the combination of teacher and entrepreneurship that focuses on the teacher who are ready to take risks in getting profitable learning experience for the learners is termed as "Teacherpreneurship". The teacher is the most suitable person to introduce entrepreneurship skills in the classroom which promotes innovation and leadership skills. As a teacher, he/she has a lot to offer to the students such as honing skill set in management, planning, organizing, staffing, directing, and controlling.

Teachers should be encouraged to pursue teacherpreneurial route which enables them to assume leadership roles in solving problems in the education industry, aside of course, from the additional income it may offer. Digital teacherpreneurship can amplify rather than diminish the role of the teacher in society as an educator and generator of socio-economic value (Grant and Wise (ed.), 2016).

Discussion:-

Table 1:- Summarizes the responses of the selected teachers in relation to their involvement in property rentals, direct selling, and investment.

Indicators	4		3		2		1		Mean
	f	%	F	%	F	%	f	%	
1. I have commercial properties that I rent out to vendors/ business owners.	31	8.76	30	8.47	54	15.25	239	67.51	1.58 (NE)
2. I have residential	27	7.63	24	6.78	39	11.02	262	74.01	1.47

properties that I rent out to tenants.									(NE)
3. I invest on various types of properties (commercial, residential, etc.) to acquire additional income.	84	23.73	119	33.62	65	18.36	86	24.29	2.57 (SOE)
									1.87 (RE)
Direct Selling	f	%	F	%	F	%	f	%	Mean
1. I obtain products from Avon, Tupperware Brands, Natasha, etc. and sell it to my customers payable in a month.	39	11.02	55	15.54	56	15.82	204	57.63	1.80 (RE)
2. I became an active member of Avon, Tupperware Brands, etc. to get discounts.	38	10.73	55	15.54	46	12.99	215	60.73	1.76 (RE)
3. I handle sellers and supply them with the products they will sell to their customers.	52	14.69	85	24.01	76	21.47	141	39.83	2.14 (RE)
									1.90 (RE)
Investment	f	%	F	%	F	%	f	%	Mean
1. I elicit information on rising business ventures.	67	18.93	120	33.90	79	22.32	88	24.86	2.47 (RE)
2. I invest in other business ventures to have additional profits.	75	21.19	96	27.12	62	17.51	121	34.18	2.35 (RE)
3. I take risks and usually engage on entering a new business venture on my own.	57	16.10	78	22.03	74	20.90	145	40.96	2.13 (RE)
									2.32 (RE)
Legend:									
3.26 – 4.00 Strongly engaged (STE)									
2.51 – 3.25 Sometimes Engaged (SOE)									
1.76 – 2.50 Rarely Engaged (RE)									
1.00 – 1.75 Not Engaged (NE)									

Among the three indicators analyzed and examined, teachers are found to be more inclined and engaged in investing to various business ventures (2.32) than in capitalizing to acquire properties that they may rent out (1.87). Similarly, teachers are more interested in investment than being involved in direct selling as their additional source of income (1.90). The results of the study conducted by Awunyo-Vitor (2015) indicated that 68.75% of the total number of respondents were cognizant of mutual fund as an investment option and half of them were able to know about it through the advertisement of mutual fund products and services. This only means that teachers are generally aware of the varying investment options they can take part of.

Table 2:- Provides a comprehensive overview of the responses in relation to their involvement in tutorial, online business, and event coordinatorship.

Tutorial	f	%	F	%	F	%	f	%	Mean
1. I conduct tutorials to 2-5 students to gain extra income.	36	10.17	59	16.67	73	20.62	186	52.54	1.84 (RE)
2. I engage in online tutorial and gain extra profits from it.	27	7.63	34	9.60	41	11.58	252	71.19	1.54 (NE)
3. I conduct a one-to-one	50	14.12	54	15.25	47	13.28	203	57.34	1.86

