TEACHERS' MOTIVATION AND ACADEMIC PERFORMANCE IN ELEMENTARY SCHOOLS IN NORTHERN SAMAR

GINA DE ASIS-GALVEZ

PhD., Faculty, University Laboratory Elementary School, University of Eastern Philippines, Catarman, Northern Samar

Abstract - This study looked into the teachers' level of motivation, and as they relate the pupils' academic performance in elementary schools in Northern Samar during the School Year 2015-2016. Specially, it determined the levels of motivation of elementary grades teachers. Evaluated were the pupils' academic performance as well as its relationship to the teachers' level of motivation.

This descriptive correlational research involved the grade three teachers and pupils in elementary schools in Northern Samar. A questionnaire or motivation and academic teachers were the main data gathering instruments that were served to the respondents who are selected through a multi-stage sampling technique. Frequency counts, means, percentages, and multiple regression analysis were used in the data analysis.

The grade three teachers in the elementary schools had high levels of motivation. The majority of the grade three pupils had average academic performance.

The study included that the majority of the elementary school teachers were highly motivated. Despite lack of school facilities, resources and financial aspects, they were doing well in their job, indicating that the teachers had a sincere desire to work with children and help them succeed.

That the pupils' academic performance was average indicating that insufficient teaching facilities, implementing new trends, strategies, and techniques without thorough orientation, and increasing pupil disciplinary problems greatly affected the performance of teachers.

Keywords - Motivation, Academic Performance, Strategies and Techniques

I. INTRODUCTION

In any organization, motivation plays an important role in shaping behavior. It influences productivity and work performance. It is a need, drive or desire that serves to organize behavior and directs it towards a goal. It makes a person continue his/her activity or work as a human being.

Former U.S President Eisenhower said, "Motivation is the ability to get people to do it". This implies that motivation is an exchange between the individuals and their social environment.

When one thinks of the hard work and sacrifice associated with teaching, she/he may ask, "Does it pay to be a teacher?" This very stressful of all vocations requires thorough preparation, and is demanding and taxing upon vitality; yet it is considered the noblest profession. Teachers, evaluation of all teachers are made using the performance Appraisal System for Teachers (PAST). It is commonly observed, however, that these guidelines are not always, followed; rather, those who get the awards are often the personal choice of the superior. This situation leads to the demoralization of those who deserve to get the award, which eventually results in their poor performance and ultimately in poor pupils' performance.

According to the Department of Education (DepEd) graduating high school and Elementary students are not doing well in their subjects and could continue floundering into college due to poor reading skills.

DepEd Undersecretary Luz said that based on the high school readiness test conducted in 2004, the entering high school students got 32-38% in English, Science, and Mathematics against the passing mark of 60%. He attributed this not to be poor teaching skills, lack of books and materials, overcrowded rooms, and lack of reading materials in the homes of the students but the desire and motivational factors of the teachers to teach well their pupils in order for them to attain lasting academic performance.

It is along this vein that this study is being conducted. It is hoped that this study will make teachers reflect on their motivation and help them cope with stressors as they go along their main task of making their pupils learn.

II. OBJECTIVES

This study aimed to:

1. Determine the level of motivation of elementary grades teachers;
2. Assess their level of stress;
3. Evaluate the level of pupils academic performance;
4. Find out the relationship between pupils academic performance;
    a. teachers level of motivation;
5. Draw implications for policy redirections from the findings of this study.

III. METHODOLOGY

This study was conducted in the Division of Northern Samar which is composed of 24 municipalities with Catarman as its capital. These municipalities are grouped into three major geographical areas, namely; Balicuatro Area which comprises Allen, Biri, Capul,

Lavezares, San Antonio, San Isidro, San Vicente, and Victoria the Central area, which includes Bobon, Catarman, Lope De Vega, Mondragon, Rosario, San Jose and San Roque; and the Catubig Pacific Valley Area, Which is composed of lapinig, Mapanas, Gamay, Palapag, Pambujan, Laoang, Catubig, Las Navas and Silvino Lobos.

This study covered 9 Central schools having 55 teachers and 9 barangay schools having 13 teachers in the Division of Northern Samar.

From the Balicuatro Area, the central schools covered were those in San Antonio, Allen, and Lavezares; and the barangay schools were San Juan, Jubasan and Enriqueta Elementary school having 12 and 5 central and barangay teachers.

The schools from the Central Area were Catarman I, Mondragon, and San Roque as respondent in the central school; the barangay schools involved Macagtas, Bugko and Bantayan Elementary School. It consist of 25 central teachers and barangay teachers, respectively.

