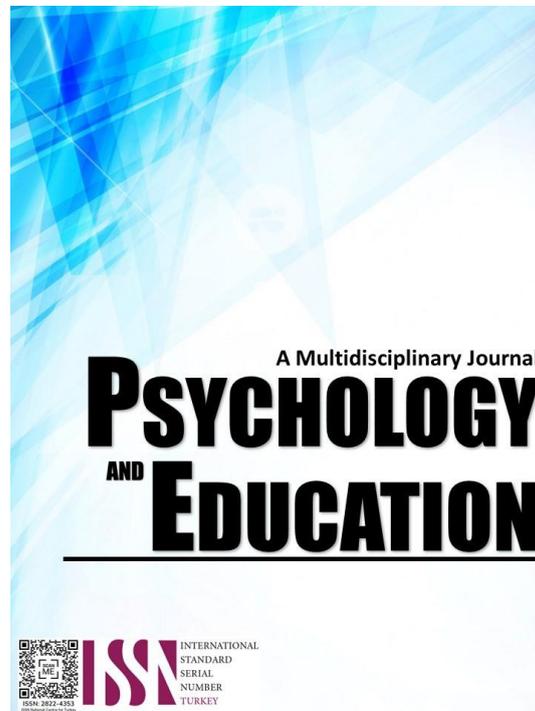


# MOTIVATION AND PEDAGOGICAL COMPETENCE OF MOTHER TONGUE TEACHERS AMONG PUBLIC SCHOOLS IN THE PHILIPPINES



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## Motivation and Pedagogical Competence of Mother Tongue Teachers Among Public Schools in the Philippines

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### Abstract

This study was conducted to determine what domains in motivation that significantly influence the pedagogical competence of mother tongue teachers in Cateel District 1 and II, Davao Oriental, Philippines. The study used quantitative, non-experimental research design using correlational technique. The 103 Grade 1 to 3 teachers handling Mother tongue-based multilingual education (MTB-MLE) subject were the respondents of the study. Pearson  $r$  and Regression Analysis were used as statistical tools. Moreover, adapted survey questionnaires were used for motivation and pedagogical competence of mother tongue teachers. The result showed that the level of motivation of mother tongue teachers was high, and their level of pedagogical competence was very high. Further, data showed that there was a significant relationship between the motivation and pedagogical competence of mother tongue teachers and that the overall motivation of mother tongue teachers significantly influences their pedagogical competence. In their singular capacities, identified regulation and introjected regulation as constructs of motivation significantly influenced the pedagogical competence of mother tongue teachers. However, the rest like intrinsic motivation, external motivation, and amotivation can also influence the pedagogical competence of mother tongue teachers but with the support of the other indicators. Likewise, between the two domains identified regulation and introjected regulation, the identified regulation is the best predictor of the pedagogical competence of mother tongue teachers in its singular capacity.

**Keywords:** *Philippines, educational management, teacher motivation, pedagogical competence, mother tongue teachers*

### Introduction

Pedagogical competence among mother tongue teachers is very crucial in implementing the mother tongue-based instruction. MTB teachers should acquire pedagogical competence in MTB instruction which requires them to have set of attitudes, skills and knowledge that are very important to effectively affect the learning of the learners (Mata, 2014). In the same vein, mother tongue teachers need to be motivated in implementing MTB instruction. Mother tongue teachers should be emotionally prepared which means they have to be motivated for them to effectively teach their learners with the use of mother tongue as the medium of instruction (Lartec et al., 2014).

In Kenya, teachers see more disadvantages about the use of mother tongue as a medium of instruction. These disadvantages given were indicators towards the low esteem and motivation of teachers held towards mother tongue. Teachers are in quandary about having low pedagogical competence in delivering mother tongue-based instruction due to lack of materials and training to teach mother tongue (Khejeri, 2014; Lartec et al., 2014). Relatively, in Ethiopia, most situations revealed that some teachers do not have enough proficiency in the MTB instruction because they themselves are not fluent with the dominant language

they are teaching. Or at the same time, they may belong to a minority language group but have been left out from the learning process because of lack of training resources in their own language (Benson et al., 2010).

