

## Motivational Strategies Towards The Faculty Members Of Sulu State College: An Assessment

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**ABSTRACT.** This descriptive-survey study determined the motivational strategies towards the faculty members of Sulu State College. The study uses a descriptive survey design to analyze demographic profiles, motivational strategies towards faculty members at Sulu State College, and their impact on administrative leadership, support, and working environment. It reveals significant differences in motivational strategies based on age, gender, civil status, and service length. The study utilized a descriptive survey research design, employing purposive sampling for respondents, focusing on demographic profile surveys and motivational strategies for faculty members at Sulu State College. Using frequency and percentage, it was found that almost half of the respondents are Below 40 years old, mostly females, finished master's degree, and barely new in the service at 5 years and below. The faculty members are moderately motivated in terms of administrative leadership and support and working environment. There were no significant differences found in terms of profiles. The study found a moderate correlation between the administrative leadership and support and working environment.

**KEYWORDS:** *Motivational Strategies, Sulu State College Faculty Members*

### ARTICLE DETAILS

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## Introduction

One of the factors that affect teachers' commitment and enthusiasm is motivation. Motivating is the driving force that affects commitment and productivity of teachers. Therefore, it is incumbent upon organizations particularly the Department of Education to give emphasis on their teachers' motivation in order to optimize their commitment and boost their enthusiasm and productivity to work. The success of an educational institution is significantly influenced by the commitment and motivation of teachers within the institution.

Teachers play a crucial role in schools' business activities, and their motivation is a critical factor in determining the success of the school. According to Saraswathi (2011), motivation is the readiness to put out significant effort toward organizational objectives, the effectiveness of the effort is significantly influenced individual needs. Motivation is the driving force behind an individual's actions, influenced by their needs, wants, drives, or impulses, which can be influenced by their strength.

The effectiveness of instructors is highly related to their level of dedication, which is a significant personal investment. Among the external centers of commitment identified by teacher

commitment analysis are the school or organization, students, professional knowledge foundation., career continuation, as well as the teaching profession. This study investigates the impact of motivational strategies on teacher commitment and enthusiasm in Luuk District, Division of Sulu, despite the common perception of inadequate strategies in educational institutions.

### **Research Questions**

The study aims to determine the effects of motivational strategies towards the faculty members of Sulu State College.

Specifically, it attempted to provide corresponding answers to the posited queries below:

1. What is the demographic profile of the faculty-respondents in terms of:
  - 1.1. Age;
  - 1.2. Gender;
  - 1.3. Civil Status;
  - 1.4. Educational Attainment; and
  - 1.5. Length of Service?
2. What is the extent of the effects of motivational strategies towards the faculty members of Sulu State College. in the context of:
  - 2.1. Administrative Leadership and Support; and
  - 2.2. Work Environment?
3. Is there a significant difference in the extent of motivational strategies towards the faculty members of Sulu State College. when data are grouped according to their demographic profile in terms of:
  - 3.1. Age;
  - 3.2. Gender;
  - 3.3. Civil Status;
  - 3.4. Educational Attainment; and
  - 3.5. Length of Service?
4. Is there a significant correlation among the sub-categories subsumed under the extent of the effects of motivational strategies towards the faculty members of Sulu State College in the context of administrative leadership and support, and work environment?

### **Literature**

To help this researcher to conceptualize the research problems clearly and precisely, as well as to help him determine the relationship between his research problems and principles in this area, studies directly related to motivational strategies in relation to teacher commitment and enthusiasm are reviewed in this chapter.

#### *Related Studies*

The study of Fiumara (2016) on the effects of motivational strategies to increase teachers' commitment and enthusiasm is related to the present study. This study explores motivational strategies to boost faculty and staff motivation in a small Montessori school in New Jersey. Ten participants participated over six weeks, using an online quiz to identify their top motivators. Short-term goals were set, and the administrator used their strategies to support them. Data was collected through weekly conferences, reflection journals, and job expectations. Results suggest that using individual motivators increases employee motivation and enthusiasm. The research will continue throughout the school year. Fernet et al's (2016) study on French-Canadian teachers found that school environment and motivational factors significantly impact their career start. The study involved 589 teachers and found that work motivation, work overload, control, recognition, and community support teachers' psychological health, attitude towards the job, and classroom

behaviors. Han and Yin's (2016) study on teacher motivation highlights the growing interest in this topic, which is linked to various aspects of education, including student motivation, educational reform, teaching practice, and teachers' psychological well-being. The paper reviews five research areas related to teacher motivation, critiques existing literature, and proposes potential future directions.

