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# The Teachers' Self-efficacy for Motivating Senior High School Students of Isabela Province

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## **The Teachers' Self-efficacy for Motivating Senior High School Students of Isabela Province**

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### **ABSTRACT**

The study determined the extent of teachers' self-efficacy for motivating students and the strategies they use in the classroom in terms of efficacy for diagnosis and intervention scale and general beliefs scale. The descriptive-correlational method of research was used in the study. Result shows that the extent of teachers' self-efficacy for motivating students in terms of confidence about diagnosing motivation has resulted to mean ratings of 3.76 to 4.14 given by the students and 3.97 to 4.38 from the teachers resulting to grand means of 3.90 to 4.26 which reveals that both students and the teachers often observe that teachers can tell when students are motivated to learn in the class, teachers have indicators to successfully identify unmotivated students and generally, the students believe that the teacher can accurately tell when students are not motivated in class. On the other hand, in terms of general beliefs scale the results of the mean has rated 3.91 to 4.00 given by the students and 4.11 to 4.37 the teachers with grand means ranging from 4.01 to 4.14 reveals that they oftentimes perceive that the teachers are confident that they really can do a lot to influence students' motivation, know that students' motivation is generally pretty responsive to teachers' influence and frequently believe that students' motivation can usually be influenced by different strategies. Significant findings show that the correlation value of -0.09 with 0.02 significance level implies that the attitude of the teachers of not wasting time trying to motivate some students have a bearing on their gender. Future research may also look into some other profile of the respondents that will correlate with the self-efficacy in motivating the senior high school students to test the best results of the motivating factors.

**Keywords:** Gender, Kendall Tau, LGBT, Motivation, Self-efficacy

### **INTRODUCTION**

Teachers play a vital role in the lives of students in the classroom. They are great because they are the ultimate nation builders. Aside from being the best known individuals for the role of educating the students that are placed in their care, they serve many roles in the classroom such as setting the tone of their classrooms, building a warm environment, mentoring and nurturing students, becoming role models, and listening and looking for signs of trouble. It is not enough that teachers merely possess mastery of the subject matter, they must also possess a passion for excellent teaching. A teacher in the 21st century ought to be self-directed, flexible, a life-long learner, a critical thinker and a creative problem solver.

According to Cox (2018), teachers' roles today are considerably different than they used to be. Teachers were once issued a specific curriculum to teach, and a set of instructions on how to teach it, using the same methods for all students. In today's world, a teacher's role is quite multifaceted. Their job is to counsel students, and to help them learn how to use their knowledge and integrate it into their lives so they will become valuable members of society. Teachers are encouraged to adapt learning methods to each individual student's learning, to challenge and inspire them to learn. The modern teaching profession is also about taking on broader roles to promote education.

Teachers' help students succeed by using the multiple intelligences theory in the classroom. Howard Gardner first published his MI theory in 1983, suggesting that intelligence is not a single, static IQ number, but rather a dynamic collection of skills and talents that are manifested differently in different people (Gardner, 1983). Without theoretical knowledge, it is hard for teachers to learn and implement strategies and techniques needed to respond to students' thinking about subject content in ways that facilitate their learning (Gardner, 2011). Using MI, teachers are able to present instructional materials in a flexible manner and, at the same time, provide opportunities that allow students to use their strengths and intelligences. When teachers recognize that

students bring varied talents into the classroom, they can help students find success by allowing them to use their natural intelligences. Teachers can find ways to build tasks into each lesson that would allow students to interact with the content in ways that fit their learning styles and strengths. Rettig (2005) asserted that the MI approach ensures that students learn and retain information longer than other available teaching approaches. The greatest effect of Gardner's theory in this study will be to demonstrate how the creativity of teachers can be enhanced in developing teaching strategies.

Becoming an effective teacher is something all educators should strive for concerned with. Good teachers are effective classroom managers and communicators who can adapt to a variety of learning styles and effectively instruct a large percentage of the class. Improvement of teaching in the classroom can be obtained by putting together a plan of action and following it through. Teachers who make the extra effort to improve their teaching can make a significant impact on the lives of students. Multiple intelligences can be used to improve the learning opportunities for diverse learners and can have a positive impact on the teachers and the students. According to Haley (2004), teachers who plan and organize their instruction around the MI learning preferences of individual learners, emphasizing special strengths and shoring up underutilized gifts and talents, may unlock the full learning potential of all their students.