tutorial to have another source of income									(RE)
									1.75 (NE)
Online business	f	%	F	%	F	%	f	%	Mean
1. I have created a page or a site where I sell products to my customers.	45	12.71	49	13.84	52	14.69	208	58.76	1.81 (RE)
2. I buy goods online and sell it to my customers, afterwards.	42	11.86	50	14.12	48	13.56	214	60.45	1.77 (RE)
3. I sell products on an online platform such as through my facebook account	59	16.67	47	13.28	58	16.38	190	53.67	1.93 (RE)
									1.84 (RE)
Event Coordinator	f	%	F	%	F	%	f	%	Mean
1. I serve as a host on various events and gain extra income out of it.	39	11.02	63	17.80	79	22.32	173	48.87	1.91 (RE)
2. As a source of additional income, some clients hire me as an organizer of a given event.	26	7.34	40	11.30	49	13.84	239	67.51	1.58 (NE)
3. Some clients contact me and hire me as their event coordinator on weddings, birthdays, etc.	23	6.50	40	11.30	45	12.71	246	69.49	1.84 (RE)
									1.78 (RE)
Legend:									
3.26 – 4.00 Strongly engaged (STE)									
2.51 – 3.25 Sometimes Engaged (SOE)									
1.76 – 2.50 Rarely Engaged (RE)									
1.00 – 1.75 Not Engaged (NE)									

Looking at the three indicators investigated, the data suggest that teachers are more engaged in being involved in online business (1.84) than in conducting tutorials (1.75) and serving in events as host/organizer/coordinator (1.78) as their additional source of income aside from being a classroom teacher.

On a study conducted by Tseng and Kuo (2014), it was found out that the development of social relationships among online teacher members aids them in obtaining potential resources and reliable support through their social network. The teachers being engaged in online business enables them to create networks and earn additional income using the web as the primary platform.

Considering the six (6) dimensions studied, the teachers are mostly engaged in investment (2.32) as their additional source of income. On the other hand, teachers are least engaged on the varying means of conducting tutorials (1.75). This may be because some teachers carry out other means of obtaining additional profit which will not require them to exert utmost effort and energy.

Table 3:- Shows the frequency of the respondents who spend the corresponding duration of time utilized in teaching preparation.

Number of hours	Frequency	Percentage
0.5 hour	7	1.98
1 hour	158	44.63
2 hours	86	24.29

3 hours	72	20.34
4 hours	24	6.78
5 hours	6	1.69
6 hours	1	0.28

Table 3 clearly indicates that majority of the teachers allot 1 hour in preparing their lessons (44.63%). On the other hand, only 1 from the respondents spend 6 hours in preparing the lessons for a given week (0.38%).

Varying time allotted for the teachers' lesson preparation can be attributed to several factors including the teachers' workload. Furthermore, it was revealed on the study authored by Whiteley and Richard (2014) that over 70 percent of respondents to the survey they conducted indicated that they found their workload unmanageable during the semester. Thus, causing them not to have enough time to prepare while over 90 percent of respondents responded that they wanted to have an evenly distributed preparation over the full school year.

Table 4:- Shows the frequency of the respondents who accomplish their business transactions in each time/period.

Time scheme	Frequency	Percentage
Weekends/ Holidays	64	47.06
After school time	40	29.41
During free time	8	5.88
As scheduled	6	4.41
Online	7	5.15
Wait for rental payment	3	2.21
Before work	2	1.47
With helper	6	4.41

Referring to Table 4, it can be gleaned that almost half of the number of responses, that is, 64 respondents accomplish their passive income and teacherpreneurship activities during weekends and holidays (47.06%) while only 2 respondents accomplish the said activities before work (1.47%).

Teachers are considered as natural entrepreneurs. In order to become a successful teacherpreneur, what a teacher needs is to learn how to package up his/her knowledge and get it into the hands of the people who have the desire to learn and who are willing to pay for it (The Teacherpreneur, 2018).

Table 5:- Shows the extent of teachers' perceived performance and perception on the following indicators.