The study of Pappa (2014) on teachers' perceptions of student engagement and teacher's self-efficacy beliefs is related to the present study. This study investigates teachers' perceptions of student engagement and their self-efficacy beliefs. It focuses on upper comprehensive school Greek teachers in Karditsa and surrounding areas. The study uses questionnaires, the Student Engagement Instrument and the Teacher Self-Efficacy Scale, to measure teachers' engagement and self-efficacy. Results show that years of experience, school location, and size influence teachers' motivation, while the level of studies and special education training determine teacher efficacy. The study also finds that student engagement is linked to teachers' efficacy beliefs. The study by Ghenghesh (2015) examined job satisfaction and motivation among 103 academic staff at the British University in Egypt. The findings revealed that intrinsic factors such as good relationships and job responsibility were the most important. Extrinsic factors, such as students' interest in modules, the working environment, and recognition, were also significant. Factors contributing to job dissatisfaction included pay/salary, university policy, lack of positive feedback, and lack of time for family and home. Males viewed job security as a major factor.

The study by Olurotimi (2015) explores the impact of motivational factors on teachers' commitment in Mbale Municipality's public secondary schools. The research used a cross-sectional survey design and a self-designed questionnaire. The results showed a significant positive influence of promotion on teachers' commitment. The study also found a low relationship between training and development and teachers' commitment. Recommendations include fair promotion procedures, constant activity, and increased salary for teachers. Incentives, recognition, gifts, and improved pension packages can also help motivate teachers and maintain their commitment. Mbinya's (2016) study on teacher motivation factors in Machakos County, Kenya, aimed to understand how factors like professional growth, monetary rewards, student welfare, and school goals influence school management practices. The study involved 212 schools, 212 principals, and 986 teachers. The findings suggest that job satisfaction, reward systems, professional development, and work situational factors affect employee motivation. The study recommends schools create a conducive environment for teachers, ensuring adequate teaching and learning resources. It also suggests further research on the effect of school leadership style on teacher motivation in other districts.

The study by Mark (2015) aimed to identify factors affecting teacher motivation and job performance in Kibaha District's public secondary schools. It aimed to identify factors that lead to job satisfaction and dissatisfaction, assess factors available in good schools and those not in poor schools, and provide suggestions for improving teacher satisfaction and performance. The research used a descriptive survey design, interview and questionnaire techniques, and found that factors such as poor working conditions, low salary, unfavorable education policies, promotions delays, and negative community perceptions affected teachers' motivation. Ford's (2015) study on teacher self-efficacy, professional commitment, and high-stakes teacher evaluation in Louisiana supports the current implementation of such systems. The study examines the experiences of 37 elementary teachers under Louisiana's Compass system, focusing on teacher support, autonomy, self-efficacy, and satisfaction. Despite being rated as highly effective, many teachers experienced negative arousal events and lost satisfaction and commitment to the profession.

The study Kassing (2011) on perceptions on motivational teaching strategies in an EFL classroom supports the contention of the present undertaking. The study explores the perceptions of tertiary students and their lecturers in an English as a Foreign Language (EFL) classroom in Indonesia. The research, conducted through qualitative methods, found that students' motivation in learning EFL is influenced by their perceptions of teaching strategies. The findings suggest that creating and maintaining relationships is an effective strategy for motivating students. However, the study also found that some lecturers were not aware of how their teaching strategies impacted their learners' motivation. The findings suggest that teachers can enhance students' motivation by being more aware of their students' perceptions.

The study by Ayele (2014) investigated the relationship between teachers' job satisfaction and commitment in general secondary schools in Hadiya Zone, Southern Nationality. It examined internal and external factors, and found a significant positive relationship between job satisfaction and commitment. Higher job satisfaction was associated with higher commitment levels. However, external factors had more influence than internal factors. The study recommends that schools, Woreda education, and the Zone education Department provide necessary equipment, fair incentives, and benefits for teachers, such as building houses in rural areas, providing clean water, electricity, transportation access, and providing housing in urban areas. Akindele's 2014 study on strategies for motivating teachers in Nigeria highlights the need for improved performance during the implementation of the Universal Basic Education (UBE) programme. Strategies include involving teachers in decision-making, addressing personal and job issues, rewarding outstanding performance, assigning responsibilities, providing incentives, improving school environments, providing instructional materials, regular promotion, sponsoring conferences, and professionalizing teaching.

