



PROFESSIONAL LEARNING COMMUNITIES AND TEACHER’S MOTIVATIONAL STRATEGIES IN PUBLIC SECONDARY SCHOOLS OF PANABO CITY DIVISION

Donde M. Necanor¹, Lawrence Edward E. Zamora, EdD²

¹Student, Graduate School, The Rizal Memorial Colleges, Inc.

²Faculty, Graduate School, The Rizal Memorial Colleges, Inc.

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ABSTRACT

The study explored the relationship between professional learning communities and teacher’s motivational strategies in public secondary schools of Panabo City Division. Also, it investigated the association of the involved variables and the domains of professional learning communities that significantly influenced teacher’s motivational strategies. With the use of probability sampling, 150 secondary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was an extensive professional learning communities and very extensive teacher’s motivational strategies. Furthermore, there was a significant relationship between the two variables. Moreover, all domains of professional learning communities were found to have significantly influence on teacher’s motivational strategies. Based on the findings, it was further suggested that higher officials in the Department of Education may identify means on how to help the school heads in empowering teachers of their motivational strategies by exposing them to varied professional learning communities.

KEYWORDS: Professional learning communities, teacher’s motivational strategies, descriptive correlation, Panabo City Division

INTRODUCTION

Techniques that promote the learner’s goal-related behaviors are known as motivational strategies. In other word, motivational strategies deal with process of motivating a person intentionally to pursue plans and attain certain effect. Motivational strategies include the instructional interventions applied by the teacher to generate and stimulate student motivation and self- regulating strategies used purposefully by individual students to manage the level of their own motivation. To organize motivation, the classroom practitioners should apply the diverse techniques. Creating basic motivational conditions. The early way to motivate learners requires the teachers to generate motivation effectively among learners (Soraya, 2019). However, teachers are bombarded with heavy workloads which impede them in crafting motivational strategies that would inspire the learners to learn.

In Pakistan, teachers have generally lack of intrinsic motivation, negatively impacting teacher performance and student learning (Shaikh, 2012). Recent reports show Sindh province’s school system is inferior (Saleem, 2020). The teaching profession evolved into a launching pad for young people. According to Inayatullah and Jehangir (2012), head teachers’ unfavorable work environment and inadequate leadership abilities were to blame for the low motivation of teachers. According to Nawaz and Yasin (2015), factors including a weak appraisal system, small class sizes, a shortage of staff rooms, and a lack of educational resources all impact how motivated secondary school teachers are. Lack of professional development opportunities and job security further affect teachers’ intrinsic motivation (Sajid et al., 2018).

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



Undersecretary Luz said that based on the high school readiness test conducted in 2004, the entering high school students got 32-38% in English, Science, and Mathematics against the passing mark of 60%. He attributed this not to be poor teaching skills, lack of books and materials, overcrowded rooms, and lack of reading materials in the homes of the students but the desire and motivational factors of the teachers to teach well their pupils in order for them to attain lasting academic performance (De Asis-Galvez, 2018). Apparently, there is a need for teachers to strengthen their motivational strategies.

In the Division of Panabo City, it was observed that teachers were struggling in crafting motivational strategies for learners. Most of the teachers failed to comprehend the unique needs, preferences, and motivations of the learners. There were also inadequate opportunities for professional development, growth, and advancement which demoralized teachers, causing them to lose interest in their work and affecting their motivation levels. More so, lack of regular, constructive feedback and evaluation left teachers unsure about their performance and progress, hindering their motivation to improve. Also, teachers were bombarded with excessive workload without adequate support or resources, making it challenging for them to focus on implementing motivational strategies effectively.

The described circumstances stemmed from observations, as the researcher had not encountered any specific studies on teachers' motivational strategies within the local context, particularly focusing on professional learning communities. Due to this gap, the researcher was motivated to delve into the depths of professional learning communities and how they intersected with the motivational strategies adopted by teachers, specifically within the public secondary schools of Panabo City Division. The primary objective was to examine the correlation between these two variables.

This endeavor also offered valuable insights to policymakers for the purpose of formulating effective policies, programs, interventions, projects, and activities. These initiatives were designed to encourage all educational leaders to actively engage teachers with a diverse array of professional learning communities, empowering them with motivational strategies for effective teaching. Additionally, the researcher was committed to sharing the findings of this study in various platforms - local, national, and international forums - and aims to secure its publication in a reputable journal indexed by Scopus.

METHODOLOGY

Research Design

In this study, a quantitative research approach was employed, specifically utilizing a descriptive correlational technique. Quantitative research methods involve the collection of numerical data and its subsequent mathematical analysis, often incorporating statistical tools. This approach is employed to elucidate and provide explanations for specific problems or phenomena, as highlighted by Apuke (2017). In the context of descriptive correlational investigations, the focus lies in describing variables and the naturally occurring relationships that manifest among them, as discussed by Davis (2021).

