

Teachers' Motivation, Stress, and Awards Received and Pupils' Academic Performance in Elementary Schools in Northern Samar: Implications: For Policy Redirections

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Abstract: *This study looked into the teachers' level of motivation, stress and awards as they relate to 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'; assessed their levels of stress; and identified the awards they received. Evaluated were the pupils' academic performance as well as its relationship to the teachers' level of motivation; teachers' level of stress; awards received. This descriptive correlational research involved the grade three teachers and pupils in elementary schools in Northern Samar. A questionnaire or motivation and stress and a checklist on awards received by 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, moderate stress, and awards received on the district level. The majority of the grade three pupils had average academic performance. The pupils academic performance was found to be significantly related to the awards received by teachers but not to the teachers' level of motivation and stress. 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. The teachers were affected by moderate stress at any given situation, with low salary as the most stressful. This indicated that the work of a teacher was not properly compensated. The awards received by teachers mostly came from the district level. District teacher awardees were from central schools. The majority of barangay teachers did not received any award, implying that the giving of awards was not fair and square. 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. That there was a significant relationship between the awards teachers received and the pupils' academic performance imply that teachers who are given awards are those who perform best; consequently they improve their pupils' performance. On the other hand, there was no significant relationship between the elementary teachers' level of motivation and stress and the pupils' academic performance.*

1. 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.¹

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.²

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.³

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.

2. Objectives of the Study

This study aimed to:

- 1) Determine the level of motivation of elementary grades teachers;
- 2) Assess their level of stress;
- 3) Find out the awards received by the teachers;

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- 4) Evaluate the level of pupils academic performance;
- 5) Find out the relationship between pupils academic performance; and
 - a) teachers level of motivation;
 - b) teachers level of stress; and
 - c) awards received; and
- 6) Draw implications for policy redirections from the findings of this study.

3. 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 baranggay 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 four variables were teachers' motivation, stress, awards received 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.

Stress is the tension experienced or encountered by the teachers in their work that greatly affected their performance and was measured by Manansala's questionnaire on stress.

Awards received refers to the honors or awards received by the teachers for an exemplary performance according to the guidelines of CSC MC No. 01, s. 2001, otherwise known as "Program on Awards and Incentives for Service Excellence" (PRAISE).

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 instrument contains 30 items using five choices with the following weighted points.

Strongly - 5
 Agree - 4
 Uncertain - 3
 Disagree - 2
 Strongly disagree - 1

The teacher questionnaire on stress, which was patterned after the instrument of Salye, as modified and used by Manansala, was used to measured stress. This was in turn, modified by the researcher. It contains 30 items.

The choice and the corresponding points are as follows:

Very Much Affected	-	5
Oftentimes Affected	-	4
Sometimes Affected	-	3
Rarely Affected	-	2
Never Affected	-	1

The third instrument was the evaluation checklist on awards received by the teachers according to the guidelines of CSC MC No. 01, s. of 2001, the awards have the following g points.

National level	-	4
Regional level	-	3
Division level	-	2
District level	-	1

The fourth instrument is the achievement test, which contains 80 items. It determined the pupils' academic performance.

Scoring and Interpretation of Data

The teachers scores on Roura's questionnaire on motivation were categorize as:

150- up	Very high motivation
120-149	High motivation
90-119	Moderate motivation
60-89	Low motivation
30-59	Very low motivation

Stress level was determined by adding the respondents total weighted scores using Manansala's questionnaire and were categorized as:

150-up	Very high stress
120-149	High stress
90-119	Moderate stress
60-89	Low stress
30-59	Very low stress

The awards received, measured through the CSC MC NO. 01 S. 2001 evaluation

Checklist, were categorized in terms of the total number of points received by the teacher-respondents.

The pupils' total achievement test raw scores were categorized as:

Raw Scores

50-80	Above Average
27-53	Average
0-26	Below Average

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 schools that was selected also using this technique.

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

The checklist on awards received by teachers has been developed by the Civil Service Commission and therefore needed no validation.

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, stress and awards received 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.

4. Findings

Teachers' Level of Motivation

Table 1a 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.

Table 1 (a): Teachers' Level of Motivation

Level of Motivation	Central		Barangay		Total	
	F	%	f	%	f	%
High	28	50.91	6	46.15	34	50.00
Moderates	26	47.27	6	46.15	32	47.06
Low	1	1.82	1	7.70	2	2.94
Total	55	100.00	13	100.00	68	100.00

Table 1(b): Level of Motivation

ITEMS	SA		A		U		D		SD		Σ	MEAN	BANK
	F	WS	F	WS	F	WS	F	WS	F	WS			
1. I am proud that I am a teacher.	56	280	12	44	0	0	0	0	0	0	328	4.82	1
2. I like to work toward some goal that I have to set for myself.	37	185	24	96	4	12	3	6	0	0	299	4.4	3.5
5. I maintain a smooth relationship with my co-teachers in my own standards.	28	140	22	88	23	69	15	60	8	40	213	3.13	
13. I submit reports on or before the deadline.	37	185	28	112	3	9	0	0	0	0	306	4.5	3.5
14. I give rewards to pupils who follow instructions/rules.	30	150	35	140	2	6	1	2	0	0	298	4.38	8
15. I like my profession more than anything else.	36	180	25	100	6	18	1	2	0	0	300	4.41	5
18. I compliment superiors who are target oriented.	9	45	33	132	13	39	8	16	5	5	237	3.49	15
20. I conduct meetings with parents regularly.	18	90	35	140	11	33	3	6	1	1	270	3.97	11.5