Indicator	Overall Mean	Verbal Interpretation
1. Innovativeness	3.74	Very High
2. Ethics	3.86	Very High
3. Degree of Motivation	3.77	Very High
4. Adaptability	3.60	Very High
5. Level of Job Satisfaction	2.97	High
6. Commitment	3.64	Very High
7. Teachers' Diversity	3.67	Very High
8. Teachers' Learning Capacity	3.64	Very High
9. Teachers' Advocacy	3.78	Very High

Legend:

- 3.26 – 4.00 Very High (H)
- 2.51 – 3.25 High (H)
- 1.76 – 2.50 Moderate (M)
- 1.00 – 1.75 Low (L)

The teachers' perceived performance covers their innovativeness, ethics, motivation, adaptability, level of job satisfaction, commitment, diversity, learning capacity, and advocacy. Referring on Table 5, the overall weighted means obtained are 3.74, 3.86, 3.77, 3.60, 2.97, 3.64, 3.67, 3.64, and 3.78, respectively. Each one was verbally

interpreted as having very high extent except for the level of job satisfaction of teachers (2.97) which indicated high extent.

The overall mean computed for the teachers' level of job satisfaction was relatively smaller than the overall means computed from the other indicators. With that in mind, the recommendation of Reilly, et. al. (2014) that the perceived stress must be given focus on to heighten the teachers' job satisfaction must be considered.

Table 6:- Summarizes the nature of income source, that is, through passive income accumulation and teacherpreneurship.

Nature of Income Source	Lowest income	Highest income	Mean income	Analysis
Passive Income	Php 0.00	Php 55,000	Php 3,540	Very Low
Teacherpreneurship	Php 0.00	Php 40,000	Php 1,076	Very Low

Legend:

44 000 –54 999 Very High (VH)
 33 000 –43 999 High (H)
 22 000 – 32 999 Moderate (M)
 11 000 – 21 999 Low (L)
 00.00 – 10 999 Very Low (VL)

The teachers had very low income generated from passive means. Some of the teachers do not earn through passive means while the highest estimated income was Php 55, 000. The same is true in terms of teacherpreneurship, with Php 40, 000 as the highest estimated earnings. A mean of Php 3, 540 was noted in terms of passive income and Php 1,076 for teacherpreneurship.

Pilon (2017) stated that for teachers, summer is usually full of free time. Consequently, there is an opportunity to make some extra money during this season. However, a teacher does not have to resort in obtaining a seasonal job. Instead, he/she can start a business that makes great use of his/her talents during this time such as by being a tutor, by selling online courses, hosting webinars where teachers can offer their expertise online, engaging on researches, becoming a proofreader, editor, author, and/or by hosting a workshop. All of these might give a teacher an opportunity to collect additional income.

The data in Table 7 provides a summary of the teachers' allocation of their collected passive and teacherpreneurship income.

Allocation of income	Frequency	Percentage
Travel	41	7.03
Savings	122	20.93
Daily Expenses	195	33.45
Leisure	47	8.06
Education	115	19.73
Investment	63	10.81

Most of the responses were accounted on the teachers' daily expenses (195 counts, 33.45%). A large number of affirmative responses can also be observed in the savings dimension. In fact, there are 122 teachers who put their additional income into their savings (20.93%). On the other hand, the least number of responses can be observed under the travel indicator which constitutes to 41 counts only (7.03%). On a study conducted by King (2015), it can be concluded that the teachers' wages positively relate to the children's positive emotional expressions and behaviors in classrooms, and children in classrooms of teachers who can pay for their basic expenses exhibit more positive emotional expressions and behaviors than children in classrooms of teachers who were not capable of paying for their basic expenses. Therefore, teachers' capacity of paying for their daily expenses is of great importance, as well, on their performance in school.

Table 8:- Provides an overview of the implications of passive income accumulation and teacherpreneurship.