One factor that was seen to influence the pedagogical competence of teachers is their level of motivation (Nadeem et al., 2011). Teachers with higher level of motivation tend to have greater competence in teaching. Moreover, if teachers experienced a motivating work environment, they tend to have increased teaching competence and performance. This signifies that building the teachers' level of motivation will enhance the instruction framework (Davidson, 2005; Mustafa & Othman, 2010).

The researchers have not come across of a study that dealt on influence of motivation on the pedagogical competence of teachers in teaching mother tongue in the local setting. It is in this context that the researcher is interested to determine whether motivation influences the pedagogical competence of mother tongue teachers in Cateel District I and II as this can raise concern to the intended beneficiaries of this study and possibly develop action plans to augment the motivation and develop the pedagogical competence of mother tongue teachers, thus, the need to conduct this study.



## Research Objectives

The main thrust of the study was to find out the significant influence of motivation on the pedagogical competence of mother tongue teachers in Cateel District I and II. Moreover, it sought to answer the following objectives: (1) to describe the level of motivation of teachers in terms of intrinsic motivation, identified regulation, introjected regulation, external regulation, and motivation; (2) to ascertain the level of pedagogical competence of mother tongue teachers in terms of competence to assure the functionality of the educational process; ability to design curriculum; capacity to establish the finalities of education; competence in the use of specific teaching strategies; ability to design the teaching activity; and competence to use the specific assessment strategies; (3) to determine the significance of the relationship between motivation and pedagogical competence of mother tongue teachers; and (4) to determine what domain in the motivation significantly influences the pedagogical competence of mother tongue teachers.

## Methodology

The quantitative, non-experimental design of research using correlational technique was used in this study. The study was conducted in the Cateel, one of municipality of Davao Oriental, Region XI, Philippines particularly among Public Elementary Schools in Cateel District I and II. The respondents of the study were the 103 mother tongue teachers teaching in Grades 1 -3 levels. Cluster sampling was used in determining the respondents of the study. The teacher motivation questionnaire was adapted from Fernet et al. (2008) while the pedagogical competence of mother tongue teachers was adapted from Mata (2014). Mean was used to describe the level of motivation and pedagogical competence of mother tongue teacher. Also, Pearson Product Moment Correlation of Coefficient was used to determine the significance of the relationship between motivation and pedagogical competence of mother tongue teachers and lastly, the multiple regression analysis was used to determine the domains of the motivation that significantly influence the pedagogical competence of mother tongue teachers.

## Results and Discussion

Shown in Table 1 are the data on the level of motivation of mother tongue teachers. The level of motivation of mother tongue teachers gets an overall mean of 3.83 or *high* with a standard deviation of 0.518. This means that the motivation of mother tongue teachers was oftentimes manifested. Data means that mother tongue teachers oftentimes felt motivated towards mother tongue language-based instruction. This further implies that teachers feel the pleasure and satisfaction when performing their roles as MTB instructors. Mother tongue teachers are highly driven and interested to do their job effectively. This is in parallel with the result of the findings of the study of Lartec et al. (2014) who pointed out that mother tongue teachers need to be motivated in implementing MTB instruction. Mother tongue teachers should be emotionally prepared which means they have to be motivated for them to effectively teach their learners with the use of mother tongue as the medium of instruction. Also, this substantiates the contention of various authors (Bieg et al., 2011; Kim & Cho, 2014; Recepoglu, 2013) who revealed that teachers should be motivated to teach effectively to accomplish its objective of giving quality learning and training to the pupils. The teachers are more committed and involved in their work if they are highly satisfied and motivated.

Table 1. *Level of Motivation of Mother Tongue Teachers in Cateel District I and II*

<i>Indicators</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive Level</i>
Intrinsic Motivation	0.737	4.06	High
Identified Regulation	0.699	4.25	Very High
Introjected Regulation	0.754	3.83	High
External Regulation	0.887	4.05	High
Amotivation	0.986	2.96	Moderate
Overall	0.518	3.83	High

