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Motivational Factors as Predictors of Teaching Motivation Among Junior High School Teachers in the New Normal

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Abstract: Motivational Factors as Predictors of Teaching Motivation Among Junior High School Teachers in the New Normal. Objectives: The study determined the relationship of three motivational factors (Health and Safety; Readiness and Preparedness in Distance Learning; and Support and Opportunities) to the teaching motivation in the new normal of junior high school teachers. **Methods:** Regression analysis was used to measure the significant relationships among the three motivational factors and teaching motivation of 204 (34% male and 66% female) respondents who answered the online survey. **Findings:** The motivational factors such as health and safety ($\beta = 0.258$; $p = 0.003$) and readiness and preparedness in distance learning ($\beta = 0.217$; $p = 0.024$) revealed that these are significant predictors of teaching motivation. **Conclusion:** Even though the three motivational factors have a direct positive relationship to teachers' level of motivation, it was revealed that the health and safety motivational factors result in the highest need of emphasis to level up a teacher's motivation to continue teaching.

Keywords: Teaching motivation, teachers' motivational factors, distance learning.

Abstrak: Faktor Motivasional Sebagai Prediktor Motivasi Mengajar Guru SMP di Masa New Normal. ***Tujuan:*** *Penelitian ini menentukan hubungan tiga faktor motivasi (Kesehatan dan Keselamatan; Kesiapan dan Kesiapsiagaan dalam Pembelajaran Jarak Jauh; dan Dukungan dan Peluang) terhadap motivasi mengajar guru sekolah menengah pertama di era normal baru.* ***Metode:*** *Analisis regresi digunakan untuk mengukur hubungan yang signifikan antara ketiga faktor motivasi dan motivasi mengajar dari 204 (34% laki-laki dan 66% perempuan) responden yang menjawab survei online.* ***Temuan:*** *Faktor motivasi seperti kesehatan dan keselamatan ($\beta = 0{,}258$; $p = 0{,}003$) dan kesiapan dan kesiapan dalam pembelajaran jarak jauh ($\beta = 0{,}217$; $p = 0{,}024$) dinyatakan sebagai prediktor signifikan dari motivasi mengajar.* ***Kesimpulan:*** *Meskipun ketiga faktor motivasi memiliki hubungan positif langsung dengan tingkat motivasi guru, terungkap bahwa faktor kesehatan dan keselamatan yang membutuhkan dorongan terbesar untuk meningkatkan motivasi guru untuk melanjutkan mengajar.*

Kata kunci: *motivasi mengajar, faktor-faktor motivasi guru, pembelajaran jarak jauh*

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INTRODUCTION

Human life has been decimated by the COVID-19 epidemic, which poses a huge threat to the health, food security, including the world of workforce. The pandemic's effects on the economy and society are dire: tens of millions of people face starvation and poverty, and millions more are already suffering from malnutrition [World Health Organization [WHO, 2020]. This has resulted in unimaginable changes to our day-to-day lives including the educational system (Moralista & Oducado, 2020). To address the rapidly spreading outbreak, world leaders adopted strict measures. These measures also affected the way schools work and how learning takes place. With health protocols in place, it posed challenges in the delivery of effective education which involves both teachers and learners.

The Philippines, like the rest of the world, has been severely hit by the global pandemic. The country's response to the virus has been labeled as one of the longest and most stringent in the world which resulted in cities and provinces being placed under hard lockdowns, controlled mobility and enforcement of strict measures all of which come with serious punishments for violators (Hapal, 2021). Furthermore, it resulted in 22 million students being out of school due to the situation (Plan International, 2022). With this, the Department of Education issued DepEd Order No. 12, s. 2020, titled "*Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in Light of the COVID19 Public Health Emergency*," to address education concerns. It acted as a road map for providing instruction at a critical juncture while also ensuring the well-being of students, teachers, and other school workers involved.

