

## **Teachers' Motivation and Its Effect on Classroom Management: Basis for Program Intervention**

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**Abstract:** This study examined the relationship between teacher motivation and classroom management as a basis for program intervention in selected public elementary schools in San Jose del Monte, Bulacan. Using a descriptive-correlational design, data were gathered from 138 teachers through a validated survey measuring intrinsic and extrinsic motivation, professional development, work environment, job satisfaction, personal well-being, institutional culture, and classroom management practices. Results revealed that teachers were highly motivated, with both intrinsic ( $M = 4.20$ ) and extrinsic ( $M = 4.23$ ) factors influencing their commitment, alongside professional growth and supportive environments. Classroom management was rated very high ( $M = 4.88$ ), particularly in teacher characteristics and classroom rules. However, regression analysis indicated that motivation did not significantly predict classroom management ( $\beta = -0.301$ ,  $p = 0.284$ ). Findings suggest that other variables, such as leadership, policy, and cultural factors, may influence management practices. Interventions are recommended to sustain motivation while enhancing classroom strategies.

**Keywords:** Teachers; Motivation; Classroom; Management; Intervention

### **INTRODUCTION**

Teacher motivation is a key determinant of effective classroom management, which directly impacts student learning outcomes. In the Philippine context, particularly in elementary schools, understanding how teacher motivation shapes classroom management practices is critical for developing interventions to improve teaching effectiveness.

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Previous studies (Brown et al., 2020; Lee et al., 2019; Rodriguez et al., 2020; Sanchez et al., 2021; Smith et al., 2021) have explored teacher motivation in relation to job satisfaction, leadership support, organizational climate, and student outcomes. However, research gaps remain regarding how motivation influences classroom management and how management practices, in turn, affect motivation.

Guided by Self-Determination Theory (Deci & Ryan, 2019), this study examines intrinsic and extrinsic motivational factors, professional development, work environment, job satisfaction, personal well-being, and institutional culture, and their relationship to classroom management practices (teacher characteristics and classroom rules).

### **The research sought to answer:**

1. What factors contribute to teacher motivation in elementary schools?
2. How may classroom management be described in terms of teacher characteristics and classroom rules?
3. Does teacher motivation significantly affect classroom management?
4. What practical implications can enhance teacher motivation and classroom management?

## **METHODOLOGY Research**

### **Design**

The study employed a descriptive-correlational design to determine the relationship between teacher motivation and classroom management practices.

### **Respondents**

Respondents were 138 elementary teachers from four public schools in District IV, San Jose del Monte, Bulacan during SY 2023–2024. Stratified random sampling ensured proportional representation.

### **Instrument**

A researcher-made survey questionnaire measured:

- Teacher Motivation (intrinsic, extrinsic, professional development, work environment, student success and impact, job satisfaction, personal wellbeing, institutional culture).
- Classroom Management (teacher characteristics, classroom rules). The instrument was validated by experts in educational psychology and management.

## Data Gathering and Ethics

Permission letters and informed consent were secured. Data were collected confidentially. Ethical considerations included voluntary participation, anonymity, and adherence to do-no-harm principles.

## Data Analysis

Responses were rated on a 5-point Likert scale and analyzed using SPSS. Descriptive statistics summarized motivation and classroom management levels, while regression analysis tested the effect of teacher motivation on classroom management.

## RESULTS AND DISCUSSION Teacher Motivation

- Intrinsic Motivation: High (M = 4.20) – teachers valued student success, autonomy, and recognition.
- Extrinsic Motivation: High (M = 4.23) – salary, rewards, and recognition strongly influenced motivation.
- Professional Development: High (M = 4.18) – training and collaboration enhanced skills and engagement.
- Work Environment: High (M = 4.17) – supportive culture, autonomy, and resources boosted motivation.
- Student Success & Impact: High (M = 4.17) – teachers were motivated by student growth and feedback.
- Job Satisfaction: High (M = 4.17) – fulfillment came from recognition, values alignment, and outcomes.
- Personal Well-Being: High (M = 4.17) – work-life balance, stress management, and support systems mattered.
- Institutional Culture: High (M = 4.17) – transparency, inclusivity, and collaboration enhanced motivation. **Classroom Management**
- Teacher Characteristics: Very High (M = 4.85).
- Classroom Rules: Very High (M = 4.90).

Overall, teachers demonstrated strong management practices ( $M = 4.88$ ).

### **Regression Analysis**

Teacher motivation did not significantly predict classroom management ( $\beta = -0.301$ ,  $p = 0.284$ ). The model explained less than 1% of variance ( $R^2 = 0.008$ ).

### **Discussion**

The findings confirm that teachers in the district are highly motivated, both intrinsically and extrinsically, with strong emphasis on professional growth, supportive environments, and positive impacts on students. These align with Self-Determination Theory, showing that autonomy, competence, and relatedness foster teacher engagement.

Classroom management was rated very high, suggesting that teachers effectively maintained discipline, structure, and positive environments. However, the regression results indicate that while motivation is high, it does not significantly predict classroom management in this sample. This suggests that other factors, such as institutional policies, leadership practices, or cultural norms, may moderate the relationship.

### **CONCLUSIONS**

- Schools should sustain professional development programs, focusing on motivation and classroom strategies.
- Administrators must strengthen recognition systems, mentoring, and support structures.
- Policies should foster positive school culture emphasizing inclusivity, autonomy, and collaboration.
- Future research should explore mediating factors (leadership, culture, student demographics) and test intervention programs.

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