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Public Elementary Teachers' Motivation and Pedagogical Competence In Teaching Non-Readers: A Correlational Study

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Abstract. This quantitative study employs a descriptive-correlation research design to determine the motivation and pedagogical competence level of public elementary teachers teaching non-readers in a school district in Alamada, Cotabato, Philippines. It further examined the influence of their motivation on their pedagogical competence. Thirty-five teachers from Grades 1-3 participated in the study. More so, the study utilized content-validated and pilot-tested survey questionnaires to extract the data from the respondents. Descriptive statistics, such as frequency count, mean, and percentage, were utilized, and multiple linear regression was employed for the correlation test. Based on the result, the teachers' overall level of motivation to teach non-readers was very high. More so, the responses indicated a high level of identified regulation, reflecting strong intrinsic motivation. Both introjected regulation and extrinsic motivation were also reported as high, while amotivation was notably low. Moreover, the data revealed that the teachers in Grades 1-3 from one school district in said town were considered very competent. However, this present study found that there is no significant influence between teachers' motivation and their pedagogical competence in teaching non-readers. The current study recommends that school administrators consider possible actions directed towards sustaining and enhancing high motivation because it can still impact teaching effectiveness and student outcomes while teaching non-readers.

Keywords: Motivation; Pedagogical competence; Philippines; Public elementary teachers; Quantitative.

1.0 Introduction

In the ever-evolving landscape of education, the quest for effective strategies to teach non-readers has been a perennial challenge for educators and researchers alike. Syahrizal (2019) reveals that non-readers are individuals who have not yet acquired the fundamental reading skills, are a diverse group encompassing young children learning to read for the first time, English language learners, and individuals with learning disabilities.

Effective instruction of non-readers necessitates a high level of pedagogical competence, including knowledge of instructional strategies, curriculum content, and assessment procedures. In a study conducted by Lachance and Traore (2021), teachers who demonstrated a high level of pedagogical competence in teaching reading were more effective at fostering students' reading growth. Moreover, according to Papastergiou (2015), instructors who have a comprehensive grasp of the subject matter they teach are more likely to provide effective instruction and improve student learning.

Pedagogical competence refers to the knowledge, skills, and abilities required for planning and delivering effective instruction. It is a crucial aspect of teaching effectiveness and has been found to be positively associated with student learning outcomes (Hattie, 2015). Research showed that teachers who possess strong pedagogical

competencies are more likely to create engaging and effective learning environments for their students (Chong & Low, 2019).

On the other hand, teachers' motivation is crucial to the successful instruction of non-readers. In addition, Wang and Eccles (2017) discovered that teacher motivation is associated with student academic achievement, as motivated teachers are more likely to foster a positive learning environment and engage students in learning activities.

There is limited research on the local context of the relationship between pedagogical competence and motivation among non-readers' teachers, specifically in the municipality of Alamada. Therefore, this research paper aims to examine how motivation affects the pedagogical competence of public elementary teachers who teach in one school district in Alamada. This study can be added to the existing knowledge on the importance of motivation in improving the pedagogical competence of non-reader teachers. Moreover, the study's findings can be useful to policymakers, school administrators, teachers, and other stakeholders in implementing effective motivation programs to uplift the pedagogical competence of teachers. In addition, it would be submitted to a reputable, peer-reviewed journal for publication to reach a wider audience and add to the existing body of knowledge in motivation and pedagogical competence in curriculum development.

This present study aimed to determine the significant influence of public elementary non-reader teachers' motivation and pedagogical competence in a school district in Alamada. In addition, it determined the level of motivation of the respondents, the pedagogical competence of the respondents, and the significant influence of motivation on the pedagogical competence of the respondents.

2.0 Methodology

2.1 Research Design

This study employed a quantitative method, specifically a descriptive-correlation research design. A descriptive correlational research design is a method that investigates the relationship between two or more variables without manipulating them (Rothenberg, 2016). In this study, a descriptive research design was used to determine the respondents' level of motivation. Additionally, the correlational research design evaluated the significant relationship between motivation and pedagogical competence of public elementary teachers in teaching non-readers.

2.2 Research Respondents

The respondents of the study were the Grades 1 to 3 teachers teaching in one school district in Alamada. The thirty-five respondents were chosen carefully. A set of inclusion criteria was followed to identify the respondents. The respondents included if they are teaching non-readers. More so, this study utilized a complete enumeration method as a sampling procedure. Due to the limited number of teachers in the chosen district, it is more appropriate to utilize this type of sampling method to get a good generalizability for the study.