In the Pacific Area, the central schools involved were Laoang I, Palapag and Catubig; the barangay schools comprised Rawis, Mapno and Calingan Elementary Schhool. It has 18 central teachers and 3 barangay teachers.

The Respondents of this study were 55 grade three central and 13 barangay school and pupils in the Division of Northern Samar. The teachers' were made to accomplish the questionnaire on motivation and stress and the checklist on awards received while the pupils were made to take the achievement test to evaluate their academic performance.

The study's two variables were teachers' motivation, and pupils' academic performance.

Motivation, which refers to a teachers' ability, willingness to perform and opportunity in his/her work in school, was measured by Roura's questionnaire on motivation.

Academic performance is the pupils' ability in English, Science and Mathematics as measured by their scores in an achievement test patterned from the 2005 Regional Elementary Achievement Test (REAT).

This study used the descriptive normative correlational survey research method. This is descriptive because it looked into the problems that affect the performance of teachers and pupils that could possibly influence pupils' performance. This method has been used by some researchers in finding solutions to problems encountered by teachers which parallel those of the present study. It is correlational because it looked into the relationship between teachers' motivation, stress and awards received and pupils' academic performance.

In order to determine the level of motivation, the questionnaire on motivation by Roura was used.

The total scores of all the pupil respondents in every respondent school were added and divided by the number of pupils' to get the mean score. The mean score was used in the multiple regression analysis.

This study involved the grade three pupils and their teachers in Northern Samar. All the grade three pupils in the respondent school took the achievement test except those who are absent at the time the test was conducted. Their teachers automatically became the teacher respondents.

In order to determine the respondents' schools in the central and barangay schools the following procedure was resorted to:

The schools were grouped according to geographical area, namely: Balicuatro Area, Central Area, and Catubig Pacific Valley Area.

The "fish bowl" technique was used to determine the three schools in each geographical area that would be involved in the study. Municipalities with two or more districts were represented by only one central school that was selected also using this technique.

The questionnaires on motivation have been used by many researchers. However, since these have been modified, the revised instruments were validated through field testing.

The achievement test for grade three pupils was a standardized test by the DepEd; therefore it needed no validation.

Permission to conduct the study was sought from the Schools Division Superintendent and from the district superiors and principals of the respondent districts and schools.

The researcher personally administrated the sets of questionnaire following strictly the instructions therein. A research assistant, however, helped the researcher in retrieving the questionnaires.

In order to determine the teacher' motivation, and pupils' academic performance, this study used descriptive and inferential statistics. The descriptive statistics used were the frequency counts, means, percentages and weighted mean were computed. The inferential statistics used were multiple regression analysis, with the level of significance was set at .05.

IV. FINDINGS

Teachers' Level of Motivation

It shows that out of the 68 teachers' respondents, 34 or 50 percent had a high level of motivation; 32 or 47.06 percent had a moderate level; and two or 2.94 percent had a low level.

Presented in Table 1c and 1d are the items on the questionnaire on motivation for the Central and Barangay schools teachers.

Pupils Academic Performance

It shows the data on pupils' academic performance in English, Science and Mathematics and indicates the comparison of pupils' academic performance in the three subject areas in central and barangay schools.

CONCLUSIONS AND IMPLICATIONS

The findings of this study, led to these conclusions and implications.

The majority of the teachers were highly motivated. It can be said that teachers have their sincere desire to work with children and help them succeed.

Most of the teachers experienced increased pupil disciplinary problems every year. It can be implied that teachers are lax in pupil discipline. The majority of the teachers attend in-service training on their own expense. It appeared that the government had no budgetary allocation in terms of educational training of teachers.

On the implementation of new trends, strategies and techniques without thorough orientation and training, teachers were found moderately stressed. It can be implied that the DepEd has no adequate educational program for the training or re-training of teachers on these areas.

Because the most common problem met by the teachers was insufficient budget to support/sustain its physical facilities. The awards received by the teachers were mostly from the district level. As far as they were concerned, the teachers thought that they were performing well because the awards were given to them which qualified them up to the regional level only. It can be said that there is injustice and no equity in the giving of awards.

The pupils' academic performance in the achievement test in English, Science and Mathematics was average. It indicates the need for more teaching facilities. Implementing new trends, strategies, and techniques without thorough orientation and increasing pupil disciplinary problems greatly affect the performance of pupils.

The awards received by teachers were significantly related to pupils' academic performance. It can be inferred that the ability of the teacher to receive an award enhance them to work harder and increase their level of performance. Teacher factors still play an important role in pupil achievement. The more awards the teacher receives, the better s/he performs.