Furthermore, among the five indicators in the motivation of mother tongue teachers, respondents perceived that identified regulation dominated over the

other four indicators, namely: intrinsic motivation, introjected regulation, external regulation and amotivation. Identified regulation has the highest mean score of 4.25 or *very high* which means that it is always manifested. Based on the data, the mother tongue teachers are always motivated to carry out their task because they perceive their tasks as equally important for the academic achievement of the pupils. This further means that they see the value of mother tongue instruction especially with how it could improve the learning of the pupils. This is in consonance with the statement of Ryan et al. (2011) who stated that teachers become more motivated towards their work when they identify its value and accepts it as one's own. Additionally, this study discloses that teachers raise the idea that they tend to be more driven towards MTB curriculum because they see its advantages especially in attaining salient objectives about improving pupils' skills, cognitive abilities, and cultural identity. This finding confirmed the assertion of various authors (Brock-Utne, 2006; Cummins, 2000; Thomas & Collier, 2010; Walter & Dekker, 2011; Wright & Taylor, 1995) who stated that teachers acknowledge the probable benefits of mother tongue instruction for pupils such as augmenting learners' academic skills, critical thinking skills and cultural pride.

Shown in Table 2 are the data on the level of pedagogical competence of mother tongue teachers. Computations yield a grand mean of 4.24 or very high with a standard deviation of 0.460 and this indicates that the pedagogical competence of teachers is always manifested. This further implies that teachers can design cultural and authentic-based classroom learning experiences and activities for mother tongue language learning. They can design curriculum where they formulate concrete objectives for language learning. Also, they have the competence to use specific assessment strategies to gauge pupils' language acquisition. Moreover, this corresponds to the study of various authors (Benson et al., 2010; Lartec et al., 2014; Mata, 2014) who claimed that mother tongue teachers must acquire pedagogical competence in the implementation of mother tongue instruction in which they expertly apply innovative teaching strategies during instruction and who have rich background about the culture and language of the mother tongue learners.

In conjunction, this also validates the assertion of some authors (Madhavaram & Laverie, 2010; Mata, 2014; Ryegard, 2010) who emphasized that pedagogical competence among mother tongue teachers is very crucial in implementing the mother

tongue-based instruction. Mother tongue teachers should acquire pedagogical competence in MTB instruction which requires them to have set of attitudes, skills, and knowledge to effectively affect the pupils' learning.

Table 2. *Level of Pedagogical Competence of Mother Tongue Teachers in Cateel District I and II*

<i>Indicators</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive Level</i>
Competence to Assure the Functionality of the Educational Process	0.560	4.28	Very High
Ability to Design Curriculum	0.506	4.22	Very High
Capacity to Establish the Finalities of Education	0.615	4.25	Very High
Competence to Use the Specific Teaching Strategies	0.584	4.27	Very High
Ability to Design the Teaching Activity	0.586	4.09	High
Competence to Use the Specific Assessment Strategies	0.608	4.30	Very High
<b>Overall</b>	<b>0.460</b>	<b>4.24</b>	<b>Very High</b>

In addition, among the six indicators in pedagogical competence of mother tongue teachers, respondents perceived that competence to use the specific assessment strategies dominated over the other five indicators, namely: competence to assure the functionality of educational process, ability to design curriculum, capacity to establish the finalities of education, competence to use the specific teaching strategies, and ability to design teaching activity. The indicator competence to use the specific assessment strategies gained a mean score of 4.30 or *very high* and a standard deviation of 0.608. Based on the data, the very high level of competence among mother tongue teachers is evident when teachers themselves perceived that they could construct diagnostic,



formative, and summative assessments to assess and rate the performance of mother tongue pupils. This is in parallel to the study of Mata (2014) who revealed that mother tongue teachers considered that the most imperative pedagogical factor was using specific methods of knowledge assessment to measure the abilities and skills of pupils in first language acquisition.

Table 3. Correlation between Measures

	<i>r-value</i>	<i>p-value</i>	<i>Interpretation</i>
Motivation			
Pedagogical Competence of Mother Tongue Teachers	0.457*	0.000	Significant

One important purpose of this study was to determine whether the motivation of mother tongue teachers is significantly related with their pedagogical competence. Results of the computations are shown in Table 3. As shown in table, the overall r-value on the correlation between the level of motivation process and the level of pedagogical competence of mother tongue teachers is 0.457 with the probability value of  $p < 0.01$ . Since the p-value is less than 0.01, there is a significant relationship between the motivation and pedagogical competence of mother tongue teachers. Hence, the null hypothesis is being rejected.