It is a fact that one of the most difficult aspects of becoming a teacher is learning how to motivate the students. It is first important to understand how motivation works in the classroom. There are infinite procedures teachers use to achieve desired effects from their students, but there are general patterns these motivational tools follow. In order for teachers to communicate with their students, they must identify their needs on an individual basis. Students who are not motivated will not learn effectively. They will not retain information, and not participate to the extent that they may even become disruptive.

There are several reasons why students may be unmotivated. For instance, they may feel that they have no interest in the subject or find the teacher's methods un-engaging or be distracted by external forces. While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate. Some students are self-motivated, with a natural love of learning. But even with the students who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential.

We know that learners come from different social and educational backgrounds and differ in strengths and weaknesses, interests, ambitions, sense of responsibility, levels of motivation, and approaches in studying. Teaching methodology also varies among educators. It is not possible to design instruction according to individual students' needs, but it is also pointless to believe that a one-size-fits-all approaches in teaching will be suitable for all students. Hence, in designing an effective instruction methodology, educators must first identify student diversity in the classroom. As Felder & Brent, (2001) pointed out understanding the individual needs of today's learners and developing instructional methods to meet those needs are required to ensure both quality and progress.

Teachers are faced with limited time and resources and thus need to make decisions on how best to expend those resources. In addition, teachers have their own perceptions, beliefs and practices regarding multiple intelligences theory and student motivation. In some instances, error in their judgments may occur due to an incomplete knowledge about how the students learn and of what motivates students. The researcher, therefore, deemed it necessary to have an enhanced understanding of what teachers know regarding multiple intelligences theory and student motivation. Their perceptions influence the implementation of strategies to create a positive learning environment in the classroom where students are given the opportunity to become responsible for their own learning, students will be more likely to benefit from the lesson, and thus more likely to be self-motivated.

Silver H., W. Strong and M. Perini (2000) inferred that when students engage in a kind of "thinking about thinking," they become more self-directed and are able to select appropriate strategies for particular learning situations. Because models of learning can be taught rather easily to children as young as 1st grade (Armstrong, 1994), many teachers teach students about learning style and multiple intelligences so they can better understand themselves as students and as people. Of course, students—and teachers—must understand that styles and intelligences are not simply categories of identification; any description of a learner is an approximation. Both models are useful ways of helping students to understand their own strengths and weaknesses as learners so that they may grow and become more balanced.

Motivation lies at the heart of all classroom practices (Pintrich & Schunk, 1996) because it "produces" (Ryan & Deci, 2000a). Therefore, an understanding of the concept of motivation is vital to make immediate learning contexts more effective for student learning. Motivation and achievement are interrelated concepts as motivated students are more likely to be enthusiastic and to expend sufficient effort in learning (Brown, 2000; Brown, 2001; Dörnyei, 2001a; Dörnyei, 2001b; Gardner, 1985; Seyitova et al, 2019). The Effect of the EPOSTL on the Self-evaluation of Student Teachers of English. *Elementary Education Online*, 18(3), 1367-1377. Oxford & Shearin, 1996).

In Glasser's 13 (1986) words, "Teaching is a hard job when students make an effort to learn. When they make no effort, it is an impossible one" (p. 1). The key concepts of motivation are effort and involvement. Students

who have higher levels of motivation make more effort while learning and are more active during the learning process. Without motivation, they fail to expend the necessary effort and do not persist long enough to learn. Because of this, “motivation-sensitive” teaching practices are regarded as effective strategies for leading students to successful learning (Dörnyei, 2001a, p. 135). Teachers should design their instruction in a way that will enhance students’ motivation and create a classroom climate that fosters learning. As Dörnyei (2001a) summarizes, “motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it” (p. 8). In other words, it is what gives energy to actions, determines the effort that will be put forth, and the length of persistence while performing actions. In order to assess motivation, the sources that trigger actions should be explored.

According to Warmuth (2014) psychologists have identified two distinct forms of motivation: intrinsic and extrinsic. Intrinsic motivation refers to an inherent interest in pursuing a topic (“learning for learning’s sake”). These individuals find a subject enjoyable and they naturally desire to learn mastery of it. Extrinsic motivation, on the other hand, refers to a desire to pursue a subject for reasons outside of the individual, such as rewards, grades, parental or instructor approval, etc. These individuals are motivated to learn a subject not because they want to learn it, but because learning the material will get them good grades, parental praise, or because jobs in that field pay well; all of which are external rewards. He also stated that there are multiple ways to foster intrinsic motivation in the students. Some of these include creating a student-centered classroom, promoting a mastery goal, rather than a performance goal, encouraging students’ actions, not their character or person, providing learning goals, and having high, but realistic expectations for students.