#### *Related Literature*

Motivation is a widely researched topic in psychology and education, viewed as energy or drive that drives people to do something. Researchers have applied various motivation theories, focusing on initiating and sustaining motivation aspects. Motivation is defined by the direction and magnitude of human behavior, focusing on reasons for decision-making, willingness to sustain activity, and pursuit intensity. The study explores the motivation and commitment of student teachers, focusing on attraction, retention, and concentration. It highlights two dimensions: motivation to teach and motivation to remain in the profession. Four key components of teacher motivation are intrinsic motivation, social contextual influences, temporal commitment, and demotivating factors from negative influences. Given the existing definitions of teacher motivation, the second dimension identified by Dörnyei and Ushioda is much inclusive of the persistence and effort with teaching profession which constitutes the second and third dimensions of Sinclair's definition. Therefore, teacher motivation refers to reasons that emanating from individuals' intrinsic values to choose to teach and sustaining teaching, and the intensity of teacher motivation which is indicated by effort expended on teaching as influenced by a number of contextual factors (Hurlock, 2010).

The COVID-19 pandemic has significantly impacted the women's sector in academia, causing significant livelihood and economic damage (Chavez, Jason & Prado, Rosalina & Estoque, Marivic. 2023). The research examines the economic impact on faculty members' livelihoods and their adaptive strategies, providing insights into financial and economic challenges that can significantly affect their motivation. The health crisis has significantly impacted the labor force and organizations, leading to policies like the Philippines' "magna carta of women" and escalating workplace inequalities (Chavez, Jason & Gregorio, Atty & Araneta, Aracelie & Bihag, Cristie.

2023). The research investigates the awareness and compliance of organizations regarding the Magna Carta for Women in the workplace, focusing on health workers, teachers, and minimum-wage earners. This study is important because it sheds light on the legal protections and privileges that faculty members are entitled to, which can provide motivation and support. Teachers face challenges in teaching multiple subject areas due to preparation processes, differences in materials, and varying teaching methods (Castro, Frances & Ventura, Brenda & Estajal, Rawda & Timpangco-Macario, Jacel & Limen, Maricor & Garil, Benigno & Chavez, Jason. 2024). The research investigates how teachers manage increased workloads, providing insights into instructional challenges and motivation, which can significantly impact their job satisfaction.

There are teachers that have little knowledge of implementing inclusive education in their classrooms, and respondents have varying perspectives on classroom inclusivity, such as customized approach, warm space, and equal opportunity (leon, Alein & Jumalon, Reynalin & Chavez, Jason & Kairan, Mohaider & Abbas, Khar-Diya & Radjuni, Abubakar & Kadil, Honey & Sahirul, Jicky & Tantalie, Edwin & Hussin, Altamer & Amlih, Mohammad & Albani, Salman. 2024). This research examines the challenges and opportunities in creating inclusive learning environments, emphasizing the need for faculty support to boost purpose and motivation. The language delivery approach in academic training significantly influences learning, while the speaker's emotional bond with the audience significantly impacts the duration and effectiveness of the learning process (Entong, Maria & Garil, Benigno & Muarip, Veronica & Chavez, Jason. 2024). The study highlights the importance of emotional connection in audience learning and retention, suggesting strategies to improve faculty communication skills and create a motivating learning environment.

Teachers are essential in shaping individuals holistically, fostering lasting development, and facilitating learning in diverse settings, often exceeding regular working hours (Dagoy THS, Ariban AI, Chavez JV, et al. 2024). The study examines the influence of administrative responsibilities on teachers' professional interest, integrity, motivation, and performance among those with multiple administrative functions. The research offers valuable insights into the challenges and opportunities faced by administrative faculty members, which can significantly impact their motivation and overall well-being. Protecting teachers' rights is crucial for fostering an environment conducive to effective teaching, enhancing job satisfaction, and enhancing the quality of student learning opportunities (Bucoy, Reynold & Enumerabellon, Kier & Amilhamja, Abdel & Sisnorio, Christine & Manalo, Raymart & Chavez, Jason & Sabbaha, Narsima & Albani, Salman. 2024). The research emphasizes the importance of education and awareness about faculty members' legal entitlements, highlighting the need for training to boost motivation and fairness.