REFERENCES

A. Books

[1] Aquino, Gaudencio V. and Norma C. Miranda.Introduction to Psychology.Mandaluyong City.National Bookstore, Inc. 1997.

[2] Baltrus, Rita K. Personal Psychology for life and work.4th Edition. New York: McGraw-Hills Co., 1997.

[3] Beerens, Daniel R. Evaluating Teachers for Professional Growth. California: Corwin Press, Inc. 2000.

[4] Best, John W., James W. Kahn.Research in Education.9th Edition. New Jersey: Pearson Education, Inc. c: 2003.

[5] Elliot, Stephen N., Thomas R. Kratochwill, Joan Littlefield, John F. Travers. Educational Psychology.2nd Edition. U.S.A.: Brown and Benchmark, Inc.1996.

[6] Reeve, JohnMarshall.Motivating Others, Nurturing Inner Motivational Resource. Massachusetts: Allyn and Bacon, A Scion and Schustefr Co. c. 1996'.

[7] Sanchez, Custodiosa A. and Elvi S. Berins. Psychology Applied to Business and Industry. 3rd Ed. Quezon City: National Bookstore, Inc. c. 1999.

B. Periodicals

[1] Alcuin, Papa. The Philippine Daily Inquirer Vol. 20, No. 96, March 14, 2005

[2] Aranete, Sandy, The Philippine Star.Vol. XIX, No, 203, March 15, 2005.

C. Unpublished Materials

[1] Casquite, Bimbo. "The Relationship of the Attitude Towards and the Performance of Grade VI Pupils' in Mathematics" Unpublished Masters Thesis, University of Iloilo, March 2000.

[2] Datu, Joseph Voltare L. "Motivational and Deterrent Factors in the Pursuit of Graduate Education of Elementary School Teachers in Palayan City District, Division of Nueva Ecija" Unpublished Master's Thesis Philippine Statesman College, Cabanatuan City, March 2004.

[3] De Guzman, Julie. "Motivational State and Reaction Attributes Public Elementary School Teachers: Basis to Enhance Guidance Service in Schools" Unpublished Doctoral Dissertation, Araullo University, Cabanatuan City, April 2001.

[4] Espejo, Zenaida F. "Academic Performance of Grade VI Pupils in the Laboratory Grade Schools of state Universities in Region I as Related to Some Selected Variables" Unpublished Doctoral Dissertation, University of Northern Philippines, virgin, Ilocus Sur, 2000.

[5] Galenzoga, Divina M. "Factors Underlying the Choice of Teaching as a Profession in Relation to Academic Performance of the Junior and Senior Education Students of the UEP, Catarman , Northern Samar" Unpublished Masters's University of Eastern Philippines, University Town, Northern Samar, 1987.

[6] Freo, Nicolas E. "Teachers Motivational Factors in Science Teaching: An Appraisal "Unpublished Master's Thesis, Sorsogon State College, Sorsogon, sorsogon, March 2000.

[7] Gallon, Grace Imelda C."The Quality of life and Motivation of Elementary School Teachers in the Division of Sorsogon" Unpublished Master's Thesis, Bicol University, Legaspi City, January 2001.

[8] Lamigo, carmencitadasargo. "A Correlation Study on the Performance of Grade V Pupils in English and Mathematics Achievement Tests 1997-1998 in Schools of Matalam South District, Division of Cotabato, SY 1998-1999" Unpublished Master's Thesis, Mindanao Central Colleges, Kidapawan City, 2000.

[9] Mauricio, Alex, "Work Motivation and Organizational Commitment of Teachers in Nueva Ecija Segovia Archdiocesan Catholic Schools" Unpublished Master's Thesis, University of Northern Philippines, Nueva Ecija, 2001.

[10] Roura, L. Aurora. "Work Motivation, Life Styles, Stress System and Coping Strategies of Secondary School Teachers: Their implication for Education" Unpublished Masters' Thesis, Dra. Gloria Lacson Colleges, San Leonardo, Pampanga, March 1998.

[11] Tarog, Gina Quinta, "Motivational Factors Related to the Teachers Performance in Dosol East District, Division of Sorsogon" Unpublished Masters' Thesis, Bicol University, Legaspi City, February 2000

[12] Valdivia, MarietaBuendia. "Determinants of Academic and Achievement Test Performance in English, Science and Mathematics of Grade Six Pupils: Inputs to training Program for Teachers" Unpublished Masters' Thesis, University of Rizal System, Morong, Rizal, February 2003.

D. Other Source

[1] Civil Service Commission, MC No. 01, Series of 2001

[2] Encyclopedia of Education.2nd Ed. Vol. 2. USA: MacMillan Reference. The Gale Group, Inc. c: 2003.