Included in this strategy is the adoption of the Most Essential Learning Competencies (MELCS), a transition to different learning modalities (including distant learning and blended learning), and the use of Self-Learning Modules (SLMs), which can be in either printed or digital format, as well as other initiatives. With the BE-LCP, the department hopes to exhibit resilience in the face of adversity while also carrying out its tasks and responsibilities. This is in accordance with the Sustainable Development Goal (SDG4), which focuses on quality education and emphasizes the critical role played by the curriculum in the promotion of quality education as well as the growth and promotion of extensive education that is relevant to the development of the country.

As the new normal emerged, it has modified and further enlarged the roles of teachers, notwithstanding the move from teacher-led education to student-led education (Marquez *et al*., 2020; Cruz *et al.*, 2021). Teachers have to do their job and responsibilities in a new set-up and new environment to sustain and uphold the quality of education as they also need to adjust to the challenges of technology integration (Andal, *et al*., 2020). In the country, these challenges include unstable internet, cost of internet connection, technophobia, absence of gadgets and lack of technological skills (Alvarez, 2020; Toquero, 2021). As a result, teachers find it difficult to fulfill certain duties to students remotely and create an effective instructional environment (Robosa *et al.,* 2021). This further emphasizes the need for an evidence-based response towards creating a remote learning system that is responsive to the current situation and needs of the Filipino learners (Toquero, 2020).

Motivation is one factor that impacts work efficiency (Phrommuean et al., 2019; Spivak et al., 2019; Truong & Duc Le, 2019). As Triyanto and Handayani (2016) point out, teacher motivation has a significant impact on the overall performance of educational endeavors. It is a factor that has the potential to have an instant impact on the teaching-learning process and to influence the overall educational quality (Viseu *et*

al., 2016). It is also associated with a high level of student motivation (Santisi *et al.*, 2014). In addition, it is important for professional development as high motivation may also translate to higher work dedication (Thoonen *et al.*, 2011). Fernet *et al.*, (2012) suggest that controlled motivation (feeling externally or internally pressured) results in more negative outcomes such as burn-out and decreases autonomous motivation (enjoying teaching and appreciating its importance). Indeed, teacher motivation is vital in this new normal of education.

Teachers, on the other hand, were impacted by the previously noted changes in schooling, as well as the health hazards posed by the pandemic. For instance, Talidong and Toquero (2020) emphasize how school closures, home quarantine and social isolation resulted in a surge in anxiety among teachers. Furthermore, Carreon, *et al*. (2021) demonstrate that there is still a significant degree of dread among teachers on COVID 19, which has resulted in a moderate level of job burn-out among them. In contrast, Jimenez (2021) discovered that teachers maintain positive mental health despite the circumstances, which is likely owing to the strategies they have established to deal with anxiety, as confirmed by Talibong and Toquerro (2016). In relation to teacher motivation, Kulikowski *et al*., (2021) mention that teacher motivation during the pandemic is lower than before the pandemic. Conversely, Beardsley, *et al.*, (2021) report that teacher motivation specifically in terms of participating in CPD activities and use of digital technology in remote teaching increased during the pandemic.

These confirm that the realities of the new normal indeed affected teachers and their motivation in teaching. Likewise, establishing good relationships with colleagues and expressing criticism for the good of the institution affects motivation (Triyanto & Handayani, 2016). The relationship between teacher motivation and demographic factors such as gender, tenure, and degree of education was also investigated (Triyanto & Hadyani, 2016; Hanson, 2017). According to the findings of the study by Triyano *et al*. (2016), there is a statistically significant difference in the level of motivation between male and female teachers, that younger teachers have a higher level of motivation than senior teachers, and that teachers with bachelor's degrees have a higher level of motivation than those with master's degrees. Additionally, the impact of teachers' working conditions, as well as the environment essential to drive teachers to reach higher levels of performance, has been investigated (Salifu, 2013). Teachers are more likely to be motivated and fulfilled if they are immersed in an atmosphere that is suitable to their work, such as a light classroom workload, the amount of hours they work, strong relationships with their pupils, and good leadership from their supervisors (Alfatihah *et al*., 2021). This demonstrates that there are a variety of factors that influence the motivation of teachers.