Faculty work motivation is uniform, but organizational commitment varies significantly. Age, educational attainment, and position do not significantly influence motivation and commitment, attributed to individual differences (Anicas, Roel. 2012) reveals that job satisfaction, recognition, and career advancement opportunities significantly influence faculty motivation and commitment, thereby enhancing performance. Female teacher candidates scored highest in achievement goal orientations and motivation strategies, while male candidates scored highest in learning strategies (Miçooğullari, Bülent & Sever, Ozan. 2023). The study reveals that achievement goal orientations significantly influence teacher candidates' motivation and learning approaches, thereby enhancing the effectiveness of motivational strategies. Significance of balanced incentive systems in enhancing faculty performance (Mendina, Marlon. 2024) highlights the importance of reward systems in influencing faculty performance in private universities, suggesting improvements could boost motivation and achieve institutional goals.



School heads should focus on intrinsic motivational strategies, as they are cost-effective and can be adjusted to meet student needs and time (Nassary, Gabriel & Koda, Dr & Mosha, Herme. 2023). This assessment aims to identify strategies for motivating faculty members, enhancing student learning outcomes, and creating a more supportive academic environment. College presidents oversee various areas, with front-line faculty being the most crucial. Despite distributing authority among administrators, they are ultimately responsible for faculty work. The institution must strategically design a hiring process, provide necessary training and development, and work towards retaining the best fit faculty (Miller, Michael & Tolliver III, David. 2024). The study discusses presidential leadership strategies for faculty motivation, aiming to design effective strategies for productivity and engagement.

The motivation of university faculty members refers to the processes that initiate, sustain, and regulate their goal-directed behaviors (Mirzaei\_Alavijeh, Mehdi & Jalilian, Farzad. 2024). This study emphasizes the importance of understanding motivational factors in educational performance to develop effective strategies for boosting faculty motivation and improving student learning outcomes. Faculty members' high motivation, initiative, enthusiasm, and willingness to take on additional responsibilities contributed to a positive workplace environment, benefiting colleagues and students, and potentially reducing faculty turnover (Valdez, Errol John V., Argel, Hadjie P. 2025) This assessment provides insights into performance factors, including motivational aspects, which can guide the creation of effective strategies to enhance faculty engagement.

Enhancing faculty teaching effectiveness can be achieved through continuous professional development, peer observation, mentorship, recognition, supportive leadership collaboration, and promoting healthy work-life balance (Galera, Delailah & Ollier, Kristian Cesar & Dolaypan, Roel & Aguarino, Angeline & Valdez, Erika. 2024). The study aims to enhance teaching quality and student learning outcomes by focusing on the impact of motivation on faculty performance. Teachers who perceive the students' outcomes as effective also view the teaching practice and methods as effective (Samsi, Radzmalyn & Asiri, Masnona. 2024). The study explores the influence of teaching approaches on faculty motivation, highlighting the importance of outcome-based teaching for developing effective motivational strategies. The significance of implementing effective strategies to enhance student success in higher education, thereby enhancing teaching practices and student involvement (Adidul, Sharisma. 2024). Research emphasizes the importance of faculty motivation in developing effective teaching strategies and learning interventions.

The unmanaged age diversity in the workplace can potentially hinder the achievement of organizational objectives (Anuddin, Fermina. 2022). The study found that age does not significantly impact teaching effectiveness, indicating that both senior and junior faculty members perform at their best regardless of their age. State colleges can motivate faculty members of all ages to perform at their best by adopting an individualized approach and creating a supportive environment. Individuals employ various behaviors and strategies to identify their information needs, locate relevant sources, evaluate the information, and use it for a specific purpose (Pandian, Henry & Katherkodi, Mutharasan & Seelan, s.Beulah. 2024). Research highlights the importance of understanding faculty information needs for designing effective motivational strategies, which can enhance engagement and performance among engineering faculty. The goals of the development process and the quality in the college and the university, in addition to introducing a clear and announced plan of quality to all employees in the department (Saud, Saud & Al, Sheikh. 2024). Study emphasizes the significance of faculty perspectives on quality implementation and the impact on motivation in developing effective motivational strategies.

## **Methodology**

Research methodology is a blueprint that guides the researcher from the very inception of the scientific investigation until its very completion (Harris, 1979). Hence, this chapter centers its brief discussion on the following aspects: research design, research locale, respondents of the study, research instrument, sampling design, data gathering procedure, validity and reliability and statistical treatment of data.

### *1. Research Design*

To realize the comprehensive layout for the data collection in this study, a descriptive-exploratory research design that would assess the extent of motivational strategies towards the teachers at Sulu State College will be employed in this study. This method will be utilized because a descriptive method collates, tests and validates data. Description emerges following creative exploration, and serves to organize the findings in order to fit them with explanations, and then test or validate those explanations (Krathwohl, 1993). Furthermore, a descriptive research design interprets and reveals condition that exists or do not exist and explanatorily supplies the needed knowledge and experiences that aids in setting a more detailed study, (Venson, 2004).