The correlation between the two variables revealed a significant relationship between the motivation and pedagogical competence of mother tongue teachers. This implies that the pedagogical competence of mother tongue teachers is influenced by their motivation. This further concludes that the attitude, perceptions, and interest of teachers towards mother tongue instruction affects how they become competent towards its pedagogy. Further, it means that the motivation of mother tongue teachers plays as a significant aspect in augmenting their pedagogical competence particularly on their competence to assure the quality and functionality of the MTB curriculum and the competence to utilize important MTB teaching strategies and assessment. Thus, MTB Filipino

teachers need a particular motivation in such a way that the greater the level of motivation they have, the higher will be their job performance or competence specifically with their ability to plan MTB pedagogy and with their capacity to formulating authentic outcomes for language learning.

This confirms the claim of Lartec et al. (2014) that mother tongue teachers' level of motivation and self-esteem has a definite effect on their competence in implementing MTB instruction. The result further affirms the idea that the mother tongue teachers' emotional preparedness will result them to be better in teaching their learners with the use of mother tongue as their medium of instruction considering that their pupils have diverse mother tongues.

Moreover, the result further substantiates the assertion of various authors (Kim & Cho, 2014; Recepoglu, 2013) who pointed out those teachers who have a high level of motivation perform instruction competently and effectively. Further, it supports their idea that teachers' satisfaction and motivation results to greater extent of commitment and involvement in their job. Otherwise, they will never be effective and competent in teaching.

Pursuing the above concept further, it validates the assertion of diverse researchers (Inayatullah & Jehangir, 2013; Mustafa & Othman, 2010; Robbins et al., 2009) who emphasized that motivation takes part in an important role for teachers because it improves their skills and knowledge in teaching. It was emphasized that there is a positive relation between motivation and teachers' working performance, which means that if teachers have higher level of motivation, they will also have greater performance or competence in teaching. Conversely, in school context, teachers' insufficient motivation may result to their incompetent which directly influence the pupils.

Data shown in Table 4 is the regression coefficients to test the significant influence of the overall motivation on the pedagogical competence of mother tongue teachers. Using the Multiple Regression Analysis, the data revealed that the overall motivation significantly influences the pedagogical competence of mother tongue teachers since the influence of motivation on the pedagogical competence of mother tongue teachers has the F value 7.07 and  $p < 0.01$ .

This means that the motivation of mother tongue teachers significantly influences their pedagogical competence since the probability value is  $p < 0.01$ . The R<sup>2</sup> value of 0.267 implies that 26.70% of the



pedagogical competence of mother tongue teachers was influenced by their motivation while the remaining 73.30% was influenced by other factors. The overall results of the motivation of mother tongue teachers predict their pedagogical competence. Hence, it signifies the rejection of null hypothesis. Specifically, the data revealed that the domains of motivation which have significant influence on pedagogical competence are the introjected regulation,  $t=2.48$ ,  $p=0.015$ , and identified regulation,  $t=2.00$ ,  $p=0.048$ , since both have probability values of less than the alpha value.

Furthermore, in their singular capacities, identified regulation and introjected regulation can significantly influence the pedagogical competence of mother tongue teachers. However, the rest like intrinsic motivation, external motivation, and amotivation can also influence the pedagogical competence of mother tongue teachers but with the support of the other indicators. Likewise, between the two domains identified regulation and introjected regulation, the identified regulation is the best predictor in its singular capacity based on the beta standardized coefficients.

Table 4. Significance of the Influence of Motivation on the Pedagogical Competence of Mother Tongue Teachers

Pedagogical Competence of Mother Tongue Teachers				
Teacher Motivation	$\beta$ (Standardized Coefficients)	B (Unstandardized Coefficients)	T	Sig.
Intrinsic Motivation	0.03788	0.08134	0.47	0.643
Identified Regulation	0.16817	0.08416	2.00	0.048
Introjected Regulation	0.15451	0.06239	2.48	0.015
External Regulation	0.06534	0.05003	1.31	0.195
Amotivation	0.00107	0.04286	0.02	0.980
R	0.5167			
R <sup>2</sup>	0.267			
F	7.07			
P	0.000			

Data revealed that the overall motivation of mother tongue teachers significantly influences their pedagogical competence. This corroborates with the proposition of Nadeem, et al. (2011) which states that

motivation significantly influences the competence of teachers in teaching. This shows the important role of motivation of teachers in acquiring competence in teaching. Therefore, it demonstrates the notion how teachers’ motivation may affect their pedagogical competence in mother tongue instruction.