In this new normal, teachers' motivation is unlikely to remain unchanged as they face new challenges and different schemes in contextualizing and delivering the concepts, theories, and real-life lessons to their learners (Kulikowsky *et al*., 2016; Beardsley *et al*., 2021). As new approaches to the learning community emerge, other elements affecting the motivation of teachers become apparent. In accordance with this, the researchers would want to determine the degree of motivation among junior high school teachers as well as the motivational factors that have a significant impact on their motivation in this new normal.

METHODS

In order to investigate the relationship between variables and determine whether one variable may predict another, a correlational research design was adopted (Creswell, 2013). According to the findings of the study conducted by Carreon *et al*. (2021), the present pandemic can have an impact on the level of motivation among teachers.

The respondents of this study were 204 (34% male and 66% female) junior high school teachers from secondary public high schools in the provinces of Laguna and Quezon from September 6 to September 18, 2021. These provinces were chosen since the researchers reside and are affiliated to schools located in the area. Public secondary schools were chosen as there are more public schools in the country than private schools (Department of Education, 2021) which sometimes lead to a minimum number of private school teachers participating in this kind of study (Lapada *et al*., 2020). Non-probability convenience sampling was used to select the participants of this study due to the restricted face-to-face implementation in the country. This sampling technique is commonly employed in online surveys because of its cost-effectiveness and the population's extensive access to the internet (Etikan, Musa & Alkassim, 2016). Snowball sampling was also utilized to help the researchers identify other potential respondents.

The Motivation for Teaching Scale in Secondary Education developed by Abos, *et al*. (2018) and Motivational Factors for Future Pandemics used in the study of Baloran and Hernan (2020) were the instruments used in the study. Despite the first instrument being developed before the pandemic in 2018, the researchers decided to use the said tool for its validity and reliability as a scale with adequate psychometric properties in assessing motivation for teaching among secondary school teachers. The researchers contacted the authors of the said instruments for permission to utilize their research instruments in the study. The survey was composed of three parts. The first portion of the survey included an introduction about the topic, the objectives of the research and the researchers involved. A well-informed consent is also present, noting that participation in the study is voluntary and that personal information and responses would be treated with strict confidentiality and with strict ethical considerations. This section also gathered information about the respondent's background, including their gender, age, previous teaching experience, and highest level of educational achievement.

The second part consists of 19 statements aimed at measuring the level of motivation of teachers using a 5-point Likert scale from 1 – "Strongly Disagree" to 5 – "Strongly Agree". The third part consists of 15 statements to determine the factors that motivate teachers to continue teaching in the new normal. This also used a 5-point Likert Scale from 1 – "Most Important" to

Table 1: Profile of the respondents

	Demographics	f	%
Sex	Male	69	33.8
	Female	135	66.2
Age	21 – 30 y/o	86	42.2
	31 – 40 y/o	60	29.4
	41 – 50 y/o	50	24.5
	51 – 60 y/o	8	3.9
	> 60 y/o	0	0.0
Teaching Experience	0 – 5 years	81	39.7
	6 – 10 years	63	30.9
	11 – 15 years	28	13.7
	16 – 20 years	15	7.4
	> 20 years	17	8.3
Highest Educational Attainment	Bachelor's	167	81.9
	Master's	36	17.6
	Doctorate	1	0.5
	TOTAL	204	100

Respondents were sent a link to the survey form via Facebook Messenger, which they completed online. Respondents were also asked to send the online link to other teachers who may also be potential respondents to the study.

Descriptive statistics and multiple linear regression analysis were used to analyze the data with the aid of SPSS version 23.