All of the abovementioned information motivated the researcher to come up with a study that will determine the extent of teachers’ self-efficacy for motivating students and the strategies they use in the classroom in terms of efficacy for diagnosis and intervention scale and general beliefs scale. It also determined the relationship between the extent of teachers' self-efficacy for motivating students and the strategies they use in the classroom and their gender. There is a need to determine if the gender plays a vital role in the self-efficacy for motivating students in the class room in a local setting. The said gap was also investigated by Varughese, et.al. (2017). The figure 1 shows the research paradigm of the study.

INPUT	PROCESS	OUTPUT
<ul style="list-style-type: none"> <li>• Responses from the Teachers and Students</li> <li>• Information from the Related Literature and studies</li> <li>• Adapted Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Data gathering from the teachers and students</li> <li>• Synthesized information from the related literature and studies</li> <li>• Analysis and interpretation from the collected data</li> </ul>	The Role of Gender of the Teachers’ Self-efficacy for Motivating Senior High School Students in the Classroom of Isabela Province

Figure 1. Paradigm of the Study

Figure 1 shows the paradigm of the study which helps the researcher to determine the extent of teachers’ self-efficacy for motivating students and the strategies they use in the classroom in terms of efficacy for diagnosis and intervention scale and general beliefs scale.

## METHODS

The study utilized descriptive correlational method of research. The respondents of the study are composed of 129 senior high school teachers and 361 students in different secondary schools in Isabela Province. The representation per group of respondents were randomly selected using 95% confidence level at a marginal error of 5%. The data were gathered through a semi structured questionnaire that determines the profile of the respondents and the respondents’ perception and practices pertaining to student motivation that were adapted from the Perceptions of Student Motivation Questionnaire (PSM) and Motivating Students Questionnaire (MSQ) from Hardre, P., Davis, K., & Sullivan, D. (2008) and were validated. The data were collected and processed using Statistical Package for Social Sciences (SPSS). Frequency, percentage and means were used to describe the gathered data and Kendall Tau b was used to determine the significant relationships between the variables under study.

## RESULTS AND DISCUSSIONS

### A. Profile of Senior High School Teacher-Respondents

Table 1. Profile of the Senior High School Teacher-Respondents in Terms of Gender

Profile	Frequency	Percent
Male	43	33.33
Female	80	62.02

LGBT	5	3.88
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Most of the respondents were female comprising 80 or 62.02 percent out of 129, followed by the males with 43 or 33.33 percent and there were only five or 3.88 percent from the LGBT group.

**B. The Extent of Teachers' Self-Efficacy for Motivating Students and the Strategies Used in the Classroom**

**Table 2. Efficacy for Diagnosis & Intervention Scale**

Items	Students		Teacher		Grand Mean	Desc.	Z	Sig.
	Mean	Desc.	Mean	Desc.				
<b>Confidence about diagnosing motivation</b>								
1. Teachers can tell when students are motivated to learn in the class.	4.14	OFT	4.38	OFT	4.26	OFT	2.48*	0.01
2. Teachers have indicators to successfully identify unmotivated students.	3.84	OFT	3.97	OFT	3.9	OFT	1.40 ns	0.16
3. Overall, the student believe that the teachers can accurately tell when students are not motivated in class.	3.76	OFT	4.03	OFT	3.9	OFT	-2.68*	0.01
<b>Self-efficacy for motivating students</b>								
1. Teachers can motivate student in class who are unmotivated.	3.98	OFT	4.17	OFT	4.07	OFT	1.96*	0.05
2. If students are not initially motivated, the teachers can usually improve their motivation using some strategies.	3.9	OFT	4.16	OFT	4.03	OFT	2.92*	0
3. Even though motivating some students is challenging, the teacher can almost always get students motivated.	3.88	OFT	4.1	OFT	3.99	OFT	2.28*	0.02
4. Motivating students is something that the teachers have been able to do effectively, even for the least motivated students.	3.72	OFT	4.06	OFT	3.89	OFT	-3.69*	0
<b>Relatedness/emotional support</b>								
1. When students are unmotivated, the teachers often try to connect with the students personally and uses relatedness to bridge the gap.	3.88	OFT	4.28	OFT	4.08	OFT	4.10*	0
2. Sometimes, when students are not interested in learning, the teachers just try to	3.75	OFT	3.98	OFT	3.87	OFT	2.78*	0.01

