

# Work Motivation and Teaching Performance During COVID-19 Pandemic of Teachers in Mindanao State University-Sulu Laboratory High School

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**Abstract:** This study aimed to investigate the influence of the work motivation on the teaching performance of teachers in Mindanao State University-Sulu Laboratory High School. It explores further to determine the significant difference grouped according to profile. Descriptive research design was employed in the study utilizing 27 teachers selected respondents using purposive sampling design. The researcher used checklist questionnaire in data gathering. The data was analyzed and interpreted using mean, t-test independent sample, One way ANOVA, and simple regression. The study concluded that the teachers were very highly motivated with intrinsic motivation in which they are living a happy and contented life, fulfilled and satisfied with their job, working stability for future lives, enjoying high prestige and social standing. The teachers were highly motivated with extrinsic motivation in which they have sufficient benefits and compensations, engaging in convenient lifestyle and satisfying leisure activities, Wide range of health benefits like that of medical care, with adequate salary with respect to the nature of the work or teaching profession, financial incentives through fringe benefits and bonuses, and primary needs such as durable house with amenities. The level of motivation of teachers during COVID 19 Pandemic is very high in all aspect of motivations in terms of social acceptance and belongingness, teachers' values that contribute to better management, good working conditions, trust and confidence and public acknowledgement for better work accomplishments. The hypothesis for age and length of service is rejected while the hypothesis for gender and educational attainment is accepted. There is significant difference of work motivation when the data are grouped according to profile in terms of age and length of service while there is no significant difference of work motivation when grouped according to profile of respondents. The hypothesis is rejected for teacher's performance grouped according to educational attainment and accepted when the data are grouped according to gender, age and length of service. There is significant difference of the teacher's performance when the data are grouped according to educational attainment and no significant difference when grouped according to gender, age and length of service. The data indicates that the teacher's performance is affected by educational attainment and do not be affected by the gender, age and length of service. The hypothesis is rejected. There is a significant influence of the work motivation on the teaching performance of teachers in Mindanao State University-Sulu Laboratory High School. The teacher's performance was influenced by the motivation provided with

feeling contented for the teaching profession and working for a stable and secured future.

**Keywords:** Work motivation, Teaching performance, COVID-19 pandemic.

## 1. Introduction

The nature of teaching has been changed since the attacked of the COVID-19 Pandemic all over the country. The change of teaching strategies from face-to-face classroom learning to the different teaching-learning modalities have demotivated the teachers in the rural school system. The modular learning modality for example has demotivated teachers since the approaches is totally different from the traditional classroom teaching. The teacher's demotivation is due to some unavailability of resources such as computer, laptop, printer and other resources such as ink and bond papers in addition to the burden of difficulties preparing the module and late arrival of the module from the region.

The teachers are suffering so much from these innovative consequences especially when the region motivated them further to achieve quality education. The performance of these teachers could have been affected in some areas of responsibilities. For example, the distribution and collection of the module from the parents. Sometimes most of the parents were not punctual to claim the module from the teachers as agreed in the schedule of module distribution. Henceforth, the return of the answer sheet of the module likewise also late.

Teachers also encountered some situation where the module are vague, it cannot be understood by the students. The evaluation of the module also requires more explanation for the students to understand. So, studying the motivation of teachers as it relates to their teaching performance in the Modular Learning Approach is essential during the time of new normal where the fear of the virus still lingering in the heart of the teachers. The decision of the higher up is still not clear as to whether to meet in the face-to-face classes or to continue in the Modular Learning Approach, some teachers might say, we are now adapted to the Modular Learning Approach, thus unwilling

to conduct the face-to-face classroom learning.

### A. Theoretical Framework

These theories have bearing and supportive to this study. These theories are Bandura's Efficacy Theory, Locus Control Theory, Attribution Theory and Self-worth Theory.

### B. Bandura's Self-Efficacy Theory

According to Bandura's (1982) self-efficacy theory, efficacy is the major determinant of effort, persistence, and goal setting. Empirical research supports this notion, suggesting that individuals with higher self-efficacy tend to be more motivated and successful on a given task. Self-efficacy has also been associated with the use of cognitive strategies, and self-efficacy perceptions predict achievement over and above actual ability levels (Pintrich & De Groot, 1990).

