Characterizing Learning-motivating Teachers among Hospitality Management Students of a Higher Education Institution in the Philippines

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Abstract--- This descriptive study aimed to explore the attributes of teachers that can aid students' motivation to learn by considering the perception and verbal responses of 143 Bachelor of Hotel and Restaurant Management students. Data were gathered through a scale and personal interviews whose data were analysed using descriptive statistics and content analysis, respectively. Findings showed that the students' motivation to learn associates with teachers' personality traits during instruction, teaching skills reflected by their mastery of the subject matter and strategies in teaching, ways of setting the learning goals, instructional materials used, and ways of giving reinforcement. Among these five factors, teachers' personality traits and teaching skills were claimed to contribute most to their learning motivations. Such confirms that having a good sense of humour, good relationship with students, being open to suggestions and opinions, giving respect to students, imposing but abiding with classroom rules, and showing teaching effectiveness in terms of both content and pedagogies are among the most learning-motivating characteristics of teachers. Hence, various implications and strategies like enrolling in graduate school or professional education subjects and attending seminars on pedagogy were offered to the department to meet the needs and expectations of the students.

Keywords--- Motivation, Learning, Personality Traits, Teaching Skills, Reinforcement.

I. INTRODUCTION

To optimize student learning, any effort to improve the educational system must focus on motivating students to achieve, not only on furthering the teacher professional development. In a university, teachers sometimes forget that part of their role as facilitators is to become a motivator of student learning. They are often too particular on students' academic performance without considering other factors that may hinder effective and active learning. As a result, some of students may feel uninterested, dissatisfied, reluctant, or resistant toward an assigned learning task which may be the root cause of low academic performance, failing, or even dropping out. Thus, teaching without motivating is not facilitating students to succeed in learning at all.

Students' motivation is the reason why they take action [4], desire to gain information, develop skills, and attain mastery [4], and sustain interest in an activity in order to achieve a goal [5]. Research reveals that the motivation used by a teacher among his/her students has a significant effect on their academic achievement (Tella, 2007). Hence, it is indispensable that teachers seek various effective ways of motivating their students for them to learn and excel academically.

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According to Spady [6], one of the ways to motivate students to learn is through communicating clearly the expected learning outcomes with them. With clear perceptions on the intended results, students tend to pursue to meet them. Students may also increase their level of motivation when they are involved in classroom decision making such as in deciding how their performance will be graded and what activities should be undertaken in their class [7]-[8].

The teachers' personality during instruction and the way they deal with their students may also affect students' learning motivation [9]. Ideally, students are more motivated when their teacher has a good and caring relationship with them [10]-[11]. This may be evident when the teacher accepts and respects students, is open to suggestions and opinions, and possesses sense of humour when discussing with them. But then, students may want to learn from teachers who impose proper discipline and shows firmness in decision making or teachers who are smart and confident.

Learning motivation may likewise depend on teachers' teaching skills such as teacher's mastery of the subject matter and strategies in teaching [12]. Students may become motivated to learn from teachers who promote active participation among students or who are updated with educational trends like integrating current gadgets in teaching. Similarly, students may prefer to learn when they are given reinforcement such as praise, positive remarks, and recognition through their good works and high achievement [13]-[14].

Learning motivation has been an issue among some students of a particular course in a higher education institution in Isabela, Philippines. It is a common observation of teachers that most of these students do not exert much effort in their studies. Their motivation to learn, however, could be attributed to some factors which can be directly attributed to their teachers like the way learning goals are set, the teachers' personality traits and teaching skills, the instructional materials used, and the reinforcement they receive during the teaching-learning activities; hence, this study.

The current study aims to determine whether the following teacher-related factors can influence the students' learning motivations: way of setting learning goals, teachers' personality traits and teaching skills, instructional materials used, and reinforcement strategies. The study considers the perceptions and personal verbal responses of students. The findings could facilitate the instructional practices of the department so that all faculty members should fit their pedagogy to what their students prefer, to become more motivated to learn. Also, the study aims to come up with an action plan to guide the department in addressing the problem on students' motivation.

Objectives of the Study

The study aimed to determine teachers' attributes motivating students to learn. Specifically, it aims to assess how the following factors affect students' motivation to learn: a) setting of clear goals and objectives; personality traits of teacher; teaching skills; instructional materials and devices; and reinforcement. Findings on this were used to offer strategies necessary to motivate the students to learn.

II. METHOD

Research Design

This study employed descriptive method to identify the factors that influence the students' motivation to learn.

Participants of the Study

A cluster of students, the Bachelor of Science in Hotel and Restaurant Management students of Isabela State University, San Mariano Campus who were enrolled for the first semester academic year 2017-2018, was randomly selected among the campus five departments (teacher education, information technology, agriculture, and hospitality management). Out of 156 students only 143 participated: 43 were fourth year students; 37 were third year; 35 were second year; and 28 were first year students. All of the students participated in the study voluntarily and were informed about the purpose and consequence of the study.

Research Instruments

To formulate a content valid instrument, the researcher read various research studies online, and conducted a pre-survey through an informal focus group discussion first among 4 faculty members and then among 10 selected participants. The main objective was to determine the factors influencing the students' learning motivations. Much have been mentioned by the interviewees about teachers' personality, students' interest, students' academic background, the teachers' teaching styles, etc. However, the researcher selected only those factors that are addressable on the part of the teachers because of the third premise of an outcomes-based school that "the school should control the condition that directly affects students' successful learning" [6, p.10]. Thus, their ideas were classified into five teacher-related factors, namely a) setting of clear goals and objectives, b) personality traits of the teacher, c) teaching skills, d) instructional materials and devices, and e) teachers' reinforcement practices.