support students through whatever may be going on.								
3. If students are not trying to learn, sometimes the teachers just attribute it to things outside school and let them work it out.	3.68	OFT	4.07	OFT	3.87	OFT	3.87*	0
<b>Relevance, value perceptions</b>								
1. To promote students' motivation, the teachers often provide information about why and what the students are learning are valuable for them.	3.9	OFT	4.42	OFT	4.16	OFT	5.45*	0
2. Often when students don't engage in learning, the teachers try to help them see the point of learning these things.	3.88	OFT	4.28	OFT	4.08	OFT	4.54*	0
3. Many times, the teachers tie to promote students' motivation by showing them how and what they are learning is relevant to their lives.	3.78	OFT	4.35	OFT	4.06	OFT	5.71*	0
<b>Aspirations/Futures</b>								
1. When students in the class are unmotivated, the teachers try promoting aspirations, like college and jobs that connect with the ideas they are covering in the classroom.	3.83	OFT	4.3	OFT	4.06	OFT	5.14*	0
2. Sometimes the teachers try to enhance students' motivation by connecting the skills they are learning to their futures.	3.92	OFT	4.32	OFT	4.12	OFT	4.30*	0
3. The teachers usually include in the lessons some information about the utility of the information they expect students to learn.	3.88	OFT	4.11	OFT	4	OFT	2.60*	0.01
<b>Acknowledgement of Peer Pressure</b>								
1. The teachers believe that motivating some students requires getting them alone, away	3.78	OFT	3.69	OFT	3.73	OFT	0.81 <sup>ns</sup>	0.42



from their peers.								
2. Until the teachers figure out how to overcome peer pressure, they just can't motivate some true than true than not true students	3.68	OFT	3.55	OFT	3.62	OFT	1.33 <sup>ns</sup>	0.18
<b>Inability to Influence</b>								
1. With some students, the teachers just do not waste time trying to motivate them.	3.61	OFT	3.02	SOT	3.31	SOT	4.47*	0
2. For some students there is nothing the teachers can do or will ever be able to do to enhance their academic motivation.	3.66	OFT	3.19	SOT	3.42	SOT	3.41*	0
<b>Extrinsic Rewards</b>								
1. Sometimes the teachers motivate students by giving those rewards, such as extra credit points or privileges.	3.67	OFT	4.14	OFT	3.91	OFT	4.36*	0
2. The teacher give rewards as motivating strategies for students to get their work done.	3.85	OFT	4.19	OFT	4.02	OFT	3.59*	0
3. The teacher believe that public praise and rewards are positive influences on students' motivation in school.	3.96	OFT	4.25	OFT	4.11	OFT	2.98*	0
<b>Extrinsic Constraints</b>								
1. The teachers sometimes motivate students by supervising them very closely, structuring their time and tasks for them.	4.07	OFT	4.06	OFT	4.06	OFT	0.77 <sup>ns</sup>	0.44
2. If students are not working in class, the teachers often keep them after school or in at free periods until their work is done.	3.68	OFT	3.42	SOT	3.55	OFT	2.43*	0.02
3. The teachers are certain that a good way to motivate students is to deny them privileges and choices until the work is	3.78	OFT	3.36	SOT	3.57	OFT	2.84*	0

done.								
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\*Significant ns - Not significant

**Confidence about diagnosing motivation**

Table 2 shows mean ratings of 3.76 to 4.14 given by the students and 3.97 to 4.38 from the teachers resulting to grand means of 3.90 to 4.26. The data reveals that both students and the teachers often observe that teachers can tell when students are motivated to learn in the class, teachers have indicators to successfully identify unmotivated students and generally, the students believe that the teacher can accurately tell when students are not motivated in class. This result was supported by the finding of Varughese (2017).

The Z-scores of 2.48 and 2.68 with correlation values less than 0.05 further implies a significant difference in the perception of the two groups of respondents. The teachers gave a significantly higher rating on their observation appertaining to confidence about diagnosing motivation, particularly, they have higher certainty that teachers can tell when students are motivated to learn in the class, and that the students believe that the teacher can accurately tell when students are not motivated in class which is closely similar to the result of Varughese, et.al. (2017).

**Self-efficacy for motivating students**

Table 2 shows that both students and the teachers perceive that oftentimes the teachers can motivate student in class who are unmotivated. If students are not initially motivated, the teachers can usually improve their motivation using some strategies, even though motivating some students is challenging, the teachers can almost always get students motivated and motivating students is something that the teachers have been able to do effectively, even for the least motivated students. This was revealed by the mean ratings 3.72 to 3.98 from the students and 3.89 to 4.17 from the teachers with grand means from 3.99 to 4.07.

The Z-scores from 1.96 to 2.92 with significance levels less than 0.05 further implies that the two groups of respondents significantly differ in their perception about self-efficacy for motivating students. The teachers rated higher than the students on this aspect. A similar study was conducted by Warmuth, et.al. (2014).