### *2. Research Locale*

The study will be conducted among the eight department schools in Sulu State College, namely: School of Education, School of Business Administration, School of Computer Science and Information Technology, School of Nursing, School of Agriculture, School of Arts and Sciences, Laboratory High School, Senior High School during the School Year 2022-2023. The research environment of the study is Sulu State College where the college is located at Capitol Site, Patikul, Sulu.

### *3. Respondents of the study*

The respondents of this study are one hundred twenty-three faculty members of Sulu State College, specifically coming from School of Education, School of Business Administration, School of Computer Science and Information Technology, School of Nursing, School of Agriculture, School of Arts and Sciences, Laboratory High School, and Senior High School. Table below shows the distribution of samples in this study.

Distribution of Samples According to School

Schools	Number of Teacher-Respondents
School of Education	5
School of Business Administration	16
School of Arts and Sciences	25
School of Computer Science, Information Technology and Engineering	18
School of Nursing	16
School of Agriculture	14
Laboratory High School	19
Senior High School	10
TOTAL	123

### *4. Sampling design*

A non-probability sampling method through purposive sampling procedure will be employed in this study. That is, due to access, availability and time constraints, representative samples School of Education, School of Business Administration, School of Computer Science and Information

Technology, School of Nursing, School of Agriculture, School of Arts and Sciences, Laboratory High School, Senior High School of Sulu State Coll, will be purposively chosen as samples of this study. The use of purposive sampling procedure will ensure the collection of desired quality and quantity of data to be used in this study.

#### *5. Data gathering procedure*

In the collection of data, a permit to administer the questionnaire will be sought from the Dean of the School of Graduate Studies of Sulu State College, the Deans of eight (8) respective Schools. The researcher will personally launch and retrieve the questionnaires. Subsequently, it will be submitted for statistical analysis and interpretation before the final draft will be written.

#### *6. Research instrument*

The main instrument that will be used in the study is a modified standardized questionnaire consisting of two parts. The first part of the questionnaire deals with the respondents' profile as to age, gender and educational attainment. The second part of the questionnaire deals with the extent of motivational strategies in relation to teacher commitment and enthusiasm which is a 30 item statements, which will be gauged using a 5-point Likert Scale: (5) Highly Motivated, (4) Moderately Motivated, (3) Motivated, (2) Less Motivated and (1) Not Motivated.

#### *7. Validity and reliability*

The questionnaire will be pre-tested to ensure the validity and accuracy of the tool through Chronbach's reliability test of acceptance or rejection. It will then be evaluated by at least two (2) Panel of Experts preferably from the School of Graduate Studies.

#### *8. Statistical treatment of data*

In the course of contextualizing the generated empirical data, the statistical tools to be employed in this study are the following:

- i. Frequency and Percentage. The frequency and percentage are the statistical tools to be used to determine the profile of the respondents as to gender, age, civil status, educational attainment, and length of service.
- ii. Weighted Mean and Standard Deviation. The weighted mean and standard deviation will be used to determine the extent of the motivational strategies towards the faculty of Sulu State College in the context of administrative leadership and support, and work environment.
- iii. T-test and One-way Analysis of Variance (ANOVA). T-test for independent variable will be employed to determine the significant differences in the extent of the motivational strategies towards the faculty of Sulu State College in the context of administrative leadership and support, and work environment.; and One-way Analysis of Variance (ANOVA) will be employed to determine the significant differences in the extent of the motivational strategies towards the faculty of Sulu State College in the context of administrative leadership and support, and work environment when data are grouped according to age, gender, civil status, educational attainment and length of service.
- iv. Pearson Product-Moment Correlation. Pearson product-moment correlation will be used to determine the significant correlation among the sub-categories subsumed in the extent of the motivational strategies towards the faculty of Sulu State College in the context of administrative leadership and support, and work environment.



Scale to be used

Point	Scale Value	Interpretation
5	4.50 – 5.00	Highly Motivated
4	3.50 – 4.49	Moderately Motivated
3	2.50 – 3.49	Motivated
2	1.50 – 2.49	Less Motivated
1	1.00 – 1.49	Not Motivated

## Results and Discussion

This chapter deals with the presentation, analyses, and interpretations of results based on the data gathered in this study. Specifically, it presents the assessment on the motivational strategies towards the faculty members of Sulu State College. It also deals with the demographic profiles in terms of age, gender, civil status, educational attainment, and length of service, the extent of the effects of motivational strategies towards the faculty members of Sulu State College in the context of administrative leadership and support and work environment, the significant difference in the extent of motivational strategies towards the faculty members of Sulu State College age, gender, civil status, educational attainment, and length of service, and the significant correlation among the subcategories subsumed under the extent of the effects of motivational strategies towards the faculty members of Sulu State College in the context of administrative leadership and support and work environment.