■ RESULT AND DISCUSSIONS

Level of motivation among junior high school teachers in the new normal

Table 2 shows the level of motivation among junior high school teachers in the new normal based on the Motivation for Teaching Scale developed by Abos, *et al.* (2018). The following verbal interpretation was used for the computed mean values: 1.00-1.80 Very Low, 1.81–2.60 Low, 2.61-3.40 Moderate, 3.41-4.20 High and 4.21-5.00 Very high. Note that the mean for items 17, 18 and 19 were reversed as they are negative statements included in the adapted instrument. Out of the 19 statements in the scale, 10.53% got moderate response, 63.16% high response, and 26.32% very high response. The data revealed that the teacher's overall level of motivation in the new normal is high with a mean value of 3.9407 (SD=1.0218).

Among the statements in the instrument, five received the highest mean values with "very high" verbal interpretation.

Table 2: Teacher's level of motivation

	Mean	Std. Deviation	Description
1. I am very interested in teaching.	4.3676	0.81678	Very High
2. Teaching helps me learn new things.	4.5588	0.81939	Very High
3. I think it is very valuable for me as a person.	4.4412	0.82538	Very High
4. I want others to think that I am a good teacher.	3.9363	1.02234	High
5. Teaching is fun.	4.3578	0.82712	Very High
6. It is assumed that I should do this.	3.8186	0.98833	High
7. Others (colleagues, school head, supervisors, etc.) place pressure on me to do this.	3.0980	1.21168	Moderate
8. I find teaching fun.	4.2402	0.86881	Very High
9. If not, I would feel guilty.	3.4559	1.10664	High
10. I feel forced to do so by others (colleagues, school head, supervisors, etc.).	3.4951	1.1554	High
11. If not, I would be disappointed with myself.	3.1667	1.17932	Moderate
12. I want to give others the impression that I am a good teacher.	3.5049	1.10751	High
13. This is an important personal choice for me.	4.1422	0.87909	High
14. I think teaching is a pleasant activity.	4.1814	0.84308	High
15. I am expected to do it.	3.8725	1.01876	High
16. I believe that it is an important objective in my life.	4.1716	0.85095	High
17. I do not know; I feel that I am wasting time when I conduct the class.	3.9804	1.32784	High
18. I do not do much because I do not think that making an effort in teaching is worthwhile.	3.9657	1.28416	High
19. I do not know why I am a teacher; it is useless work.	4.1176	1.28112	High
Overall	3.9407	1.0218	High

Note. Reprinted from "Validation evidence of the motivation for teaching scale in secondary education by Á. Abos, J. Sevil, J. Martín-Albo, A. Aibar and L. García-González, 2018, The Spanish Journal of Psychology, 21, p. 1-12. Copyright 2018 by Universidad Complutense de Madrid and Colegio Oficial de Psicólogos de Madrid.

The statements with the first and second highest values (items 2 and 3) fall under "identified regulation" based on the Self Determination Theory (SDT) of Motivation (Abos *et al*., 2018). The next three statements with the highest value (items 1, 5 and 8) fall under "intrinsic motivation". On the other hand, two statements received the lowest mean value with a verbal interpretation of "moderate." They fall under "introjected" and "external" regulation. According to Deci & Ryan (2008), identified regulation reflects tasks that a person values because he/she believes such tasks are of significance. In addition, intrinsic motivation is a form of motivation that is self-determined and is caused by a person's innate satisfaction of the accomplishment of a certain task. Introjected regulation, on the other hand, reflects tasks performed to prevent the feeling of being held responsible, while external regulation refers to -the desire to perform a job in order to receive a reward or avoid punishment. The abovementioned results suggest that during this pandemic, teacher's motivation is more of self-determined due to their belief of the importance of teaching and their innate satisfaction to perform the tasks rather than outside factors that may affect one's motivation.