Indicators	4		3		2		1		Mean
	F	%	f	%	F	%	F	%	
Motivation	96	27.12	152	42.94	49	13.84	57	16.10	2.81

									(H)
Investment	99	27.97	161	45.48	40	11.30	54	15.25	2.86 (H)
Freebies obtained	71	20.06	138	38.98	69	19.49	76	21.47	2.58 (H)
Travel opportunity	66	18.64	128	36.16	67	18.93	93	26.17	2.47 (L)
Legend:									
3.26 – 4.00 Very high (VH)									
2.51 – 3.25 High (H)									
1.76 – 2.50 Low (L)									
1.00 – 1.75 Very low (VL)									

Referring to Table 8, there were 96 teachers who perceived that having passive income and being involved in teacherpreneurship has a very high implication on their motivation (27.12%). A quite similar response was apparent in the investment dimension, 99 teachers responded that having passive income and being involved in teacherpreneurship affect, to a very high extent, their investment sources (27.97%).

On the other hand, only 71 teachers responded that due to the said activities, they can obtain freebies out of it in a very high extent (20.06%). Only 66 teachers, had the same response when it comes to the travel opportunities the said activities offer (18.64%). Generally, the means under the motivation, investment, and freebies obtained suggest that these dimensions are affected to a high extent by the teachers' passive income accumulation and teacherpreneurship activities. An article written by Westberg (2018) gives emphasis on teaching as an occupation in the nineteenth century and contributes to the analysis of the social and economic positions of teachers. Through examining how the teachers earned their livelihoods, this article also addresses the role of teachers' multiple occupations in the mass schooling expansion during the nineteenth century. Possession of multiple jobs of teachers also has several implications on the teacher himself/herself.

The succeeding table, Table 9, shows the relationship between the Teachers' net salary and their perceived performance.

Performance Indicators	Beta	t-value	p-value	Analysis
Innovation	625.99	0.356	0.722	Not significant
Ethics	1291.74	0.890	0.374	Not significant
Motivation	-1370.95	-0.964	0.336	Not significant
Adaptability	811.28	0.686	0.493	Not significant
Job satisfaction	2047.03	3.645	0.000	Significant
Commitment	-38.70	-0.034	0.973	Not significant
Diversity	-38.04	-0.029	0.977	Not significant
Learning capacity	-635.24	-0.477	0.634	Not significant
Advocacy	857.91	0.565	0.573	Not significant
Adjusted R-Square	= 0.0281			
F-Value	= 2.136			
Sig.	= 0.021			

Table 9 clearly indicates that the teachers' job satisfaction had a significant correlation with their net salary. The beta coefficient of 2047.03 indicates that for every unit standard deviation increase in the teachers' job satisfaction, there is a corresponding 2047.03 unit increase in their salary. The t-value of 3.645 is significant at 0.000 probability level.

The adjusted R-square value indicates that the increase in the teachers' salary is explained by 2.81 percent of the teachers' sense of job satisfaction. The F-value of 2.136 is significant at 0.021 probability level. A field study conducted by Jaber and Al-zoubi (2012) revealed that the employees perceive that the increase of one's salary will absolutely heighten and improve his/her job satisfaction.

Moreover, this will be reflected on the motivation to work and elevate the level of human performance or the quality of products or services rendered by the institution's employees. However, it was found that the other indicators of teachers' behavioral dimension were not significantly correlated with their net salary.

Table 10:- Shows the relationship between the teachers' passive and teacherpreneurship income and their perceived performance in terms of their innovativeness, ethics, motivation, adaptability, level of job satisfaction, sense of commitment, perception of teachers' diversity, learning capacity, and teaching advocacy.

Performance Indicators	Beta	t-value	p-value	Analysis
Innovation	661.56	0.754	0.451	Not significant
Ethics	-394.95	-0.546	0.585	Not significant
Motivation	1484.24	2.095	0.037	Significant
Adaptability	-378.76	-0.643	0.521	Not significant
Job satisfaction	93.97	0.336	0.737	Not significant
Commitment	-1139.09	-2.009	0.045	Significant
Diversity	-1016.41	-1.542	0.124	Not significant
Learning capacity	749.29	1.129	0.260	Not significant
Advocacy	-138.85	-0.183	0.855	Not significant
Adjusted R-Square	= 0.0270			
F-Value	= 1.979			
Sig.	= 0.050			

It can be gleaned from Table 10 that the teachers' motivation had a significant correlation with their passive and teacherpreneurship income. The beta coefficient of 1484.24 indicates that for every unit standard deviation increase in the teachers' motivation, there is a corresponding 1484.24 unit increase in their passive and teacherpreneurship income. The t-value of 2.095 is significant at 0.037 probability level.

