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RESEARCH ARTICLE

MOTIVATING FACTORS OF TEACHERS IN DEVELOPING SUPPLEMENTARY LEARNING MATERIALS (SLMs)

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Abstract

The study was conducted to identify the motivating factors of teachers in developing supplementary learning materials in the Schools Division in Central Luzon, Philippines. Findings revealed there were ten (10) motivating factors that help teachers to develop supplementary learning materials namely: helps them to deliver the lesson easier; motivates learners; receives recognition and achievement; promotes participation and ICT collaboration; develops creativity; enhances teaching and learning processes; enhances language, skills and communication; provides contextualized instructional materials; develops skills in writing and drawing; and helps them for ranking purposes. While there were hindering factors why teachers could not develop supplementary learning materials such as: lack of ICT skills and knowledge; lack of time, lack of materials; lack of budget; their teaching loads; additional clerical works; stress; lack of support; no internet connection; and their attitude towards the development of SLMs. Based from the findings of the study, a proposed policy was developed to further improve teachers' motivational factors in developing SLMs and to respond to the issues addressed by the teachers regarding the matter. Conclusions were drawn and recommendations were offered.

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Introduction:-

Motivation is an integral part of teachers in developing Instructional Materials for learners. Teachers are the best audio-visual tool of teaching-learning process most especially if motivated and give proper considerations. They have the best capacity to develop a well fit set of instructional materials for the learners for the attainment of each day's learning competency/ies to meet. A study conducted by (Karsli& Iskender, 2009) revealed that is administration motivated teachers in a positive way and teachers become committed to the institution where they belong. Also, teachers' level of motivation affects their institutional commitment and this institutional commitment changes according to motivation given by the administration.

Development of Supplementary Learning Materials (SLMs) by teachers for learners is an initiative that will motivate teachers for promotion and give way to contextualized materials for different regions and diversity of learners. This paves the way of localized devices that suit well to the specific types of learners. Creation of SLMs gives opportunities to teachers to be motivated of becoming a writer, illustrator and layout artist to their own developed materials. The Schools Division in Central Luzon, Philippines started this initiative to teach teachers on

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how to develop materials for learners and give them chances to gain points from being an author/ writer of their own developed materials.

Motivation is a substantial factor for teachers to develop and finish an SLM. There are teachers who are not motivated because of many paperworks and class schedules. In addition, some of them have family constraints to consider and prioritize while others are enrolled in their post graduate studies. These reasons are considerably lay down by teachers why they cannot start developing materials. But, in the modern world of our educational reform, teachers are mandated to possess and emanate the 21st Century Skills with the use of Information and Communication Technology (ICT) that will help deliver each learning competency to the learners. Thus, teachers are required to provide instructional devices to help facilitate teaching and learning. And this is what developing of SLMs is solicited from them so that they may use these materials in their day-to-day teaching and become author at the same time that they will gain for their promotional endeavor.

The Schools Division in Central Luzon, Philippines released Division Memorandum for the Standard Procedure of Learning Resource (LR) Development and Quality Assurance of Teacher Developed Learning Resources (Division Memorandum No. 114, 2. 2018) which entails all Learning Resources developed by teachers in the entire division. Unfortunately, teachers found it difficult to follow because of their tough schedule in their classes. To date, there are only twenty five (25) contextualized materials being made by teachers in different subject areas which are all through division initiated training, and three (3) materials initiated through school Learning Action Cell (LAC) session and In-Service Training (INSET) seminar conducted at their school level which are all in the process of concrete validation and field testing process.

The Office continuously encourages all teachers to develop their own materials by monitoring all Schools Learning Centers (SLC) and speak with all the teachers at the same with their school head to help one another to come up with their own developed materials. However, the management recommended the Learning Resource Management and Development System (LRMDS) to be one of their SLAC or INSET topics for the enlightenment, encouragement and inspiration to all teachers how they can become author and innovator at the same time. Through this, teacher would gain insight as to technical and social content guidelines on how they would start developing SLMs.

The identified motivational factors for teachers were used to continuously encourage teachers to develop SLMs for better teaching learning process of theirs. Their developed materials were quality assured by the Division and recommended for division-wide use of all schools and teachers. Aside from that, they used their developed materials for their Innovative project where they will gain points for promotion aside from being author.

The main purpose of this action research was to identify the teachers' motivational factors in developing supplementary learning materials.

Specifically, it sought to answer the following questions:

1. What factors motivate teachers to develop Supplementary Learning Materials?
2. What factors hinder teachers in developing Supplementary Learning Materials? and
3. Based on the motivating and hindering factors, what policy implementation in developing Supplementary Learning Materials can be developed?