Moreover, the results are also in line with the findings from the studies conducted by Rasmitadila, *et al*. (2020), Baloran & Hernan (2020) and Akour, *et al.* (2020) which suggest that teacher motivation during the pandemic remained moderate to high. The study by Klapproth, *et al*. (2020) indicate that teachers developed coping strategies to manage stress during the COVID-19. Trainings for teachers on the conduct of distance learning modalities might have helped in lessening stress related with the use of modern technologies in teaching (Klapproth, et al.,2020). Also, Wong (2020) cites how challenging events strengthened motivation among teachers. This suggests that the challenges brought about by the COVID-19 might have also strengthened teacher's motivation as seen in the results above.

Motivational Factors to continue teaching in the new normal

Table 3 displays teachers' responses on the motivational factors to continue teaching in the new normal. The motivational factors are divided into three categories such as health and safety, readiness and preparedness to distance learning, and support and opportunities. All factors received a very high descriptive level. Teachers' mean response for "school's policies on health and safety protocols on the prevention and mitigation of the spread of virus" is highest with a mean of 4.5931 (SD=0.83998). This was followed by "government support for teachers" with a mean of 4.5294 (SD=0.80889). "School administration support for teachers" received the third highest mean response of 4.5186 (SD=0.83908). This indicates that teachers show great emphasis on the security of their health and safety.

In terms of health and safety, the results show that teachers place greater importance on "school policies on health and safety protocols on the prevention and mitigation of the spread of the virus." This might have been perceived as more important since public school teachers are still required to report to school for 2-3 days a week. Teachers as frontline workers are also exposed to the threats of COVID-19. Public school teachers as discuss by Boholano and Jamon (2021) fear contacting the virus while performing their duties. This previously mentioned statement was followed by 'available cure or vaccine for the disease," and "health insurance/ benefits for teachers.' On the other hand, the statement that received the lowest mean value is "psychiatric help and therapy made available in the workplace to help reduce stress and anxiety."

Table 3: Responses on the Motivational Factors to Continue Teaching in the New Normal

		Mean	Std. Deviation	Rank
Health & Safety	1. Health insurance/ benefits for teachers	4.4902	.94421	6
	2. Available cure or vaccine for the disease	4.5098	.90151	4
	3. School's policies on health and safety protocols on the prevention and mitigation of the spread of the virus	4.5931	.83998	1
	4. Psychiatric help and therapy made available in the workplace to help reduce stress and anxiety	4.4069	.95006	11
	Overall	**4.5000**	**.90890**	
Readiness & Preparedness	5. Provision of ICT materials and internet connectivity for teachers	4.4510	.95337	7
	6. Preparedness/training of teachers and students on flexible learning using online modalities	4.3971	.96958	12
	7. Clear and comprehensive policies, system, and guidelines for flexible learning	4.4412	.95281	9
	8. Use of learning management system for online teaching	4.3775	.95705	14
	Overall	**4.4167**	.95981	
Support & Opportunities	9. School administration support for teachers	4.5196	.83908	3
	10. Government support for teachers	4.5294	.80889	2
	11. Recognition from management and supervisors for teachers' extra efforts	4.3873	.89994	13
	12. Reduced working hours during virus outbreaks	4.4412	.93190	10
	13. Collaboration opportunities for schools	4.4461	.84924	8
	14. Increased salary for teachers	4.5049	.95462	5
	Overall	**4.4714**	**.8806**	

This might be due to the fact that teachers were able to develop coping mechanisms as suggested by the study of Klapproth, *et al.* (2020).

In terms of support and opportunities, results suggest that teachers expect "government support for teachers." In time of pandemic like this, government agencies play an important role in ensuring and sustaining workforce (Fraher et al., 2020; Kaushik & Guleria, 2020; Bennedsen et al., 2020). This was followed by school

administration support. Supervisory support is also to be positively related to teachers' well-being, engagement and job satisfaction (Skaalvik & Skaalvik, 2018). Next to this are salary increase, collaboration opportunities in school and reduced working hours. The statement that received the lowest mean value is the "recognition from management and supervisors." This suggests that teachers do not place greater importance to rewards or recognitions in this time of pandemic.