**Relatedness/emotional support**

Table 2 shows mean ratings from 3.68 to 3.88 from the students and 3.98 to 4.28 from the teachers resulting to grand means of 3.87 to 4.08 indicating that they concur that relatedness/emotional support motivating strategies were often observed in the classroom. Both of groups often observe that when students are unmotivated, the teachers often try to connect with the students personally and uses relatedness to bridge the gap and if students are not trying to learn, sometimes the teachers just attribute it to things outside school and let them work it out and sometimes, when students are not interested in learning, the teachers just try to support students through whatever may be going through.

The Z-scores from 2.78 to 4.10 with significance levels less than 0.05 revealed further that there is significant difference between the observations of the two groups of respondents as relatedness/emotional support motivating strategies are concerned. Specifically, the teachers gave a significantly higher observation as compared to the students' observation.

**Relevance/Value Perceptions**

As gleaned in Table 2, the mean ratings from 3.78 to 3.90 given by the students and 4.28 to 4.42 from the teachers with grand means from 4.06 to 4.16 revealed that they both groups perceive that in order to promote students' motivation, the teachers often provide information about why and what the students are learning are valuable for them and often when students do not engage in learning, the teachers try to help them see the point of learning these things. Likewise, they frequently observe that many times, the teachers try to promote students' motivation by showing them that how and what they are learning is relevant to their lives.

The Z-scores from 4.54 to 5.71 with significance levels less than 0.05 reveals a significant difference in the perception of the teachers and the students about the relevance/value of student motivation in the classroom. Teachers' gave significantly higher rating on the above-mentioned attitudes as compared to the students.

**Aspirations/Futures**

Motivating strategies concerning aspirations/futures are often observed in the classroom as revealed by the mean ratings 3.83 to 3.92 given by the students and 4.11 to 4.30 by the teachers with grand means 4.06 to 4.16. From the result, it can be noted that oftentimes, when students in the class are unmotivated, the teachers try promoting aspirations, like college and jobs that connect with the ideas they are covering in the classroom. Sometimes the teachers try to enhance students' motivation by connecting the skills they are learning to their future. Moreover, teachers usually include in the lessons some information about the utility of the information



they expect students to learn.

The Z-scores from 2.60 to 5.14 with significance levels less than 0.05 also implies significant difference in the perceptions of the two groups of respondents. Teachers discern the existence of the aforementioned strategies more often than the students.

### Acknowledgement of Peer Pressure

Table 2 reveals mean ratings of 3.78 and 3.68 given by the students and 3.69 and 3.75 by the teachers with grand means of 3.73 and 3.62 such prove that both groups perceive that its often true that the teachers believe that motivating some students requires getting them alone, away from their peers and until the teachers figure out how to overcome peer pressure, they just can't motivate some true than true than not true students. These observations are significantly the same between the teachers and the students since the Z-scores of 0.81 and 1.33 have significance levels greater than 0.05.

### Inability to Influence

The mean rating of 3.61 and 3.66 in Table 2 signify that some students often observe teachers just do not waste time trying to motivate them. The same is true for some students that there is nothing the teachers can do or will ever be able to do to enhance their academic motivation. The teachers on the other hand observe these sometimes as revealed by the mean ratings 3.02 and 3.19, respectively. Evidently, it can be noted that the two groups of respondents significantly differ in their perception with Z-scores of 4.47 and 3.41 with significance levels less than 0.05.

### Extrinsic Rewards

As gleaned from Table 2, the mean ratings 3.67 to 3.96 given by the students and 4.14 to 4.25 given by the teachers with grand means 3.91 to 4.11 reveal that both groups frequently perceive the existence of extrinsic reward strategies in the classroom. They often observe that sometimes the teachers motivate students by giving those rewards, such as extra credit points or privileges. Oftentimes the teachers give rewards as motivating strategies for students to get their work done and believe that public praise and rewards are positive influences on students' motivation in school.

Moreover, the Z-scores 2.98 to 4.36 have significance levels less than 0.05 which reveal that the two groups of respondents significantly differ in their perceptions. Teachers' observation matters pertaining to extrinsic rewards are better than the students.

### Extrinsic Constraints

Table 2 shows the mean ratings 3.68 to 4.07 which reveal that the teachers gave the observation that they often motivate students by supervising them very closely, structuring their time and tasks for them, much certain that a good way to motivate students is to deny them privileges and choices until the work is done and if students are not working in class, they often keep them after school or at free periods until their work is done. On the part of the students, the mean rating of 4.06 show that they sometimes see teachers motivate students by supervising them very closely, structuring their time and tasks for them. On the other hand, as indicated by the mean ratings of 3.42 and 3.46, they sometimes observe that certain teachers believe that a good way to motivate students is to deny them privileges and choices until the work is done and if students are not working in class, the teachers often keep them after school or in at free periods until their work is done.