The adjusted R-square value indicates that the increase in the passive and teacherpreneurship income is explained by 2.70 percent of the teachers' level of motivation. The F-value of 1.979 is significant at 0.050 probability level. Several studies suggest that possessing greater income and having sufficient amount of money to pay for one's expenses may lead to a higher degree of motivation in the workplace.

The results of the study conducted by Meke (2013) revealed that the poor conditions of service such as the teachers' salaries, promotions, and accommodation, have contributed to their lack of motivation to effectively teach in school. Hence, a larger income, gathered even via a different outlet such as the teachers' other business transactions might increase their motivation in teaching.

Another indicator that shows a significant correlation with respect to the accumulated passive and teacherpreneurship income is the teachers' commitment. The beta coefficient of -1139.09 indicates that for every unit standard deviation increase in the teachers' commitment, there is a corresponding 1139.09 unit decrease in their passive and teacherpreneurship income. The t-value of -2.009 is significant at 0.045 probability level.

The adjusted R-square value indicates that the increase in the passive and teacherpreneurship income is explained by 2.70 percent of the teachers' level of motivation. The F-value of 1.979 is significant at 0.050 probability level. Rusu (2013) claims that higher work satisfaction will result to a higher organizational commitment. If a teacher has enough money to use for his/her daily expenses, it is very likely that he/she would feel satisfied with his/her job. Thus, higher job commitment will ensue.

The results of the research authored by Anari (2012) indicate a positive significant relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment, and between job satisfaction and organizational commitment can be observed. With that, when a teacher is satisfied with his/her job in all aspects, including his/her income, especially when he/she has other sources of income, his/her commitment in his/her job will be the consequence. However, it was found that the other indicators of teachers' behavioral dimension were not significantly correlated with their passive and teacherpreneurship income.

Conclusion:-

1. Based on the data gathered and analyzed, the following conclusions are made.
2. The teachers' job satisfaction was found to have a significant correlation with their net salary.
3. The teachers' motivation and commitment were revealed to have a significant correlation with their passive and teacherpreneurship income.

Recommendations:-

Based on the findings and conclusions made, the following recommendations were forwarded.

1. The school heads and teachers must be cognizant of the Republic Act No. 6713: "An Act Establishing a Code of Conduct and Ethical Standards for Public Officials and Employees, to Uphold the Time-Honored Principle of Public Office being a Public Trust, Granting Incentives and Rewards for Exemplary Service, Enumerating Prohibited Acts and Transactions and Providing Penalties for Violations Thereof and for Other Purposes". Several actions must be undertaken to ensure that all employees are aware of the content of this act and the possible repercussions of not abiding to what it states must also be reiterated.
2. The school heads must ensure that the teachers' passive income and teacherpreneurship activities are accomplished not during school hours.
3. The teachers must keep in mind that though they have other additional sources of income, their primary role of being a government employee and a classroom teacher must be given utmost priority and must not be compromised at all cost.
4. The teachers must still show high performance in accomplishing their tasks in school amidst the possible difficulty in their schedule due to managing their other business transactions which of course should not be done during office or class hours.
5. The teachers should carry out effective time management schemes if they have other business ventures to ensure that the quality of their teaching will not suffer. They must keep in mind that their primary responsibility of teaching their students in the most effective way possible must always be realized.
6. Teachers should also allot ample time in teaching preparation to ensure that they deliver the lessons in an optimal level. They must devise various strategies and take appropriate actions to guarantee that they master the lessons which is critical in being able to effectively impart the said content to their students.

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