1. What is the demographic profile of the student – respondents in terms of 1.1 age, 1.2 gender, 1.3 civil status 1.4 educational attainment, and 1.5 length of service?

### *1.1 Demographic Profile of the Respondents in terms of Age*

*Table 1.1 Demographic Profile in terms of Age*

Age	Frequency	Percentage
20 – 25 years old	25	20.30%
26 – 30 years old	14	11.40%
31 – 40 years old	41	33.30%
41 – 50 years old	30	24.40%
51 years old and above	13	10.60%
TOTAL	123	100%

Table 1.1 presents the demographic profile in terms of age. It showed that 41 or 33.30% of the respondents are between 31 – 40 years old and only 13 or 10.60% are 51 years old and above.

### *1.2 Demographic Profile of the Respondents in terms of Gender*

*Table 1.2 Demographic Profile in terms of Gender*

Gender	Frequency	Percentage
Male	34	27.60%
Female	89	72.40%
TOTAL	123	100%

Table 1.2 shows the demographic profile in terms of gender. Eighty-nine or 72.40% of the respondents are females and only thirty-four or 27.60% are males.

### *1.3 Demographic Profile of the Respondents in terms of Civil Status*

*Table 1.3 Demographic Profile in terms of Civil Status*

Civil Status	Frequency	Percentage
Single	44	35.80%
Married	66	53.70%
Separated/widow	13	10.60%
TOTAL	123	100%

Table 1.3 shows the demographic profile in terms of civil status. It shows that 66 or 53.70% of the respondents are married and only 13 or 10.60% are either separated or widow.

### *1.4 Demographic Profile of the Respondents in terms of Educational Attainment*

*Table 1.4 Demographic Profile in terms of Educational Attainment*

Educational Attainment	Number of Respondents	Percentage
Bachelor's Degree	16	13.00%
With M.A. Units	35	28.50%
Master's Degree	41	33.30%
With Doctorate Units	18	14.60%
Doctorate Degree	13	10.60%
TOTAL	123	100%

Table 1.4 presents the demographic profile of the respondents in terms of educational attainment. It showed that 41 or 33.30% finished master's degree in education followed by 35 or 28.50% who have master's units. Only 13 or 10.60% finished doctorate degree

### *1.5 Demographic Profile of the Respondents in terms of Length of Service*

*Table 1.5 Demographic Profile in terms of Length of Service*

Length of Service	Number of Respondents	Percentage
Below 5 years	51	41.50%
6 – 10 years	26	21.10%
11 – 20 years	29	23.60%
21 – 25 years	10	8.20%
26 years and above	7	5.70%
TOTAL	123	100%

Table 1.5 presents the demographic profile of the respondents in terms of length of service. It showed that 51 or 41.50% are below 5 years in service followed by 29 or 23.60% who are between 11 – 20 years in service. Only 7 or 5.70% are 26 years and above in service.

2. What is the extent of motivational strategies towards the faculty members of Sulu State College in terms of 2.1 administrative leadership and support and 2.2 work environment?

*Table 2.1 Extent of motivational Strategies in terms of Administrative Leadership and Support*

Administrative Leadership and Support	Mean	SD	Interpretation
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1. Allotment of duties according to their interests and choices.	4.04	.518	Moderately Motivated
2. Supports training for professional growth and development.	4.20	.614	Moderately Motivated
3. Encourage continuing education in the development of skills and competencies.	4.11	.668	Moderately Motivated
4. Placement in positions where individual abilities can be fully utilized.	3.86	.681	Moderately Motivated
5. Financial incentives given for extra work done.	3.75	.764	Moderately Motivated
6. Evaluate performance to assess strengths and weaknesses which would be the basis of program.	3.71	.807	Moderately Motivated
7. Assistance given in achieving targets.	3.83	.721	Moderately Motivated
8. Allows innovativeness and creativeness in coming up with something new.	3.57	.942	Moderately Motivated
9. Promotion on the basis of the qualifications and performance.	3.98	.804	Moderately Motivated
10. Giving prizes for hardworking faculty.	3.76	.850	Moderately Motivated
11. Exercises fairness in dealings with faculty.	4.08	.522	Moderately Motivated
12. Involvement of faculty in decision-making of the school.	3.96	.762	Moderately Motivated
13. Promotional opportunity given to faculty.	4.42	.653	Moderately Motivated
14. Availability of training opportunities among faculty to motivate them to perform.	3.80	.568	Moderately Motivated
15. Provide the needed instructional materials and teaching resources.	4.17	.568	Moderately Motivated
AVERAGE	3.95		MODERATELY MOTIVATED