2.3 Research Instrument

The study utilized an adopted survey questionnaire for motivation from Fernet et al. (2008) and for pedagogical competence from Vecaldo, Andres, Carag, and Caraguian (2017). The research questionnaires were divided into three major parts. Part 1 is the socio-demographic profile of the respondents. The second part was the level of motivation of teachers. Respondents were expected to indicate how they strongly agree or disagree with each statement, using a scale of one to five, where 5 indicates strongly agree, 4 indicates agree, 3 Neutral, 2 disagree, and 1 strongly disagree. The last part is the pedagogical competence of the respondents. Questions were taken from Vecaldo, Andres, Carag, and Caraguian (2017), containing the performance indicators of the NCBTS. The questionnaire was composed of statements that the PSTs answered on the four-point rating scale, which was coded using the following scale: where 4 indicates always, 3 indicates often, 2 indicates sometimes, and 1 indicates never. Experts in the field of education validated the questionnaires utilized in this study, making the items appropriate for the study respondents.

2.4 Statistical Analysis

In terms of the statistical analysis, the researchers used descriptive statistics such as frequency count, mean, and percentage to describe the level of motivation of the respondents as well as their pedagogical competence. The correlation statistics, particularly Multiple linear regression, were used to describe the influence of public elementary teachers' motivation to pedagogical competence in teaching non-readers.

2.5 Ethical Considerations

This research study followed ethical guidelines. Before commencing the study, the researcher obtained ethical approval from the University Research Ethical Committee. Subsequently, during the study, respondents were provided with an Informed Consent Form (ICF) to read and fill out. This form allowed them to choose to participate or decline involvement voluntarily. The respondents were assured that the data gathered would be treated with utmost confidentiality and would be used for research purposes only.

3.0 Results and Discussion

3.1 Levels of Motivation

Table 1. Level of motivation of respondents

Indicators	Mean	Descriptor
Intrinsic motivation		
I am very interested in teaching.	4.71	Strongly Agree
I think teaching is a pleasant activity	4.71	Strongly Agree
Teaching is fun.	4.66	Strongly Agree
I find teaching fun.	4.66	Strongly Agree
Mean	**4.69**	
Identified Regulation		
Teaching helps me learn new things.	4.83	Strongly Agree
I think it is very valuable for me as a person.	4.71	Strongly Agree
This is an important personal choice for me.	4.71	Strongly Agree
I believe that it is an important objective in my life.	4.54	Strongly Agree
Mean	**4.7**	
Introjected Regulation		
I want others to think that I am a good teacher.	4.17	Agree
I want to give others the impression that I am a good teacher	3.97	Agree
On the contrary, I would feel guilty.	3.37	Neutral
On the contrary, I would be disappointed with myself.	3.34	Neutral
Mean	**3.71**	
Extrinsic Regulation		
It is assumed that I should do this.	4.11	Agree
I am expected to do it.	3.74	Agree
Others (colleagues, headmaster/mistress, etc.) place pressure on me to do this.	3.40	Neutral
I feel forced to do so by others (colleagues, headmaster/mistress, etc.).	3.03	Neutral
Mean	**3.57**	
Amotivation		
I do not know; I feel that I am wasting time when I give the class.	1.66	Strongly Disagree
I do not do much because I do not think that trying to teach is worthwhile.	1.60	Strongly Disagree
I do not know why I am a teacher; it is useless work.	1.40	Strongly Disagree
Mean	**1.55**	

Intrinsic Motivation

Table 1 presents the mean, interpretation, and level of the respondents in teaching non-readers. The survey results indicate a remarkably very high level of intrinsic motivation among teachers, particularly those instructing non-readers. The consistently strong agreement with statements expressing interest, pleasure, and fun in teaching underscores a positive and enthusiastic outlook on their roles. The overall mean of 4.69 solidifies the idea that these teachers are not only dedicated but genuinely enjoy the process of teaching.

High intrinsic motivation suggests that these educators are likely to invest extra effort in lesson planning, student engagement, and overall teaching quality. The findings of the study align with Ryan and Deci's (2020) research, which suggests that when teachers have more control over decisions like curriculum creation and instructional strategies, their intrinsic motivation increases, which boosts their work satisfaction and performance. Similarly, a study by Ma (2021) discovered that giving teachers more control over decisions and including them in the decision-making process had a favorable impact on their intrinsic motivation and dedication to teaching. This positive attitude can contribute to a vibrant and conducive learning environment for non-readers, potentially enhancing the effectiveness of educational interventions. Understanding and nurturing this intrinsic motivation is crucial for sustaining teachers' enthusiasm, fostering a positive atmosphere, and ultimately benefiting the educational experience for non-reader students at the surveyed school.