### C. Locus of Control Theory

Another line of inquiry in the field of motivation explores the issue of locus of control. According to this theory, individuals should be more motivated to the extent that they feel they are in control of their own successes and failures (Eccles & Wigfield, 2002). In fact, in one formulation of control theory, autonomy is one of three basic psychological needs, along with competence and relatedness. Within this framework, individual differences in the extent to which these basic needs are fulfilled correspond to variation in levels of motivation (Connell & Wellborn, 1991, as cited in Eccles & Wigfield, 2002).

### D. Attribution Theory

Locus of control is closely related to the concept of attributions. Attributions refer to an individual's beliefs regarding causes of successful or failing performance. There are several types of attributions, including ability, effort, task, and luck. According to attribution theory, the types of attributions a person holds determine his or her level of motivation according to whether the cause is perceived as something that is changeable and within the person's control (Weiner, 1985, as cited in Eccles & Wigfield, 2002).

For example, native ability is a relatively stable characteristic that is difficult to affect. On the other hand, effort is within a person's control and entirely manipulable. Both task characteristics and luck are outside one's control and tend to be variable. Thus, poor performance on a task is more likely to contribute to reduced effort and motivation for those holding ability attributions than for those holding effort attributions because failing performance for the former group communicates a lack of ability that may be difficult to change, whereas failure for the latter group communicates that success is within reach if more effort is expended.

### E. Self-Worth Theory

Finally, self-worth theory is somewhat related to both self-efficacy and locus of control. According to this theory, students need to believe they are competent in academic domains to feel they have self-worth in the school context (Covington, 1992, as cited in Eccles & Wigfield, 2002). This line of research suggests that students attempt to maximize their self-worth and

will protect a sense of competence by making causal attributions that enhance their sense of competence and control. For example, empirical research suggests that the most common attributions among both college-level and younger students are ability and effort, and the most preferred attribution for failed performance is a lack of effort. According to this theory, students may also engage in negative learning behaviors, such as procrastination, making excuses, avoiding challenging tasks, and not trying, in an attempt to avoid negative ability attributions for tasks they are not confident they can perform (Covington & Omelich, 1979, as cited in Eccles & Wigfield, 2002).

### F. Conceptual Framework

Figure 1 shows that the independent variable is work motivation of teachers and the dependent variable is teaching performance of teachers and the intervening variable is the profile of teachers. Work motivation of teachers can influence the teaching performance of teachers. The influence of the work motivation of teachers on the teaching performance of teachers varies significantly when grouped according to profile.

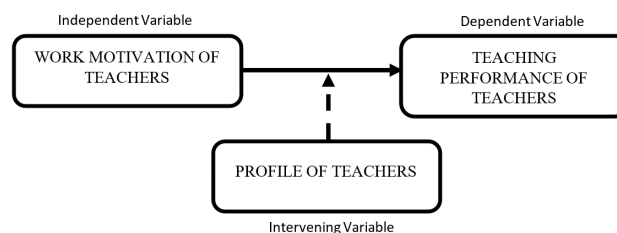


Fig. 1.

### G. Statement of the Problem

The burden of works, dilemma on module distribution and retrieval of the answer sheets, the laxity of the parents to claim the module on time and return the answer of the modular activities, the late arrival of the module and limited resources in the production of the module are some of the factors that could demotivate the teachers to perform the teaching task and other school activities. Hence, this study sought answers of the following research questions. [1] What is the profile of teachers in MSU-Sulu Laboratory High School in terms of gender, age, educational attainment and length of service? [2] What is the level of work motivation of the teachers during COVID 19 Pandemic in MSU-Sulu Laboratory High School? [3] What is the level of teaching performance of teachers during COVID 19 Pandemic in MSU-Sulu Laboratory High School? [4] Is there significant difference of the level of work motivation of teachers during COVID 19 Pandemic in MSU-Sulu Laboratory High School when grouped according to profile? [5] Is there significant difference of the level of teaching performance of teachers during COVID 19 Pandemic in MSU-Sulu Laboratory High School when grouped according to profile? [6] Is there significant influence of the work motivation on the teaching performance of teachers in MSU-Sulu Laboratory High School?