#### LEGEND

SCALE	RANGE	INTERPRETATION
5	4.50 – 5.00	Highly Motivated
4	3.50 – 4.49	Moderately Motivated
3	2.50 – 3.49	Motivated
2	1.50 – 2.49	Less Motivated
1	1.00 – 1.49	Not Motivated

In Table 2.1 in terms of administrative leadership and support, it showed that the respondents indicated *moderately motivated* in all statements. Among those statements are; promotional opportunity given to faculty (mean = 4.42, SD = .653); supports training for professional growth and development (mean = 4.20, SD = .614); and provide the needed instructional materials and teaching resources (mean = 4.17, SD = .568). The average mean of 3.995 means that the faculty members of Sulu State College are *moderately motivated* in terms of administrative leadership and support. The result implies that the administration of Sulu State College supports all the needs of the faulty members of the school which motivates them to give their best in teaching. The study of Olurotimi (2015), it was recommended that schools and stakeholders should ensure fairness in promotion procedure process, create constant promotion activities, and should increase teachers' salary if promoted. Such move can motivate teachers to perform better.

Table 2.2 Extent of Motivational Strategies in terms of Work Environment

Work Environment	Mean	SD	Interpretation
1. Aesthetic/appreciation promotes and encourages teacher to be productive and efficient.	4.28	.453	Moderately Motivated
2. The arrangement of offices and the spaces available in the offices motivates faculty.	3.51	.592	Moderately Motivated
3. Harmonious relationship with other faculty and administration.	4.12	.672	Moderately Motivated
4. Continually support faculty in their undertakings and deal with issues and problems.	4.08	.274	Moderately Motivated
5. Faculty' empowerment.	4.07	.637	Moderately Motivated
6. Providing a good working environment conducive for teaching among the faculty.	4.24	.426	Moderately Motivated
7. Faculty are diverse in their teaching styles.	4.05	.777	Moderately Motivated
8. Assess the attitude of faculty and promote desirable behavior in teaching.	3.88	.874	Moderately Motivated
9. Appreciation from the school head affects teacher commitment.	4.15	.690	Moderately Motivated
10. School support for better ways.	4.24	.426	Moderately Motivated
11. Commitment to students to foster quality learning.	4.28	.453	Moderately Motivated
12. Shows dedication and passion for teaching.	4.37	.486	Moderately Motivated
13. Faculty eagerness to come to classroom.	4.34	.476	Moderately Motivated
14. Faculty lively discussion and there is an interaction that takes place.	4.20	.404	Moderately Motivated
15. Faculty continually make some changes and adjustments to the preferences of the students.	4.13	.338	Moderately Motivated
AVERAGE	4.13		MODERATELY MOTIVATED

**LEGEND**

SCALE	RANGE	INTERPRETATION
5	4.50 – 5.00	Highly Motivated
4	3.50 – 4.49	Moderately Motivated
3	2.50 – 3.49	Motivated
2	1.50 – 2.49	Less Motivated
1	1.00 – 1.49	Not Motivated

In Table 2.2 in terms of work environment, the respondents *moderately motivated* in all statements. Among those are; shows dedication and passion for teaching (mean = 4.37, SD = .486); faculty eagerness to come to classroom (mean = 4.34, SD = .476); commitment to students to foster quality learning (mean = 4.28, SD = .453); and aesthetic/appreciation promotes and encourages teacher to be productive and efficient (mean = 4.28, SD = .453). The average mean of 4.13 means that the faculty members of Sulu state College are *moderately motivated* in terms of working environment. The result implies that the faculty members of Sulu State College are satisfied with their working environment and motivates them to report religiously and do their job as a

Teacher. In the study of Fiumara (2016), it was found that using individual motivators for each faculty and staff member increase employee motivation and enthusiasm in the workplace

1. Is there a significant difference in the extent of motivational strategies towards the faculty members of Sulu State College when data are grouped according to gender, age, civil status, educational attainment, and length of service?