Identified Regulation

Moreover, Table 1 shows a very high level of identified regulation, which clearly describes a strong agreement among teachers, especially those instructing non-readers, with a mean of 4.7. This implies that teaching provides an opportunity to see concepts from different angles, fostering a broader understanding. Incorporating teaching methodologies into learning strategies could be beneficial for individuals seeking to grasp new concepts effectively. Another factor is that the act of teaching can solidify and enhance one's understanding of a subject matter. This factor suggests that teaching others reinforces the teacher's knowledge. The results of the study are supported by Lauermann (2017); teachers who take part in pertinent and focused professional development activities are more likely to identify with their job as instructors and recognize the significance of continued development.

Introjected Regulation

Table 1 shows that the level of introjected regulation of respondents, especially those who are teaching non-readers, was high, resulting in an overall mean of 3.71. The agreement with the statements about wanting others to think highly of your teaching underscores the importance placed on external validation. It is natural to seek recognition and validation for efforts, especially in a role as crucial as teaching.

The finding implies that recognizing the desire for positive perceptions can be a catalyst for continuous professional development. Embracing feedback, seeking mentorship, and refining teaching skills based on personal growth objectives rather than external validation can lead to more sustainable and fulfilling progress. As a matter of truth, according to a study by Laight (2020), instructors who feel that their work environment has strict standards and norms may develop introjected regulation as they try to live up to those expectations. Based on the investigation conducted by Yu, Zhang, and Nunes (2020), teachers who have a significant need for approval from others may demonstrate introjected regulation, engaging in activities out of personal interest or intrinsic motivation rather than avoiding criticism.

Extrinsic Motivation

Based on Table 1, the level of extrinsic motivation of teachers' teaching non-readers was high, with an overall mean of 3.57, which indicated agreement. Respondents generally agree that completing the task is assumed or expected, likely due to societal norms or job descriptions, while also feeling a personal responsibility to do so. They recognize some influence from colleagues or superiors but do not strongly perceive direct pressure or coercion, resulting in a neutral feeling of being forced to complete the task.

This finding implies that the teachers demonstrate a healthy sense of autonomy, enabling personal initiative and responsibility in decision-making. Monitoring external pressure is crucial, as it may impact motivation negatively over time. Strong internal motivation and understanding of task importance bode well for

maintaining commitment and ensuring quality work. Similarly, Richardson (2020) stated that motivation has several factors that influence teacher job satisfaction and engagement, including autonomy, recognition, support, and the opportunity for professional development.

Amotivation

Table 1 shows that the respondents strongly disagree with the idea that teaching is a waste of time. They also strongly disagree with the notion that efforts in teaching lack worth. Furthermore, there's a strong disagreement with the idea that being a teacher is useless work, demonstrating a clear understanding of the purpose and value inherent in the role of a teacher, with an overall mean of 1.55, which indicated strongly disagree. It clearly described that the public elementary teachers had very low amotivation when teaching non-readers.

The data strongly suggests a positive perspective on teaching, showcasing a deep sense of purpose and value in the role. This positive attitude reflects high levels of motivation and engagement, potentially enhancing teaching quality and student involvement. The result of this study was supported by Banerjee and Halder (2021), who considered instructors to be unmotivated when they feel restricted and unable to make choices regarding their profession. Furthermore, the results were supported by Deci and Ryan's theory on motivation (1985), which states that motivation is a force that drives individuals to engage in activities that align with their interests and goals.