21. I try to achieve my maximum level of performance even if pupils cannot.	10	80	18	2	12	36	18	36	10	10	204	3	14
24. I stay in school beyond office hours.	21	105	41	164	1	3	4	8	1	1	281	4.13	10
25. I avoid rivalry towards promotions.	18	90	37	148	4	12	6	12	3	3	265	3.89	11.5
27. I take responsibility without being told.	33	165	28	112	4	12	3	6	0	0	295	4.34	6
28. I know everything about my professional.	13	65	33	132	17	51	5	10	0	0	258	3.79	12
29. I appreciate resourceful teachers.	41	205	24	96	1	3	2	4	0	0	308	4.53	2
30. I want pupils to learn easily.	31	155	31	124	4	12	2	4	0	0	295	4.34	7
3. I work when I'm told.	2	2	1	2	3	9	18	72	31	155	240	4.36	4
4. I feel nervous when giving a talk before a group.	0	0	22	44	23	69	15	60	8	40	213	3.13	14
6. I like to see others work under pressure by their superior/head.	1	1	7	14	7	21	27	100	26	130	274	4.03	8.5
7. I mind criticism seriously.	2	2	15	30	20	60	22	88	9	45	255	3.31	12.5
8. I teach when I am in the mood.	1	1	0	0	3	9	21	84	43	215	309	4.54	1
9. I work late if I am told to do so.	1	1	3	6	2	6	29	116	33	165	294	4.32	5
10. I respond negatively to my superior.	1	1	4	8	3	9	22	88	38	190	296	4.35	3
11. I feel tired teaching.	3	3	5	10	10	30	24	96	26	130	269	3.96	8.5
12. I envy teachers who receive an award.	1	1	4	8	7	21	26	104	30	150	284	4.18	6.5
16. I like to work with limitations.	6	6	14	28	16	48	23	92	9	45	219	3.22	12.5
17. I am not bothered when pupils' evaluation are poor.	0	0	6	12	5	15	27	108	30	150	285	4.19	6.5
19. I delegate my work to others for personal welfare.	4	4	6	12	3	9	34	136	21	105	266	3.91	10
22. I feel nervous when my superiors come to my room.	3	3	11	22	19	57	21	84	14	70	236	3.47	11
23. I ask support from the community for my own benefit alone.	2	2	1	2	2	6	22	88	41	205	303	4.46	2
26. I expect much from my pupils.	6	6	26	52	21	63	12	48	3	15	174	2.55	15

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

Teachers' Level of Stress

As shown in Table 2a, 36 or 52.94 percent had a moderate level of stress; 19 or 27.94 percent had high stress; 13 or 19.12 percent had low stress. Presented in Table 1c and 1d are the items on the questionnaire on motivation for the Central and Barangay schools teachers

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Table 2 (a): Level of Stress of Elementary Teachers'

Level of Stress	Central		Barangay		Total	
	F	%	f	%	F	%
High	17	30.91	2	15.38	19	27.94
Moderates	28	50.91	8	61.54	36	52.94
Low	10	18.18	3	23.08	13	19.12
Total	55	100.00	13	100.00	68	100.00

As shown in Table 2b, the top five stressors are: low salary (X=4.74); pupils disciplinary problems increasing every year (X=4.26); attending in-service training on own expense (X=4.16); implementing new trends, strategies and techniques in teaching without thorough orientation and training (X=4.13); and insufficient teaching facilities (X=4.09).

Awards Received by Teachers

Table 3 presents the awards received by the teacher-respondents. Out of the 68 teacher-respondents, 26 or 38.24 percent had received awards on the direct level; while 23 or 38.82 percent had not; 12 or 17.65 percent were division

level awards and seven or 10.29 percent were regional awards.

Table 3: Awards Received by Teachers

Awards Received By Teachers'	Central		Barangay		TOTAL	
	F	%	f	%	f	%
Regional Level	7	12.73	0	0	7	10.29
Division Level	10	18.18	2	15.39	12	17.65
District Level	21	38.18	5	38.46	26	38.24
None	17	30.91	6	46.15	23	33.82
Total	55	100.00	13	100.00	68	100.00

Pupils Academic Performance

Table 4 shows the data on pupils' academic performance in English, Science and Mathematics.

Table 4: Pupils' Academic Performance

Academic Performance	Central		Barangay		Total	
	F	%	f	%	f	%
Above Average	297	17.58	63	14.69	360	17.00
Average	785	46.48	175	40.79	960	45.32
Below Average	607	35.94	191	44.52	798	37.68
Total	1,689	100.00	429	100.00	2,118	100.00

Table 4b and 4c show the comparison of pupils' academic performance in the three subject areas in central and barangay schools.

Table 5: Summary Table on Test of Relationships between Pupils' Academic Performance and the Dependent Variables

Variables	F Ratio	Significant F	r ²	Coefficient Of Determination	Interpretation
X ₁ Motivation	.15538	.6947	.00235	0.235%	Not significant
X ₂ Stress	.04172	.8388	.00063	.063%	Not Significant
X ₃ Awards Received	6.28183	.0147	.08691	8.691%	Significant

5. Conclusion 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.

Teachers stress was found to be moderate, but most stressful to them was the low salary they are receiving. This indicates that teachers are not properly compensated, hence, they are not very much satisfied with their jobs.

Most of the teachers experienced increased pupil disciplinary problems every year. It can be implied has 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.

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