



## MOTIVATIONAL FACTORS INFLUENCING THE TEACHING PERFORMANCE OF TEACHERS IN TUY DISTRICT BATANGAS, PHILIPPINES

ROSALIA L. RODRIGUEZ<sup>1</sup> MARIO A. CUDIAMAT<sup>2</sup>

0000-0002-0484-8549<sup>1</sup> 0000-0002-1303-7799<sup>2</sup>

rosalia.rodriguez@deped.gov.ph<sup>1</sup> maucudiamat@ymail.com<sup>2</sup>

<sup>1</sup>Jose Lopez Manzano National High School, Tuy, Batangas, Philippines

<sup>2</sup>Calatagan Senior High School, Calatagan, Batangas, Philippines

### ABSTRACT

*This study aimed to analyze the motivational factors influencing the teaching performance of teachers in Tuy District, Batangas, Philippines. It utilized the descriptive-quantitative method. One hundred eight (108) teacher respondents were all taken from the population of all Secondary School teachers in Tuy District. Frequency, percentage, weighted mean, standard deviation, spearman rho ( $r_s$ ) and IBM SPSS AMOS 26 were used in the data analysis. Meanwhile, the findings revealed that the teachers are mostly female, have salary grade (SG) 11 and are always motivated in terms of their profession, health wellness, social relationship, and personal attributes. They also have very satisfactory ratings in their Individual Performance Commitment and Review Form (IPCRF). A learning and development framework was proposed to strengthen the teaching performance of teachers in Tuy District.*

*Keywords: motivational factors, teaching performance, Individual Performance Commitment Review Form, descriptive-quantitative, Tuy, Batangas, Philippines*

### INTRODUCTION

Motivating factors are drivers of human behavior related to the intrinsic nature of the work, but not necessarily to the surrounding circumstances or environment. Motivating factors include achievement, advancement, autonomy, personal growth, recognition, responsibility, and the work itself. Motivation is all about what drives a person. There is a combination of external and internal motivating factors in the lives, but the internal motivations have proven time and time again to be far more effective. What motivates one person may not be what motivates the next because people are all unique, and that is the biggest thing to remember when understanding the internal motivation and trying to change the life. Motivation involves the biological, emotional, social, and cognitive forces that activate

behavior. In everyday usage, the term motivation is frequently used to describe why a person does something.

Notwithstanding, motives are the 'whys' of behavior-the needs or wants that drive behavior and explain what people do and they do not actually observe a motive; rather, it is inferred that one exists based on the behavior people observe. In the phenomenal bestseller book "The Power of Positive Thinking" by Dr. Norman Vincent Peale, "written with the sole objective of helping the reader achieve a happy, satisfying, and worthwhile life," The author demonstrates the power of faith in action. With the practical techniques outlined in the book, everyone can energize their own lives-and give themselves the initiative needed to carry out their ambitions and hopes. This can be achieved through the following: believing in yourself and in everything you do; building a new power and determination;

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developing the power to reach your goals; breaking the worry habit and achieve a relaxed life; improving one's personal and professional relationships; assuming control over the circumstances; and being kind to self.

It is the declared policy of the state to promote social justice and pursuant thereto, provide all its citizens access to quality education. Towards this end, the State shall provide adequate funding and such other mechanisms to increase the participation rate among all socioeconomic classes in Tertiary Education, especially the poor but academically able and highly motivated students. This policy should enable them to successfully pursue and complete Tertiary Education programs in quality institutions, thereby promoting equitable and Rationalized Access by poor Filipinos to quality Tertiary Education. (Republic Act No. 10687).

Therefore, several studies were conducted to investigate teachers' beliefs and practices concerning which motivational strategies can be used in class. Teachers of English were asked to evaluate a list of motivational strategies, indicating how importantly they considered the strategies to be and how frequently they implemented the strategies. There are also more than 100 Motivational Strategies in the Language Classroom, to enable teachers to motivate learners. Researchers continued to explore the scope of motivational strategies. They examined how teachers of English can use certain strategies to motivate their learners. Further, they examined the differences between the beliefs and practices of teachers of English. These studies provide us with evidence of what motivational strategies teachers can use when motivating learners from the teachers' point of view. However, if we desire to motivate learners more effectively, there is an area that should be explored, which is to know learners' sentiment toward motivational strategies used by teachers in class.