### Conclusion

The overall motivation of mother tongue teachers significantly influences their pedagogical competence. In their singular capacities, identified regulation and introjected regulation can significantly influence the pedagogical competence of mother tongue teachers. However, the rest like intrinsic motivation, external motivation, and amotivation can also influence the pedagogical competence of mother tongue teachers but with the support of the other indicators. Likewise, between the two domains identified regulation and introjected regulation, the identified regulation is the best predictor in its singular capacity.

Furthermore, the overall level of motivation of teachers is high. Its indicators reveal the following results: high for intrinsic motivation, very high for identified regulation, high for introjected regulation, high for external regulation and moderate for amotivation. On the other hand, the overall level of pedagogical competence of mother tongue teachers is very high. Its indicators reveal the following results: very high for competence to assure the functionality of the educational process, very high for ability to design curriculum, very high for capacity to establish the finalities of education, very high for competence to use the specific teaching strategies, high for ability to design the teaching activity and very high for competence to use the specific assessment strategies. Moreover, there is a significant relationship between the motivation and pedagogical competence of mother tongue teachers.

Moreover, this present study has determined the importance of pedagogical competence of mother teachers. Pedagogical competence among mother tongue teachers is indeed very essential in implementing the mother tongue-based instruction. Mother tongue teachers need to have pedagogical competence in delivering mother tongue instruction which requires them to have set of abilities, skills, knowledge, and positive attitudes that are very important to effectively affect pupils’ learning outcomes.

The result which underscores that in their singular

capacities suggest that introjected and identified regulation of motivation of mother tongue teachers significantly influences their pedagogical competence. The researcher therefore recommends that the Department of Education may formulate programs that may further increase the motivation of mother tongue teachers towards the implementation of mother tongue-based curriculum particularly in terms of introjected and identified regulation of motivation to develop their pedagogical competence. This implies that the DepEd officials may reorient teachers about the purpose and value of mother tongue curriculum to the learners to facilitate teachers' motivation resulting to the enhancement of instructional abilities.

Pursuing the above recommendation, the Department may deliver more effort to expedite the engagement of mother tongue teachers to more in-service workshops and trainings to allow teachers gain pride and self-confidence in their work. In addition, the researcher recommends that the government and DepEd officials may provide more supplementary materials and resources for the MTB curriculum to proactively stimulate the interest and heighten the attitudes of MTB teachers towards their job bringing about the assurance of the competence of teachers to functionalize the purpose of the curriculum.

Moreover, the study revealed a very high motivation and pedagogical competence of mother tongue teachers; therefore, the researcher recommends that the school heads may further monitor the interest, needs and situations experienced by mother tongue teachers for them to be fully aware what necessary actions and support they have to offer for the teachers to maintain a very high motivation and competence in the MTB instruction. Further, the school heads may encourage or require teachers to conduct relevant action research that will help identify the various constraints that may hinder the advancement of their pedagogical performance as mother tongue teachers as well as the progress of the learning of the pupils.

Additionally, the study found out a significant relationship between motivation and pedagogical competence of mother tongue teachers, thus, the researcher recommends that teachers may be fully aware of their perceptions, attitudes, and motivation towards the mother tongue-based curriculum. The mother tongue teachers should consider inner and external inspiration in their job for them to be more competently acquainted with their various tasks as MTB instructors. In the same manner, it is recommended that MTB teachers may be more interested to find innovative ways and mechanisms to

enhance their pedagogical competence in teaching mother tongue most especially in designing curriculum and implementing authentic teaching and assessment strategies since these factors help assist the performance of the MTB learners.

Further, the study may help the MTB pupils by continuously exposing them to MTB instruction that are facilitated by highly skilled and responsive teachers who are motivated and who understand the importance of having pedagogical competence. Hence, as teachers realize the imperative impact of their pedagogical enrichment, the MTB learners' language learning, reading comprehension and other macro-skills may be addressed and developed.

Subsequently, albeit the finding of the research shows a significant influence of motivation of mother tongue teachers towards their pedagogical competence, the researcher still recommends that further research regarding the other factors that are associated with the pedagogical competence of mother tongue teachers may be conducted. Further studies may be conducted to validate the results of the present study.

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