For readiness and preparedness, "provision of ICT materials and internet connectivity for teachers," garnered the highest mean value. De Villa and Manalo (2020) mention how majority of the teachers perceived the importance of preparing resources and capacity building regarding the distance learning modalities. This was followed by "clear and comprehensive policies, system, and guidelines for flexible learning." This emphasizes the importance of policies in education in relation to flexible and remote learning that is needed given the pandemic situation. Next to this is "preparedness/training of teachers and students on flexible learning using online modalities. Lastly, the statement that received the lowest mean value is the "use of learning management system for online teaching." This may be due to the fact that not all teachers handle online classes and majority of students are under modular distance learning (Rappler, 2020).

Correlation between motivational factors and the level of motivation among junior high school in the new normal

Table 4 presents the results of the test of correlation between the motivational factors and the level of motivation of teachers in the new normal. The three categories of motivational factors such as health and safety, readiness and preparedness to distance learning, and support and opportunities show significant correlation to teachers' level of motivation at 0.000 p-value. Level of motivation among teachers is positively correlated to health and safety with an *r-value* of 0.490; to teacher's readiness and preparedness to distance learning with *r-value* of 0.483; and to support and opportunity with *r-value* of 0.478. As the teachers' health and safety, readiness and preparedness to distance learning; and support and opportunity wereestablished and met its standard, the level of teachers' motivation to teach in the new normal will be in its highest form.

These results are aligned with the findings of Khasawneh (2020) which suggest that the availability of adequate educational resources in this new normal boost teachers' drive/motivation to work. Baloran & Hernan (2020), cite in their study that due to the pandemic, teachers expect financial assistance and support from school administration and the government. In the same

Table 4. Significant correlation of teacher's level of motivation and motivational factors

		AVE Level of Motivation	Teachers Readiness	Health & Safety	Support & Opportunity	AVE Motivational Factors
Average Level of Motivation	Pearson Correlation	1	.483**	.490**	.478**	.539**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	204	204	204	204	204

study, health and safety measures in school also received the highest mean responses among teachers as a motivational factor to continue teaching.

Motivational factors as predictor of the level of motivation

Table 5 shows the result of the linear regression analysis of the motivational factors and teachers' level of motivation. It revealed that health and safety with p-value of 0.003, and teacher's readiness and preparedness to distance learning with computed p-value of 0.024 are significant predictors of the level of teacher motivation in the new normal. Since health and safety has a larger beta weight (Beta=.258) than teacher readiness (Beta=.217), health and safety is a better predictor than teacher readiness and preparedness. However, the results also reveal that the two predictors account for only 29.3%

Table 5. Linear regression analysis of motivational factors and teacher's level of motivation

		Unstandardized Coefficients	Standardized Coefficients	T		95% Confidence
	Model	B	Std. Error	Beta	Sig.	Interval for B
1	(Constant)	2.233	.187		11.961	0.000
	Readiness & Preparedness	.124	.054	.217	2.276	0.024
	Health & Safety	.161	.054	.258	2.996	0.003
	Support & Opportunity	.083	.066	.129	1.255	0.211

of the variability in the level of motivation of teachers. This indicates that data points that fall further from the regression line show that the two predictor variables still contribute useful information about the response.

CONCLUSIONS

In light of the aforementioned findings, it may be concluded that teachers, despite the problems posed by the pandemic, maintain a high level of motivation in the new normal. A direct relationship between the mean of the two variables measured indicates that teachers take into consideration the school's regulations on health and safety protocols for the prevention and mitigation of the spread of viruses. Teachers should be able to sense and observe the support of the government and academic heads in order to continuously grow and do their best in the jobs they have been entrusted with. It must also serve as a reminder to government, policy makers, and school leaders who have direct contact with teachers to promote teacher wellness in this time of pandemic.

Likewise, the results of linear regression analysis indicate that the health insurance/benefits, the available cure or vaccine for Covid-19, and school policies on health are some of the aspects that must be given emphasis by schools in order to increase teaching motivation among junior high school teachers.

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