Descriptive research is characterized by a hands-off approach from the researcher, where the variables under study are observed without any manipulation. Its primary objective is to provide an in-depth understanding of the inherent characteristics of these variables, as pointed out by Korrapati (2016). On the contrary, a correlational investigation seeks to establish whether there exists an association between two variables. In line with Kabir (2016), this involves determining whether an increase or decrease in one variable is linked to a corresponding rise or decline in the other.

This study was categorized as quantitative since it relied on numerical data for data analysis and interpretation. It was descriptive since its goal was to evaluate the professional learning communities and the motivational strategies of teachers. This academic endeavor was also correlational because it evaluated the relationship between professional learning communities and the motivational strategies of public secondary teachers in Panabo City Division.

Respondents and Sampling

There were 150 public elementary teachers who were invited to answer and be part of this study. It was claimed that for simple regression analysis, it needs at least 50 samples and generally 100 samples for most research situations



(Hair et al., 2018). Hence, the 150 respondents were enough to address the purpose of this study.

To choose the study's sample, probability sampling, specifically two-staged cluster sampling, was used. It is a type of sampling method that enables the determination of the probability, or likelihood, that each item will be included. To put it another way, each member of the population is required to have a chance of getting involved in the sample that is equal and independent (Ragab & Arisha, 2018). When conducting research, cluster sampling is a popular technique that divides the population into various clusters. A cluster is a collection of components made up of unique units that represent exhaustive and mutually exclusive subsets (Thomas, 2020). Due to the random selection of a sample from each designated cluster or division, it is two-stage cluster sampling. In the context of the study, all secondary teachers from the public secondary schools in Panabo City Division were considered.

In the inclusion and exclusion criteria, secondary teachers with 2 years teaching experience were chosen in this endeavor since their 2 years stay in the public school would help them to assess the professional learning communities and how did these affect teachers' motivational strategies. Respondents who felt awkward and uncomfortable in answering the survey questionnaire were free to withdraw from their participation. They were not forced to be part of the study. Their decision to withdraw was respected. Apparently, the respondents' welfare was given utmost importance in the conduct of the study.

Research Instruments

As to the form of gathering data, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing on the professional learning communities while the second set was about the teachers' motivational strategies.

Professional Learning Communities. The professional learning communities questionnaire was adapted from Stamper (2015). The instrument consisted of 53 items. It had five indicators, namely, shared and supportive leadership (1-11), shared values and vision (1-9), collective learning and application of learning (1-10), shared personal practice (1-7), and supportive conditions (1-15). The questionnaire was subjected to a pilot testing having a result of .74 suggesting that the items have relatively high internal consistency.

Teachers' Motivational Strategies. The teachers' motivational strategies questionnaire was adapted from Garazo and Alonso-Tapia (2016). The tool had a total of 26 items. It had three indicators, namely: teachers' focus on students' grades (TSFG), teachers' focus on students' emotional needs (SEMN) (1-9), and teachers' self-efficacy (EF) (1-9), and control (CO) expectancies (1-8). The questionnaire was subjected to a pilot testing having a result of .77 suggesting that the items have relatively high internal consistency.

The instruments in this study were contextualized to achieve the purpose of this study. The researcher integrated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Data Analysis

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

Mean. This was employed to measure the extent of professional learning communities and teachers' motivational strategies.

Pearson *r*. This was utilized to determine the relationships between professional learning communities and teachers' motivational strategies.

Regression Analysis. This was used to determine the significant influence of professional learning communities on teachers' motivational strategies.



RESULTS AND DISCUSSION

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

Findings

The main focus of the study was to determine the significance of the relationship between professional learning communities and teacher's motivational strategies in public secondary schools. The study was conducted in the selected secondary schools in Panabo City Division. There were one hundred fifty (150) secondary teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The extent of professional learning communities is extensive which means that professional learning communities are oftentimes evident among school heads. This finding underscores the prevalence of practices that support shared values, collective learning, and supportive conditions, highlighting the importance of fostering these collaborative structures to enhance educational leadership and school improvement initiatives.

Meanwhile, the extent of teacher's motivational strategies is very extensive which means that it is always evident. This high level of consistency suggests that teachers consistently employ motivational techniques focused on grades, emotional needs, and self-efficacy, emphasizing the enduring impact of these strategies in the educational context.

It was found out that there is a significant relationship between professional learning communities and teacher's motivational strategies. The discovery of a significant relationship underscores the interdependence between professional learning communities and teacher's motivational strategies. This implies that collaborative and supportive learning environments directly influence the motivational strategies employed by teachers, highlighting the interconnectedness of these aspects in the educational setting.