The primary role of a teacher is to deliver classroom instruction that helps students learn. To accomplish this, teachers must prepare effective lessons, grade student work, and offer feedback, manage classroom materials,

productively navigate the curriculum, and collaborate with other staff. But being a teacher involves much more than executing lesson plans. Teaching is a highly sophisticated profession that regularly extends beyond academics. In addition to ensuring that students experience academic success, teachers must also function as surrogate parents, mentors, and counselors, and even almost-politicians. There is almost no limit to the roles a teacher may play.

Unfortunately, at present there are so many complaints heard from teachers proving that they were unhappy and sometimes not motivated. Different reasons regarding come up. Some said that he is not capable of the task because he needs professional development. Few pointed out that it is about the salary. But others said that it is because of the students, or the co-workers. Those are the motivational factors affecting the teachers' performance in school. Many had left the profession for those reasons, but still many teachers chose to apply for Department of Education.

With the belief that performance of teachers will be judged on their success in making people happy, and because of the limited information on what makes a teacher happy and motivated, many countries and researchers are now involved in studying "happiness and motivational factors." In this light, this study was conducted as an attempt to create a structured model that may be designed to strengthen the teaching performance of Secondary School Teachers.

## OBJECTIVES OF THE STUDY

This study aimed to analyze the motivational factors that influenced the teaching performance of teachers in Tuy District, Batangas. Specifically, this study sought answers to the following questions: 1) Determine the profile of the respondents; 2) Identify the motivational factors that influenced the teaching performance of teachers; 3.) Ascertain the teachers' rating in Individual Performance Commitment and Review Form (IPCRF);4) Design a framework to strengthen the teaching performance of teachers.



**METHODOLOGY**

The study utilized the descriptive-quantitative method of research which made use of the questionnaire in gathering the necessary data. Descriptive method is applicable to the study because it aimed to determine the motivational factors that influence the teaching performance of secondary school teachers in Tuy District, Batangas. On the other hand, descriptive-correlational and comparative were used to determine if there is significant difference or relationship among the variables in this study. The respondents of this study were 108 teachers from the Secondary Schools in Tuy, District. The respondents were all taken from the population of all Secondary School Teachers in Tuy District.

The researcher secured permission from the Public Schools District Supervisor (PSDS) of Tuy District in the form of letter. After the approval, the researcher sent another letter asking permission for the Principals of the Secondary Schools within the District. Then right after the permission was granted, the researchers proceeded to the survey proper. The questionnaires were distributed and expected to receive personally by the respondents. All questionnaires were retrieved.

To process the data, the researchers used the Statistical Package for the Social Sciences Program was used. Frequency and percentage were used to determine the profile of the respondents in terms of age and salary grade. Weighted mean and standard deviation were used to describe the motivational factors that influenced the teaching performance of Secondary School Teachers in terms of profession, health wellness, social relationship, and personal attributes. The Individual Performance Commitment and Review Form (IPCRF) rating of teachers. Weighted mean and standard deviation were used to describe the Individual Performance Commitment and Review Form (IPCRF) rating of teachers in terms of: content knowledge and pedagogy; learning environment and diversity of learners; curriculum and planning; assessment and reporting; and plus, factor.

**RESULTS AND DISCUSSION**

**1. The Profile of the Respondents**

**Table 1**  
*Profile Respondents in Terms of Sex*

Sex	Frequency	Percentage
Male	28	26%
Female	80	74%
<b>Total</b>	<b>108</b>	<b>100%</b>

**1.1. Sex**

Majority of the respondents are females; twenty-six (26) percent of the respondents are male, and seventy-four (74) percent of the respondents are female. Thus, it proves that teachers are dominated by female teachers.

**1.2. Salary Grade**

Seventy-six (76) percent of the respondents got Salary Grade 11, eleven (11) got Salary Grade 12, eleven (11) got Salary Grade 13, while two (2) of the respondents got Salary Grade 18. These prove that teachers were dominated by the teachers with Salary Grade 11.

**2. Motivational Factors that Influenced the Teaching Performance of Teachers**

**Table 2**  
*Summary of the Motivational Factors that Influenced the Teaching Performance of Teachers in Tuy, District*

Indicators	WM	VI	SD
1. Profession	4.50	AM	0.70
2. Health Wellness	4.52	AM	0.59
3. Social Relationship	4.57	AM	0.58
4. Personal Attributes	4.61	AM	0.50
<b>Grand Mean</b>	<b>4.55</b>	<b>AM</b>	<b>0.59</b>

Teachers are always motivated in terms of their profession, as it garnered a grand mean



of 4.50 and standard deviation of 0.70. In terms of their health wellness, it also motivated them; it gained a grand mean of 4.52 and standard deviation of 0.59. Also, always motivated in terms of their social relationship with a grand mean of 4.57 and standard deviation of 0.58. Lastly, they are also always motivated terms of their personal attributes and it received a grand mean of 4.61 and standard deviation of 0.50.