*Table 3.1 t – test for Significant Difference in the Extent of Motivational strategies in terms of Gender*

	t	df	Sig.(2-tailed)	Mean difference	95% confidence interval of the difference	
					Lower	Upper
Gender	43.405	119	.000	1.742	1.66	1.82

Significant at .05 level

In Table 3.1 The t-test was used for gender since there are only two categories. The value of  $t = 43.405$  is greater than the  $p = .05$ , 2- tailed tests. It means that the null hypothesis is accepted. There is no significant difference in the extent of motivational strategies among the faculty members of Sulu State College when data are categorized according to gender. The result implies that regardless of gender, the faculty members of Sulu State College are all motivated in the same degree by motivational strategies.

*Table 3.2 ANOVA for Significant Difference in the Extent of Motivational Strategies in terms of Age, Civil Status, Educational Attainment, and Length of Service*

		Sum of Square	df	Mean Square	f	Sig.
AGE	Between Groups	1.547	4	.387	1.005	.408
	Within Groups	44.245	115	.385		
	Total	45.792	119			
Civil Status	Between Groups	2.603	4	.651	1.386	.243
	Within Groups	53.988	115	.469		
	Total	56.592	119			
Educational Attainment	Between Groups	3.562	4	.891	1.590	.182
	Within Groups	64.430	115	.560		
	Total	67.992	119			
Length of Service	Between Groups	3.490	4	.872	1.361	.252
	Within Groups	73.710	115	.641		
	Total	77.200	119			

Significant at .05 level

In Table 3.2 Analysis of Variance (ANOVA) was used for age, civil status, educational attainment, and length of service. The  $f$  value of 1.005 for age is greater than the sig. value of .05, the  $f$  value of 1.386 for civil status is greater than the sig value of .05, the  $f$  value of 1.590 for educational attainment is greater than the sig. value of .05, and the  $f$  value of 1.361 for length of



service is also greater than the sig value of .05. It could only mean that the null hypothesis is accepted. There is no significant difference in the extent of motivational strategies among teachers of Sulu State College when data are group according to their age, civil status, educational attainment, and length of service. The result of the study supports the Expectancy Theory which was based on three elements. One, the belief that their effort will result in their desired goal; two, belief that they will receive a reward if they performance expectations; and three, the value they place on the reward.

4. Is there a significant correlation among the subcategories subsumed under the extent of motivational strategies towards the faculty members of Sulu State College in terms of administrative leadership and support and work environment?

*Table 4. Significant Correlation among the Motivational Strategies*

		Pearson r	Sig.	n	Description
Administrative Leadership and Support	Working Environment	.342	.000	100	Moderate
Working Environment	Administrative Leadership and Support	.337	.000	100	Moderate

\*Correlation Coefficient is significant at  $\alpha = .05$

Correlation Scales adapted from Hopkins (2002):

0.0 – 0.1 = Nearly Zero; 0.1 – 0.3 = Low; 0.3 – 0.5 = Moderate; 0.5 – 0.7 = High;

0.7 – 0.9 = Very High; 0.9 – 1.0 = Nearly Perfect

Product – Moment Correlation or Pearson r was used to determine if there is a significant correlation among the subcategories subsumed under the extent of motivational strategies towards the faculty members of Sulu State College in terms of administrative leadership and support and work environment. The average value of  $r = .342$  for administrative leadership and support was interpreted as ***moderate relationship*** while the average value of  $r = .337$  for working environment was interpreted as ***moderate relationship*** at significant value of .05 two- tailed test. The result simply implies that the two variables has a ***moderate relationship*** with one another. It means that the faculty members of Sulu State College are satisfied with both the administrative leadership and support and working environment. The study of Olurotimi (2015) found that that there is a positive and significant influence of promotion on teacher's commitment. Additionally, the study of Mbinyo (2016) found that job satisfaction affects employee motivation. Hence, it was recommended that schools should ensure that the school environment is conducive for teachers to ensure their motivation and satisfaction with their jobs.

## Conclusion

The following was concluded based on the findings of the study:

The majority of faculty members of Sulu State College are in their prime and active stage in terms of age, female faculty members outnumber their male counterpart, one- third are single, highly educated, and barely new in the service with less than 10 years' experience in teaching.

The moderate motivation of teachers could mean that the motivational strategies were successful to some extent only among them.

The absence of difference in the extent of motivational strategies towards the faculty members of Sulu State College when data are categorized according to demographic profile only proves that profile of teachers cannot detect differences in their level of motivation towards the motivational strategies.

The moderate correlation in terms of administrative leadership and support and working condition means that the two variables are quite related to each other as perceived by the faculty members of Sulu State College.

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