Table 3. General Beliefs Scale

Items	Students		Teacher		Grand Mean	Desc.	Z	Sig.
	Mean	Desc.	Mean	Desc.				
<b>Motivation as Malleable (vs. unmalleable)</b>								
1. The teachers are confident that they really can do a lot to influence students' motivation.	3.92	OFT	4.37	OFT	4.14	OFT	4.61*	0
2. The teachers know that students' motivation is generally pretty responsive to teachers' influence.	3.91	OFT	4.11	OFT	4.01	OFT	1.52 <sup>ns</sup>	0.13
3. The teachers believe that students' motivation can usually be influenced	4	OFT	4.26	OFT	4.13	OFT	2.34*	0.02

by different strategies.								
<b>Motivation as Transient (vs. stable)</b>								
1. The teachers know that students' motivation changes from day to day, and just have to accept those good and bad days.	3.82	OFT	4.05	OFT	3.94	OFT	2.20*	0.03
2. The teachers believe that students just come to school either motivated or unmotivated.	3.86	OFT	4.11	OFT	3.98	OFT	2.09*	0.04
3. The teachers are confident that students' motivation is individual, and it varies a lot regardless of teachers' strategies.	3.94	OFT	4.11	OFT	4.02	OFT	1.40 <sup>ns</sup>	0.16

**Motivation as Malleable (vs. unmalleable)**

As gleaned from Table 2, the mean ratings 3.91 to 4.00 given by the students and 4.11 to 4.37 the teachers with grand means ranging from 4.01 to 4.14 reveal that they oftentimes perceive that the teachers are confident that they really can do a lot to influence students' motivation, know that students' motivation is generally pretty responsive to teachers' influence and frequently believe that students' motivation can usually be influenced by different strategies.

The Z-scores of 4.61 and 2.34 with significant levels less than 0.05 further show that the two groups of respondents have significantly different perceptions. The teachers' observations were higher in terms of being confident that they really can do a lot to influence students' motivation and, in their belief, that students' motivation can usually be influenced by different strategies.

**Motivation as Transient (vs. stable)**

The mean ratings 3.86 to 3.94 from the students and 4.05 to 4.11 from the teachers with grand means 3.94 to 4.02 shown in Table 2, reveal that both of them oftentimes observe that the teachers know that students' motivation changes from day to day, and that they just have to accept those good and bad days, believe that students just come to school either motivated or unmotivated and are very confident that students' motivation is individual, and that it varies a lot regardless of teachers' strategies.

Furthermore, the Z-scores of 2.20 and 2.09 with significant levels less than 0.05 imply that the two groups of respondents have significantly different perceptions. More specifically, the teachers rated themselves higher as compared to the students as far as their knowledge that students' motivation changes from day to day in which they just have to accept those good and bad days and their belief that students just come to school either motivated or unmotivated as concerned. A study of Ryan, et.al (2000a) and Rettig (2005) supported the results.

**C. Relationship between Perception of Teacher-Respondents and Their Gender**

**Table 4. Relationship between Perception on the extent of teachers' self-efficacy for Motivating Students and the strategies they use in the classroom and their Gender**

Items	Gender	
	Corr.	Sig.
<b>Efficacy for Diagnosis &amp; Intervention Scale</b>		
Confidence about diagnosing motivation		
1. Teachers can tell when students are motivated to learn in the class.	0.06 ns	0.47
2. Teachers have indicators to successfully identify unmotivated students.	-0.03 ns	0.76
3. Overall, the student believe that the teachers can accurately tell when students are not motivated in class.	0.11 ns	0.18