The Philippine government continuously pursues the quality of education in all walks of the academe to improve humans' life. Though, there are lots of hindrances and critics to achieve the desired improvement the government still continues to seek quantified learning processes to attain desirable learning outcome by giving different educational innovations, trends and competitiveness. Thus, providing significant information about improving the performance of teachers and how it is affected by their motivational factors may benefit the:

Teachers. Result of this study will help the teachers improve themselves in achieving professional growth and high teaching performance through development of SLMs. Possessing motivated attitude towards work are necessary for teachers to be able to function as an effective and efficient educator and human being; and students. As the actual beneficiaries of the educational function, they will be given the best opportunity to use the teacher-developed materials to better understand the lesson and learn the different competencies offered by SLMs in all subject areas.

Methodology:-

This study used a descriptive type of research. Information and data that gathered through survey questionnaire, interview and personal observations. The data that gathered were tabulated and subjected to statistical treatment for proper analysis and interpretations.

The participants of this study were the one hundred twenty-five teachers (125) in twenty-five (25) elementary schools in the Schools Division in Central Luzon, Philippines for the school year 2018 – 2019. Representative sampling procedure was used by the researcher in the conduct of the study. The one hundred twenty-five teachers (125) teachers from twenty-five schools were selected. A Survey-Questionnaire and Focus Group Discussion (FGP) were used.

The researcher submitted the letter of request to elementary school heads regarding the conduct of the study. Upon retrieving the approved letter of request, the school heads were asked to give five (5) teachers who represented the entire population of the school. One (1) teacher was a writer already and the remaining four (4) were novice in developing SLMs. Respondents were given survey-questionnaire to answer and retrieved upon answering. The result of this study was tabulated and treated statistically. A frequency count of the responses of the respondents was treated fairly. This research employed the rank and percentage to identify the significant motivational factors to teachers.

The data gathered were tabulated and subjected to statistical treatment for proper treatment, analysis and interpretation. The following statistical tools were used:

- 1.) Frequency count
- 2.) Percentage

$$\% = \left(\frac{N}{F} \right) 100$$

Where: N – number of frequency

F – total frequency

Results and Discussions:-

This section presents the analysis and interpretation of all the data gathered in this study in accordance with the problems presented. It looked into the Motivating Factors of Teachers in Developing Supplementary Learning Materials in Schools Division in Central Luzon, Philippines. Likewise, it looked into the factors that motivate and hinder the teachers in developing Instructional Material as part of teaching methods on the achievement of their learners' academic performance.

The study dealt with the identification of motivating factors of teachers in developing supplementary materials to increase learners' academic performance in the Schools Division in Central Luzon, Philippines.

Problem 1:

Factors that Motivate Teachers to Develop Supplementary Learning Materials

Table 1:- Motivating Factors of Teachers in Developing Supplementary Learning Materials (SLMs).

Motivating factors	Rank	Frequency (f=125)	Percentage
Helps to deliver lessons easier	1 st	92	73.6%
Motivates learners	2 nd	91	72.8%
Receives recognition and achievement	3 rd	46	36.8%
Promotes participation and ICT collaboration	4 th	41	32.8%
Develops creativity	5 th	33	26.4%
Enhances teaching and learning processes	6 th	32	25.6%
Enhances language, skills and communication	7 th	29	23.2%
Provides contextualized Instructional Materials	8 th	26	20.9%
Develops skills in writing and drawing	9 th	20	16%
Helps for ranking purposes	10 th	19	15.2%

Table 1 shows the ten (10) motivating factors of teachers in developing supplementary learning materials in schools. Among one hundred twenty-five (125) teacher-respondents, there were 92 teacher-respondents or 73.6% said that “SLMs help them to deliver lessons easier”. Ninety-one (91) or 72.8% of teachers said that “SLMs motivate the learners” followed by “Receives Recognition and Achievement” with forty-one (46) or 36.8%, “Promotes participation and ICT Collaboration”, “enhances teaching and learning processes”, “Enhances Language, Skills and Communication”, “Provides contextualized Instructional Materials”, “Develops skills in writing and drawing”, and the least motivating factor “Helps for ranking purposes” with nineteen (19) or 15.2%.

Result of this study revealed that teachers are motivated if they are exposed to positive outlook and environment while developing SLMs in their chosen subject areas. According to teachers during the Focus Group Discussion (FGD), they feel eager and enthusiast to establish an Instructional Material that may contribute in the delivery of the lesson and catch the attention of the learners in the easiest ways. Provision of SLMs enables the learners to listen in a manner they are seated in the most comfortable way and would reflect on the impact of the SLMs which digs on different learning competencies offered by the subjects. This gain brings positive result as to teacher performance and learners’ mastery of the Learning Competencies.

This study is parallel to the study conducted by (Akilli&Keskin, 2016) that extrinsic variable has a negatively significant relationship with the intrinsic and altruistic variables, while a positively significant relationship with the mercenary variable. The mercenary latent variable has a positively significant relationship with all other variables. This means that the data from the measurement model in which the interrelationship of the latent variables was seen that the intrinsic and extrinsic factors have an impact across the motivational processes which are effective with the preference of teaching profession.