### H. Hypothesis

This following research null hypotheses was tested in this

study. [1] There is no significant difference of the level of work motivation of teachers during COVID 19 Pandemic in MSU-Sulu Laboratory High School when grouped according to profile. [2] There is no significant difference of the level of teaching performance of teachers during COVID 19 Pandemic in MSU-Sulu Laboratory High School when grouped according to profile. [3] There is no significant influence of the work motivation on the teaching performance of teachers in MSU-Sulu Laboratory High School.

### *I. Significance of the Study*

The results of this study were beneficial for the school supervisor, school administrators, teachers, parents, pupils and researchers. The school supervisor can utilize the results of this study to create plan of action to motivate school administrators and teachers to fulfill their task and responsibilities in spite of the difficulties and burden of works encountered during the COVID 19 Pandemic. The School Administrators can utilize the results of this study to initiate new strategies of motivation to instill the trust and confidence of their teachers to work in the normal condition. The teachers can utilize the results of this study to establish patient, develop hardwork, and reorient themselves to stabilize their work motivation to improve their teaching performances. The parents can utilize the results of this study to collaborate with teachers and work hand in hand for the pupils' progress. The pupils can utilize the results of this study to fulfill their learning task and cooperate to do the work on modular activities more actively. The researchers can utilize the results of this study assisting their research studies in the acquisition of abundant related literatures.

## **2. Results and Discussion**

### *A. Level of Motivation*

The 27(100%) respondents are majority 70.4% is female, 48.1% is belonged to 31-40 years old, 55.6% earned masteral units, 44.4% has rendered services in the school for the period of 6-10 years. The teachers were very highly motivated with intrinsic motivation in which they are living a happy and contented life, fulfilled and satisfied with their job, working stability for future lives, enjoying high prestige and social standing. The teachers were highly motivated with extrinsic motivation in which they have Sufficient benefits and compensations, engaging in convenient lifestyle and satisfying leisure activities, Wide range of health benefits like that of medical care, with adequate salary with respect to the nature of the work or teaching profession, financial incentives through fringe benefits and bonuses, and primary needs such as durable house with amenities.

The overall mean indicates that the level of motivation of the teachers were highly motivated to engage in their work as teachers. They are living in a happy and contented life because they are satisfied with the teaching job and felt secured in the future with prestige and social standing as a professional. They are happy for their sufficient benefits they received who have sufficient benefits and compensation that could be the reason for convenient lifestyle and satisfying leisure activities with

wide range of health benefits and adequate salary brought about by their teaching profession that they are aiming to build durable house with amenities.

The result of this study supports Zalwango (2014) stress that motivation is the willingness of an employee to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment. A motivated employee willingly tries hard to contribute his or her best performance towards accomplishing his or her work. Motivation plays a role in achieving goals and objectives and is equally important for organizations that work in team-based environments or for workers who work independently.

The result of the study also support Reiss (2014) emphasizes that motivation means a feeling of enthusiasm, interest or commitment that makes somebody want to work, a reason for doing something or behaving in a certain way. Psychologically, it means the forces determining behavior, the biological, emotional, cognitive or social forces that activate and direct behavior.

### *B. Level of Performance*

The level of performance of the teachers during COVID-19 Pandemic is very high in terms of social acceptance and belongingness, teachers' values that contribute to better management, good working conditions, trust and confidence and public acknowledgement for better work accomplishments.

The performance of teachers during COVID-19 Pandemic is high in terms of friendly and congenial with colleagues, teamwork with colleagues, practices immediate feedback to manage expectations of its members, fosters supportive climate to its members, and pay due attention to the needs of its members for better work engagement.

The overall mean indicates that the level of motivation of teachers during COVID 19 Pandemic is very high in all aspect of motivations in terms of social acceptance and belongingness, teachers' values that contribute to better management, good working conditions, trust and confidence and public acknowledgement for better work accomplishments.