More so, it was revealed that all the domains of professional learning communities significantly influence teacher's motivational strategies. The revelation that all domains of professional learning communities significantly influence teacher's motivational strategies signifies the multifaceted impact of collaborative learning environments on shaping teachers' motivational approaches. This comprehensive influence suggests that shared leadership, values, vision, collective learning, personal practices, and supportive conditions collectively contribute to the intricate landscape of teacher motivation.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent of professional learning communities means that it is oftentimes evident in the school. In fact, all dimensions are oftentimes evident, namely, shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, supportive conditions – relationship, and supportive conditions – structure.

Meanwhile, the extent of teacher's motivational strategies is always evident. Apparently, all indicators are found to be always evident specifically on teacher's focus on students' grades, teacher's focus on students' emotional needs, and teacher's self-efficacy and control expectancies.

Based on the findings, professional learning communities and teacher's motivational strategies are related. All domains of professional learning communities are linked to teacher's motivational strategies.

Also, professional learning communities significantly influenced teacher's motivational strategies. In fact, all professional learning communities namely, shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, supportive conditions – relationship, and supportive conditions – structure significantly influence teacher's motivational strategies. This leads to the rejection of the null hypothesis.



Further, the result indicates that for every unit increase in the six domains of professional learning communities, the teacher's motivational strategies will also increase.

The significant and moderately positive correlation observed between professional learning communities and teachers' motivational strategies supports Bandura's Social-Cognitive Theory (1977). Bandura, a prominent figure in social cognitive motivation theory, posits that motivation involves the demonstration and sustenance of behavior. Within this framework, expectations emerge as a pivotal source of motivation, shaping individuals' beliefs about their self-efficacy and ability to meet those expectations. Yazici (2009) reinforces this perspective by highlighting that individuals' motivation is influenced by their beliefs and perceptions, sometimes surpassing reality, and is driven by a mix of internal, external, and indirect reinforcements.

Bandura's social cognitive theory goes beyond mere environmental and internal determinants, suggesting that individuals actively seek to influence both their surroundings and inner dynamics. Furthermore, as per Berry et al. (2010), teachers engaged in structured dialogues aimed at analyzing student work and resolving school-based issues are more inclined to modify their teaching methodologies and enhance student performance. Their research also indicates that interactive professional development initiatives yield improvements in teachers' effectiveness, fostering collaboration and social support among them.

Recommendations

The following suggestions were offered based on the conclusions of the study:

In light of the extensive professional learning communities and the very extensive teacher's motivational strategies evident in the data, it is recommended that DepEd officials continue to prioritize and enhance initiatives that foster collaborative learning environments within schools. Investing in programs that promote shared leadership, values, and vision, as well as supporting collective learning and shared personal practices, may further strengthen the foundation of professional learning communities. Simultaneously, recognizing and reinforcing the very extensive teacher's motivational strategies, especially focusing on students' grades, emotional needs, and self-efficacy, may be integral to professional development initiatives. By sustaining and augmenting these aspects, DepEd may create a conducive and motivational atmosphere for educators, ultimately contributing to improved teaching practices and enhanced student outcomes.

Moreover, school heads may actively nurture and amplify these positive aspects within their institutions. They may continue to foster collaborative environments, emphasizing shared leadership, values, and vision, to strengthen professional learning communities. Additionally, school heads are encouraged to recognize and promote teachers' motivational strategies, ensuring a continued focus on students' grades, emotional needs, and self-efficacy. By prioritizing and reinforcing these elements, school heads can contribute to a thriving educational ecosystem that positively impacts both teachers and students.

Furthermore, teachers may actively engage in collaborative practices and capitalize on the existing support structures. Embracing the professional learning communities within the school setting, teachers may participate in shared leadership, values, and vision to foster a culture of continuous improvement. They are encouraged to leverage their motivational strategies, emphasizing a focus on students' grades, emotional needs, and maintaining high self-efficacy. By continuing to collaborate within the professional learning communities and emphasizing motivational strategies, teachers may contribute significantly to a positive and enriching educational experience for both themselves and their students.

For future researchers, further investigations may delve into the specific mechanisms and practices within professional learning communities that contribute to their effectiveness. Additionally, researchers may explore the interplay between different dimensions of teacher's motivational strategies and their impact on student outcomes. A longitudinal study may provide insights into the sustainability and evolution of professional learning communities and motivational strategies over time. By delving deeper into these aspects, future research may contribute to a more nuanced understanding of how collaborative communities and motivational approaches can be optimized for enhancing educational outcomes.



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