### 3. The Individual Performance Commitment and Review Form (IPCRF) Rating of Teachers

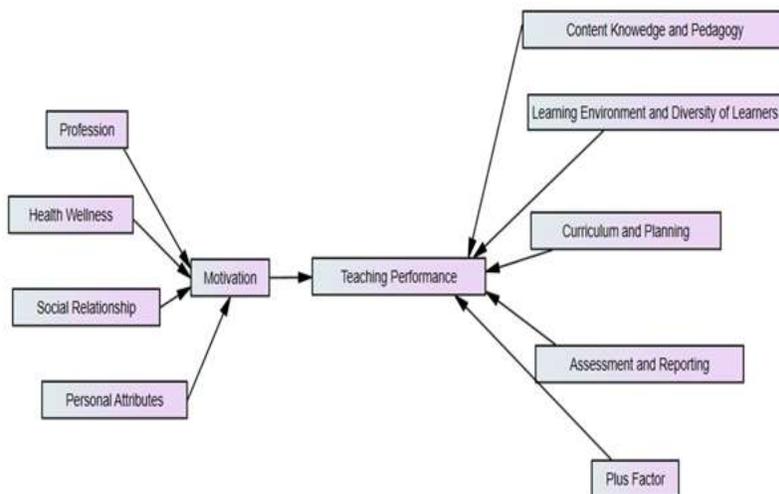
**Table 3**  
*Individual Performance Commitment and Review Form (IPCRF) Rating of Teachers*

KRA	WM	VI	SD
1. Content Knowledge and Pedagogy	4.35	VS	0.51
2. Learning Environment and Diversity of Learners	4.33	VS	0.46
3. Curriculum and Planning	4.27	VS	0.62
4. Assessment and Reporting	4.07	VS	0.79
5. Plus Factor	3.70	S	0.88
<b>Grand Mean</b>	<b>4.14</b>	<b>VS</b>	<b>0.65</b>

Teachers' performance is very satisfactory with a grand mean of 4.14 and standard deviation of 0.65.

### 4. Framework to Strengthen the Teaching Performance of Teachers

Motivational factors which include the profession, health wellness, social relationship and personal attributes influences the teaching performance of teachers as perceived in the Individual Performance Commitment and Review Form (IPCRF) rating of the teachers in terms of content knowledge and pedagogy; learning environment and diversity of learners; curriculum and planning; assessment and reporting; and plus, factor.



**Figure 2.** A structural model linking the motivational factors that influenced the teaching performance and the Individual Performance Commitment and Review Form (IPCRF) Rating of Teachers

### CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. Secondary School teachers of Tuy District are mostly female and have a Salary Grade of 11.
2. The teachers are always motivated in terms of their profession, health wellness, social relationship, and personal attributes.
3. The teachers have very satisfactory rating in their Individual Performance Commitment and Review Form (IPCRF).
4. A framework was designed to serve as basis for learning and development program to strengthen the teaching performance of secondary school teachers.

### RECOMMENDATIONS

Based on the conclusions of the study, the following recommendations were hereby endorsed:

1. Administrators should strive to make the teachers motivated to perform well regardless of their profile.



2. Administrators should maintain the motivation of the teachers in terms of profession, health wellness, social relationship, and personal attributes.
3. The teachers should continue to grow professionally to keep the very satisfactory rating of teachers in Individual Performance Commitment and Review Form (IPCRF).
5. Implementation of learning and development program be designed based on the developed framework to strengthen the teaching performance of secondary school teachers should be executed.

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## AUTHORS PROFILE

**Rosalia L. Rodriguez** finished Bachelor in Secondary Education major in Mathematics year 2016 and Master of Arts in Education Major in Mathematics year 2020 at Dr. Francisco L. Calingasan Memorial Colleges Foundation, Inc., Nasugbu Batangas. She is currently a Teacher III in Jose Lopez Manzano National High School, Tuy, Batangas at Department of Education-Batangas Province teaching Mathematics 9 and Mathematics 10.



**Dr. Mario A. Cudiamat** is currently a Master Teacher II and designated Subject Group Head of Senior High School in Calatagan at Department of Education-Batangas Province. He teaches Research and Natural Science related courses. He also works as Associate Professor (adjunct faculty) of Science and Mathematics Division of the Graduate Studies Department, Dr. Francisco L. Calingasan Memorial Colleges Foundation, Inc., Nasugbu Batangas.



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