3.2 Pedagogical Competence of the Respondents,

Table 2. Pedagogical competence of the respondents

Indicators	Mean	Descriptor
Social Regard for Learning		
While teaching, I act as a positive role model for my pupils.	3.97	Always
While teaching, I implement school policies and procedures.	3.94	Always
While teaching, I demonstrate punctuality.	3.94	Always
While teaching, I am careful about the effect of my behavior on pupils.	3.94	Always
While teaching, I maintain an appropriate appearance.	3.91	Always
While teaching, I am careful about the effect of my behavior on pupils.	3.94	Always
Learning Environment		
While teaching, I create an environment that promotes fairness.	4.00	Always
While teaching, I make the physical environment safe and conducive to learning.	4.00	Always
While teaching, I handle behavior problems quickly and with due respect to children's rights.	3.91	Always
While teaching, I give timely feedback to reinforce appropriately to my learners' behavior.	3.91	Always
While teaching, I use individual and cooperative learning activities to improve the capacities of my learners for higher learning.	3.86	Always
Diversity of Learners		
While teaching, I design or select learning experiences suited to different kinds of learners.	3.86	Always
While teaching, I recognize the multicultural background of my learners when providing learning opportunities.	3.86	Always
While teaching, I demonstrate concern for the holistic development of my learners.	3.83	Always
While teaching, I am familiar with my learners' background knowledge and experiences.	3.77	Always
While teaching, I obtain information on the learning styles, multiple intelligences, and needs of my learners.	3.74	Always
Curriculum		
While teaching, I demonstrate mastery of the subject.	4.00	Always
While teaching, I link the current content with past and future lessons.	3.94	Always
While teaching, I align with the lesson objectives, the teaching methods, learning activities, and instructional materials or resources appropriate to my learners.	3.91	Always
While teaching, I create situations that encourage my learners to use high order thinking skills.	3.89	Always
While teaching, I engage and sustain my learners' interest in the subject by making content meaningful and relevant to them.	3.86	Always
Planning, Assessing, & Reporting		
While teaching, I prepare formative and summative tests in line with the curriculum.	3.97	Always

While teaching, I interpret and use assessment results to improve my teaching and learning of my pupils.	3.91	Always
While teaching, I develop and use a variety of appropriate assessment strategies to monitor and evaluate learning.	3.89	Always
While teaching, I communicate promptly and clearly to the learners' parents and superiors about the progress of my learners.	3.83	Always
While teaching, I monitor regularly and provide feedback on learners' understanding of content.	3.77	Always
Community Linkages		
While teaching, I participate in community activities that promote learning.	3.91	Always
While teaching, I use community resources (human, and material) to support students' learning.	3.83	Always
While teaching, I involve the community in sharing accountability for the learners' achievement.	3.8	Always
While teaching, I encourage students to apply classroom learning to the community.	3.74	Always
While teaching, I use the community as a laboratory for learning.	3.63	Always
Personal Growth & Professional Development		
While teaching, I maintain stature and behavior that upholds the dignity of teaching.	3.94	Always
While teaching, I reflect on the quality of my teaching.	3.91	Always
While teaching, I improve teaching performance based on feedback from students, peers, superiors, and cooperating teachers.	3.91	Always
While teaching, I build professional links with colleagues to enrich teaching practice.	3.91	Always
While teaching, I use self-evaluation to recognize and enhance one's strengths and weaknesses.	3.86	Always
Mean	**3.88**	

Table 2 shows the mean and interpretation of the pedagogical competence of public elementary teachers in teaching non-readers. As shown from the table, the teachers are very competent pedagogically in all domains of National Competency–Based Teachers Standards. The respondents agree with the statement, "While teaching, I create an environment that promotes fairness," with the highest mean of 4 and is described as always. This finding implies that teachers ensure that all learners are given equal opportunities to participate, contribute, and succeed in the learning process and that they are treated equally and respected regardless of their backgrounds, abilities, and beliefs. Based on the premises of Lu and Ding (2020), when a classroom comprises students with varying backgrounds, abilities, learning styles, and cultural differences, educators need to employ a more flexible and inclusive teaching approach to address the needs of their students. Similarly, Pont (2022) stated that learners are diverse when it comes to grasping learning. If educators are skilled and competent, they should know that learning collaboratively could be effective in retaining information deep in learners' cognitive drive.

The result of this study was confirmed by the framework of the national competency–based teachers standards as effective teaching are being able to help all types of students, regardless of their backgrounds, to learn the different learning goals in the curriculum, provides a single framework that shall define effective teaching in all aspects of a teacher's professional life and all phases of teacher development.

3.3 Influence of Motivation on the Pedagogical Competence of the Respondents

Table 3. Influence of motivation on the pedagogical competence of public elementary teachers

Variable	R square	B	Std. Error	t	p-value	Interpretation
Motivation	0.221					
Constant		3.326	0.425	7.829	0.000	Significant
Intrinsic Motivation		0.089	0.135	0.663	0.512	Not significant
Identified Regulation		-0.057	0.134	-0.431	0.670	Not significant
Introjected Regulation		0.082	0.055	1.501	0.144	Not significant
External Regulation		0.059	0.050	1.184	0.246	Not significant
Amotivation		-0.069	0.042	-1.649	0.110	Not significant