Self-efficacy for motivating students		
1. Teachers can motivate student in class who are unmotivated.	0.14 ns	0.09
2. If students are not initially motivated, the teachers can usually improve their motivation using some strategies.	0.05 ns	0.52
3. Even though motivating some students is challenging, the teacher can almost always get students motivated.	0.12 ns	0.15
4. Motivating students is something that the teachers have been able to do effectively, even for the least motivated students.	0.04 ns	0.65
Relatedness/emotional support		
1. When students are unmotivated, the teachers often try to connect with the students personally and uses relatedness to bridge the gap.	0.10 ns	0.22
2. Sometimes, when students are not interested in learning, the teachers just try to support students through whatever may be going on.	0.02 ns	0.83
3. If students are not trying to learn, sometimes the teachers just attribute it to things outside school and let them work it out.	0.03 ns	0.75
Relevance, value perceptions		
1. To promote students' motivation, the teachers often provide information about why and what the students are learning are valuable for them.	0.06 ns	0.5
2. Often when students don't engage in learning, the teachers try to help them see the point of learning these things.	0.02 ns	0.81
3. Many times, the teachers try to promote students' motivation by showing them how and what they are learning is relevant to their lives.	0.06 ns	0.5
Aspirations/Futures		
1. When students in the class are unmotivated, the teachers try promoting aspirations, like college and jobs that connect with the ideas they are covering in the classroom.	0.01 ns	0.91
2. Sometimes the teachers try to enhance students' motivation by connecting the skills they are learning to their futures.	0.06 ns	0.46
3. The teachers usually include in the lessons some information about the utility of the information they expect students to learn.	0.04 ns	0.65
Acknowledge Peer Pressure		
1. The teachers believe that motivating some students requires getting them alone, away from their peers.	-0.05 ns	0.55
2. Until the teacher figure out how to overcome peer pressure, they just can't motivate some true than true than not true students	-0.08 ns	0.35
Inability to Influence		
1. With some students, the teachers just do not waste time trying to motivate them.	-0.19*	0.02
2. For some students there is nothing the teachers can do or will ever be able to do to enhance their academic motivation.	-0.12 ns	0.14
Extrinsic Rewards		
1. Sometimes the teachers motivate students by giving those rewards, such as extra credit points or privileges.	0.03 ns	0.74
2. The teachers give rewards as motivating strategies for students to get their work done.	0.15 ns	0.07
3. The teachers believe that public praise and rewards are positive influences on students' motivation in school.	0.04 ns	0.67
Extrinsic Constraints		
1. The teachers sometimes motivate students by supervising them very closely, structuring their time and tasks for them.	0.05 ns	0.57
2. If students are not working in class, the teachers often keep them after school or in at free periods until their work is done.	0.12 ns	0.13
3. The teachers are certain that a good way to motivate students is	-0.12 ns	0.12

to deny them privileges and choices until the work is done.		
<b>General Beliefs Scale</b>		
Motivation as Malleable (vs. unmalleable)		
1. The teachers are confident that they really can do a lot to influence students' motivation.	0.17*	0.04
2. The teachers know that students' motivation is generally pretty responsive to teachers' influence.	0.19*	0.03
3. The teachers believe that students' motivation can usually be influenced by different strategies.	0.01 ns	0.91
Motivation as Transient (vs. stable)		
1. The teachers know that students' motivation changes from day to day, and just have to accept those good and bad days.	0.12 ns	0.16
2. The teachers believe that students just come to school either motivated or unmotivated.	0.06 ns	0.49
3. The teachers are confident that students' motivation is individual, and it varies a lot regardless of teachers' strategies.	-0.02 ns	0.83

Table 4 shows the relationship of the extent of teachers' self-efficacy for motivating students and the strategies they use in the classroom and their age, gender and civil status. As gleaned from the table, only gender has some kind of relationship with the perception as to the extent of motivating strategies and general beliefs. The correlation value of -0.09 with 0.02 significance level implies that the attitude of the teachers of not wasting time trying to motivate some students have a bearing on their gender. Male teachers had the greater tendency to show this attitude as compared to the females and the LGBT teachers.

The gender of the senior high school teachers has a significant association with the general beliefs on the malleability of motivation. The correlation values of 0.17 and 0.19 with significant levels less than 0.05 implies that the LGBT teachers tend to have a higher conviction about teachers being very confident that they really can do a lot to influence students' motivation and that students' motivation is generally pretty responsive to teachers' influence.

The findings were similar with the result of the study of Klassen, Robert & Chiu, and Ming in 2010, that female teachers have greater workload stress, greater classroom stress from student behaviors, and lower classroom management self-efficacy. Perception of teacher candidates and their general academic achievement. It also affirmed Varughese, Zacharia J. (2017) who examined the influence of teacher gender on student motivation and engagement where it was found that male and female students exhibit higher levels of motivation and engagement when taught by male teachers.

## CONCLUSIONS AND RECOMMENDATIONS

This study determined the teacher perceptions and student motivation in Senior High Schools of Isabela using the adapted questionnaires of Perceptions of Student Motivation Questionnaire (PSM) and Motivating Students Questionnaire by Hardre, P., Davis, K., & Sullivan, D. (2008). Two groups of respondents were used in this study, 139 teachers themselves and 361 students. Students of the concerned teachers were randomly selected to see how they agree with the self-perception of their respective teachers.