### *C. The Individual Performance Commitment and Review (IPCR)*

The assessment that was made by the School Administrator shows that all of the teachers have attained very satisfactory performance in the following output success indicators namely: teacher learning process, student outcomes, community involvement while they also attained very satisfactory level in the supportive operation (STO) such as remediation/enrichment program to improve performance indicator, improve MPS/GPA for grade level and learning areas, and also in the general administration and support services such as memorandum dissemination, and training.

### *D. Level of Work Motivation of Teachers During COVID-19 Pandemic Grouped by Profile*

The hypothesis is accepted. There is no significant difference of the level of work motivation of teachers during COVID 19 Pandemic in Mindanao State University-Sulu Laboratory Hihg

School when grouped according to gender. The data indicates that the level of work motivation of teachers during COVID 19 Pandemic is do not differ significantly.

The hypothesis of work motivation grouped by educational attainment is rejected. There is significant difference of the work motivation of teachers when the data are grouped according to educational attainment. The difference is observed between the teachers attained only the Baccalaureate Degree and the teachers who finished the Masteral Degree. This means that the perceptions of teachers on the work motivation is affected by the educational attainment of the teachers. The teachers who finished the Masteral Degree have difference perceptions from the teachers who finished only the Baccalaureate Degree. The hypothesis is accepted. There is no significant difference of the level of work motivation of teachers during COVID 19 Pandemic grouped according to age. The data indicates that the age of teachers does not affect significantly the perceptions on work motivation. The teachers who are advanced in age have common work motivation with the teachers who are young. The hypothesis of work motivation grouped by educational attainment is rejected. There is significant difference of the work motivation of teachers when the data are grouped according to length of service. The difference is observed between the teachers served the school for 11-15 years and 16-20 years. This means that the perceptions of teachers on the work motivation is affected by the length of service of the teachers. The teachers who served the school for 11-15 years have difference of perceptions from the teachers who are working the school for 16-20 years.

The hypothesis is rejected. There is a significant influence of the work motivation on the teaching performance of teachers in MSU-Sulu Laboratory High School. The teacher's performance is influence by the motivation provided with feeling contented for the teaching profession and working for a stable and secured future. This indicates that the teachers are more concern and proud of being a teacher as a noble profession and working hard for a stable and secured futures lives.

### 3. Conclusion

The teachers were very highly motivated with intrinsic motivation in which they are living a happy and contented life, fulfilled and satisfied with their job, working stability for future lives, enjoying high prestige and social standing. The teachers were highly motivated with extrinsic motivation in which they have Sufficient benefits and compensations, engaging in convenient lifestyle and satisfying leisure activities, Wide range of health benefits like that of medical care, with adequate salary with respect to the nature of the work or teaching profession, financial incentives through fringe benefits and bonuses, and primary needs such as durable house with amenities. The level of motivation of teachers during COVID 19 Pandemic is very high in all aspect of motivations in terms of social acceptance and belongingness, teachers' values that contribute to better management, good working conditions, trust and confidence and public acknowledgement for better work accomplishments. There is significant difference of work motivation when the data are grouped according to profile in terms of age and length

of service while there is no significant difference of work motivation when grouped according to profile of respondents. There is significant difference of the teacher's performance when the data are grouped according to educational attainment and no significant difference when grouped according to gender, age and length of service. The data indicates that the teacher's performance is affected by educational attainment and do not be affected by the gender, age and length of service. There is a significant influence of the work motivation on the teaching performance of teachers in Mindanao State University-Sulu Laboratory High School. The teacher's performance is influence by the motivation provided with feeling contented for the teaching profession and working for a stable and secured future. This indicates that the teachers are more concern and proud of being a teacher as a noble profession and working hard for a stable and secured futures lives.

#### A. Recommendation for Further Studies

Strategies on improving the work motivation of teachers; factors affecting the teaching performance of teachers; sourcing more strategies and improving teaching performance.; application of cooperative efforts of teachers in the improvement of teaching performance; collaborative efforts of teachers to alleviate the work motivation.

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