Table 3 shows the influence of motivation on pedagogical competence. The result shows a constant of 3.326, which indicates that the estimated value of pedagogical competence is 3.326 if the value of motivation is zero. The slope implies that for every unit increase in the level of intrinsic motivation, there is also an increase of 0.089 in pedagogical competence. The result shows that in every unit increase in the level of identified regulation, there is a decrease of 0.057 in identified regulation, while in every unit increase in introduced regulation, there is

an increase of 0.082 in pedagogical competence, and in every unit increase in external regulation there is an increase of 0.059 in pedagogical competence. However, 0.221, or only 22.1 % of the variation of motivation predicts pedagogical competence, the remaining 77.9% are other factors that can predict pedagogical competence. The result reveals that the influence of motivation on pedagogical competence was found to be statistically not significant since the p-value is greater than 0.05, it indicates that respondents were found to be motivated, and it directly affects their pedagogical competence, but it does not apply to all because the result was not significant. Therefore, there is enough evidence to accept the hypothesis of this study. It implies that motivation might not directly enhance someone's teaching abilities or pedagogical competence. It suggests that being motivated does not necessarily equate to being skilled or effective in teaching. This could mean that while motivation is essential for success, it might not directly affect one's ability to teach or one's knowledge of pedagogy.

The result of this study contradicts the findings in the study of Noveri et al. (2018); the study found that there is a higher correlation between teachers' motivation and their pedagogical competence, suggesting that motivated teachers are more effective at teaching reading to non-readers. This finding is the same as Wulandari (2022), wherein the findings revealed that teachers' work motivation influences teachers' pedagogical competence. They stated that teachers increase work motivation by maximizing their pedagogic competencies, mainly as face-to-face learning prevails, as before the pandemic. Students' enthusiasm for learning also rises, resulting in a linear increase in student achievement. Moreover, Suhaimi, Akbar, and Sjamsir's (2019) findings reveal that pedagogical competence, attitude toward the profession, and motivation directly affect teachers' performance. They stated that teachers must improve pedagogical competence, have attitudes toward the profession, and be motivated to achieve good teaching performance.

4.0 Conclusion

Based on the result of this study, it can be concluded that when teachers demonstrate high motivation, the impact on education is multifaceted and profound. Their commitment leads to elevated teaching standards through innovative methodologies and meticulous lesson planning, enriching the quality of education they deliver. This motivation breeds an environment that encourages active student involvement and fosters deep engagement and participation in learning endeavors. Simultaneously, motivated educators prioritize personal growth, seeking feedback, and continuously refining their teaching methods, fostering a culture of ongoing progress and development. Their unwavering dedication creates a nurturing classroom atmosphere, cultivating a supportive and encouraging environment conducive to learning. It is empirical to say that the Self Determination Theory is prevalent among these teachers, and they have demonstrated it while teaching non-reader pupils.

Furthermore, it can also be concluded that their strength in instructional skills equips them to adeptly explain complex concepts, tailor teaching methods to diverse learning styles, and craft engaging learning experiences. This competence extends to fostering active student participation, ensuring a deeper understanding and enthusiasm for the subject matter. Moreover, these educators curate optimized learning environments by designing structured lessons, integrating varied resources, and customizing teaching strategies to meet individual student needs, fostering an ideal atmosphere for learning. Moreover, teachers with high pedagogical competence exhibit a commitment to continuous professional development, constantly honing their skills, staying updated with educational advancements, and contributing to their growth as educators. In essence, their expertise not only enhances instructional effectiveness and student engagement but also catalyzes improved learning outcomes and their ongoing development within the educational sphere. The NCBTS framework was also translated into their perceived pedagogical competence, which is a manifestation that this framework is prevalent and, therefore, proven to be present in them. Lastly, it can be concluded that motivation might not directly enhance someone's teaching abilities or pedagogical competence. It suggests that being motivated does not necessarily equate to being skilled or effective in teaching. It could mean that while motivation is essential for success, it might directly affect one's ability to teach or knowledge of pedagogy. Therefore, there is enough evidence to accept the hypothesis of this research.

Future researchers may explore incorporating other variables not included in this study. They may also have private schools to widen their scope and get fresh insights from these private teachers. It is also recommended

that the next researchers increase the number of their respondents to get good generalizability, as this aspect was seen to be a limitation of the current study. It would be better if the following researchers developed and validated contextualized questionnaires, making the instrument fit and appropriate for the type of respondents needed. Moreover, the researcher may also integrate other forms of research design, such as phenomenology or multiple case studies, to examine if data can validate the quantitative findings of the current study.

5.0 Contributions of Authors

The authors confirm the equal contribution in each part of this work. All authors reviewed and approved the final version of this work.

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7.0 Conflict of Interests

All authors declare that they have no conflicts of interest.

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