## CONCLUSIONS

The study dealt with the extent of teachers' self-efficacy for motivating students and the strategies they use in the classroom. This was categorized into three (3) scales: one is the Efficacy for Diagnosis & Intervention, Motivating Strategies and General Beliefs. The study revealed that the senior high school teachers were very confident about diagnosing motivation. They can often can tell when students are motivated to learn in the class, had indicators to successfully identify unmotivated students and oftentimes, their students believed that they can accurately tell when they were not motivated in class.

Self-efficacy for motivating students was oftentimes observed in the classroom. When students were unmotivated, they were able motivate students, and if students were not initially motivated, they frequently used some strategies teachers to improve their motivation. Even though motivating some students is challenging, oftentimes, they always get students motivated with a very string conviction that motivating students is something that they have been able to do effectively, even for the least motivated students.

Motivating Strategies pertaining to relatedness/emotional support were also often witnessed. When students were unmotivated, the teachers often tried to connect with the students personally and used relatedness to bridge the gap, when students were not interested in learning, they often tried to support students through whatever may be going on and if their students were not trying to learn, sometimes they just attributed it to things outside school and let them work it out. On the relevance/value of students, it was noted that to promote students' motivation, the teachers often provided information about why and what the students are learning are

valuable for them, often when students don't engage in learning, they repeatedly tried to help them see the point of learning these things and many times, they tried to promote students' motivation by showing them how and what they were learning is relevant to their lives.

On the aspect of aspirations/futures of student motivation strategies, the data showed that when students in the class were unmotivated, the teachers oftentimes tried promoting aspirations, like college and jobs, that connect with the ideas they are covering in the classroom, enhanced students' motivation by connecting the skills they are learning to their futures, and they usually included in the lessons some information about the utility of the information they expected students to learn.

Acknowledgement of peer pressure were also often observed. The teachers firmly believed that motivating some students required getting them alone, away from their peers and that until they figure out how to overcome peer pressure, they just cannot motivate some true than not true students.

Inability to Influence was one motivating factor in the classroom which was sometimes observed among the teachers. With some students, sometimes they just did not waste time trying to motivate them and for some students, they sometimes accepted that there is nothing they can do or will ever be able to do to enhance their academic motivation.

Factors which pertains to extrinsic rewards was often perceived among the senior high school teachers. Every so often, they motivated their students by giving them rewards, such as extra credit points or privileges, gave rewards as motivating strategies for students to get their work done and definitely believed that public praise and rewards are positive influences on students' motivation in school.

Most often, extrinsic constraints were also observed. The teachers often motivated their students by supervising them very closely, structuring their time and tasks for them, if students were not working in class, they often kept them after school or in at free periods until their work is done and they were very certain that a good way to motivate students is to deny them privileges and choices until the work is done.

On the general beliefs scale, malleability of motivation was frequently shown. The data revealed that the teachers were very confident that they really can do a lot to influence students' motivation, repeatedly knew that students' motivation is generally pretty responsive to teachers' influence and they firmly believed that students' motivation can usually be influenced by different strategies. On the stability of motivation, it can be noted that the teachers knew every so often that students' motivation changes from day to day, and they just have accepted those good and bad days, often believed that students just come to school either motivated or unmotivated and were very confident that students' motivation is individual, and it varies a lot regardless of teachers' strategies.

The data further revealed that there are differences in the perceptions of the two groups of respondents pertaining to the aforementioned extent of teachers' self-efficacy for motivating students and the strategies they use in the classroom. The teachers generally rated themselves higher as compared to their student.

Likewise, significant relationships were shown in their gender. The findings showed that the male teachers tend to more inclined to just do not waste time trying to motivate students, more confident that they really can do a lot to influence students' motivation and know better that students' motivation is generally pretty responsive to teachers' influence. In like manner, male teachers will have the greater tendency to motivate students by giving them rewards, such as extra credit points or privileges and well as to promote students' motivation and often provide information about why and what the students are learning are valuable for them.

## RECOMMENDATIONS

1. A study to closely link student achievement with the extent of practice of the Multiple Intelligences (MI) theory in the classroom, level of perception about student motivation and extent of self-efficacy for motivating students and the strategies they use in the classroom should be conducted to assist in identifying teachers who need additional assistance in the classroom motivating and increasing student achievement.
2. A study may be conducted to find out the impact of technology on MI practices that could help teachers improve their way of understanding their learners.
3. Future research may look at a sample of teachers in different educational levels as well as geographical areas of the country to explore if the results are similar to the present study.

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