Problem 2:

Factors that Hinder Teachers to Develop Supplementary Learning Materials

Table 2:- Hindering Factors of Teachers in Developing Supplementary Learning Materials (SLMs).

Hindering factors	Rank	Frequency (f=125)	Percentage
Lack of ICT skills and knowledge	1 st	93	74.4%
Lack of time	2 nd	79	63.2%
Lack of materials	3 rd	65	52%
Lack of budget	4 th	54	43.2%
Teaching load	5 th	22	17.6%
Additional clerical works	6 th	21	16.8%
Stress	7 th	17	13.6%
Lack of support	8 th	12	9.6%
No internet connection	9 th	10	8%
Attitude towards development of SLMs	10 th	6	4.8%

Table 2 presents the ten (10) hindering factors of teachers in developing SLMs. This shows the most hindering factor to teachers “Lack of ICT Skills and Knowledge” with ninety-three (93) or 63.2% followed by “Lack of Time”, “Lack of Materials”, “Lack of Budget”, “Teaching Load”, “Additional clerical works”, “Stress”, “lack of support”, “No internet connection”, and “Attitude towards Development of SLMs “ with the lowest frequency of six (6) or 4.8%.

Result of this study encompasses that factors that teachers limit and prohibit to develop SLMs are present in their workplace. According to them, during the FGD they feel surprised every time there are unlimited school paperworks and reports they need to prepare and submit. Teachers said that enhancement of ICT Skills and exploration of collaborative knowledge requires ample time to strengthen and equip oneself but due to lack of time based from the regular teaching loads and additional assignments render in school, they tend to set aside the development of materials. Teachers were assertive to lessen their teaching loads and paperworks. This is supported by the study conducted by (Journal & Education, 2015) revealed that most of the teachers were reluctant to use many of the highly beneficial materials due to reasons including overcrowded classes, limited technological knowledge, lack of time for preparation, curricular time constraints, heavy work load, burnout etc.

Problem 3:

Proposed Policy in Developing SLMs Based from the Findings of the Study

1. Teachers' enhancement programs in terms of improving their ICT literacy skills.
2. Providing enough time in developing SLMs not compromising their teaching loads.
3. Teachers may also be given SLM materials such as books, journals, storybooks which can be outsourced from the open educational resources (OER).
4. Fringe benefits may be offered for teachers who are committed in doing SLMs.
5. SLM writers be given ample time equivalent to one teaching load.
6. Proper screening for teachers who are really qualified and those who possess talents and skills in writing may be given priority in choosing SLM developers.

Summary of Findings:-

Based from the study conducted, there were ten (10) motivating factors that help teachers to develop supplementary learning materials. It shows that teachers can create and development different supplementary learning materials such as printed materials like story books / bigbooks, Strategic Intervention Materials (SIMs), Learning Modules, Self-Learning Kits (SLKs), etc. and non-print materials like board games, slideshows / PowerPoint Presentation, Video Presentation, and other manipulative materials that help the learners to master the different learning competencies.

On the other hand, teacher answered that there were ten (10) most hindering factors that teachers limit to develop supplementary learning materials. This primarily shows that teachers have difficulties to attend most of their priorities because of many factors to consider. These prevent the teachers to initially start developing Instructional Materials (IMs) due to inconsiderable reasons and conflict of resources.

Conclusions:-

Teachers were motivated to develop supplementary learning materials because these help them to deliver the lesson easier, motivate learners, receive recognition and achievement, promote participation and ICT collaboration, develop creativity, enhance teaching and learning processes, enhance language, skills and communication, provide contextualized instructional materials, develop skills in writing and drawing, and help them for ranking purposes. While there were hindering factors why teachers could not develop supplementary learning materials such as: lack of ICT skills and knowledge, lack of time, lack of materials, lack of budget, their teaching loads, additional clerical works, stress, lack of support, no internet connection, and their attitude towards the development of SLMs.

Recommendations:-

In light of the conclusion drawn, the following recommendations are hereby suggested:

1. Teachers should have the courage and patience to continuously develop instructional materials that will help every learner to master different learning competencies;
2. Teachers should attend ICT trainings and workshop to hone their technological competence in developing supplementary learning materials;
3. Teachers should learn to maximize and prioritize work simplification to attain proper time management of teachers;
4. School heads may include development of SLMs in their School Learning Action Cell (SLAC) and INSET for the promotion of higher academic performance of learners in all subject areas;
5. School heads should include teachers' supplies and materials pertaining to development of supplementary learning materials in the school and division; and
6. Education Program Supervisors may use this study as springboard in developing supplementary learning materials by identifying the least learned skills in their subject areas per quarter.

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