The instrument then was crafted in the form of a scale consisting of 5 main factors influencing learning motivations and 5 scales ranging from Strongly Disagree (1) to Strongly Agree (5). The questionnaire was validated by three faculty researchers. It took three revisions before it was finalized for a reliability test. The revisions include the changing of some items which were not relevant to the target objectives, and deletion of some factors which were still not manageable and addressable on the part of teachers or program. The instrument was piloted to 30 students to test its validity, administrability and reliability. Cronbach Alpha revealed that the reliability coefficient of the instrument is 0.81 which means reliable.

To validate the results obtained from the rating scales, open-ended questions were formulated. However, Yes-No questions were still utilized to facilitate the focus of the participants' responses. For instance, the preliminary question "Do your teachers communicate your course objectives or outcomes?" was used prior to the question "How does it affect your learning motivations". These questions assess how teachers' setting of clear goals and objectives, personality traits, skills, instructional materials and devices, and reinforcement influence the participants' learning motivations.

Data Gathering Procedure

The researchers asked permission among authorities of the school specifically to the Campus Administrator, ARA Director, and Program Chair of the HRM program. They also asked consent from the respondents and assured them that the data would be kept with utmost anonymity and confidentiality. Upon the permission of the above individuals, the researchers personally floated and administered the questionnaire to all the participants during their vacant time. The researchers oriented them about the purpose of the study and explained with them the questions for easy understanding especially to the lower years.

An interview was then conducted among 20 selected respondents to validate or complement their responses in the questionnaire. During this, the respondents were free to express their opinions, ideas, or experiences in the language they are comfortable to speak with, and they were also tasked to give some instances of their answers in the rating scale to gather pertinently the data on what really motivates them to learn.

Data Analysis

The gathered data were analyzed quantitatively using Mean and Standard Deviation, and qualitatively using content analysis. Mean and Standard Deviation were used to describe the respondents' motivations to learn. Mean was used to determine the average extent of agreement on each motivational factor statement which was interpreted using arbitrary scales ranging from 1.00 – strongly disagree to 5.00 – strongly agree. Interview data were all translated into the English language. Content of these interview data was also analysed to determine the in-depth ideas, opinions, and experiences of the respondents. To do this, their responses were categorized according to the five predetermined factors of learning motivations, namely; setting of clear goals and objectives, personality traits of the teacher, teaching skills, instructional materials and devices, and teacher's reinforcement practices.

III. DISCUSSION

With the adoption of Outcomes-based Education (OBE) in higher education institutions, teachers of the campus are required to communicate clearly their expected course outcomes among their students [15]. The influence of this practice on the respondents' motivation to learn is shown in Table 1.

Generally, they agree that setting clear goals and objectives affects their learning motivations. They are motivated to learn when their teacher shares the learning goals ($M = 4.56$) and helps them realize the steps towards these goals ($M = 4.55$). They are also stirred to study when they can clearly perceive what needs to be achieved ($M = 4.41$). According to the respondents, *"...It is important that teachers discuss clearly the expected results in their subjects. At least we will know whether or not we really meet their expectations so we can also make some adjustments for our own good." "For me, if I know what to achieve, I do my best to attain it."*

Hanover Research [16] affirms that students are interested to engage in learning and meet teacher's expectations when they know what to achieve. Similarly, Spady [6] asserts that students who are able to perceive clearly the desired outcomes tend to do everything to successfully meet them. The respondents also wanted to be involved in designing and deciding learning goals. They perceive that they become motivated in learning when they also take part in setting the learning goals ($M = 4.32$; $SD = .60$) and are able to set their personal learning goals ($M = 4.57$; $SD = .56$). Some of the claims of the respondents regarding this are as follows:

"I am more motivated to learn if I know the standards to achieve to become an achiever."

"I wanted teachers to engage us in planning what activities will be included… and how the instruction will be done."

"It is important that teachers engage us in finalizing the grading system that they will solicit our opinions on the best and fair criteria on how our performance will be evaluated."

Learners' expectation for success can be set when teachers share with students the goals and methods of evaluation and establish an emotional climate for success in classrooms [7] as they feel more competent when they are involved in goal setting [8].

On the other hand, outcomes in OBE are unalterable and predefined since they are planned before instruction. But then, teachers of outcomes-based curriculum have to engage their students on discussing what performance these students will demonstrate as evidence of successful education, how they will attain the performance, and how such performance will be assessed and evaluated [6]. Killen [17] believes that with this, students develop their confidence, sense of belongingness and responsibility thus they will tend to meet and do their approved suggestions and ideas.

Thus, teachers of the department should encourage the participation of their students on structuring the kind of teaching-learning process they will have for the whole semester to increase their students' motivation to learn.

Table 1: Setting Clear Goals and Objectives as a Factor of Respondents' Motivation to Learn

I am motivated to learn if . . .	*M*	*SD*	Descriptions
1. I have set my personal learning goal/objectives	4.57	.56	SA
2. The teacher shares her learning goals and methods of evaluation.	4.56	.55	SA
3. I can clearly perceive what needs to be achieved.	4.41	.62	A
4. The teacher helps me realize the actions and steps to achieve a set goal.	4.55	.60	SA
5. I am involved in setting learning goals.	4.32	.60	A
Overall	4.48	.42	A

The respondents strongly agree that their teachers' personality traits influence their motivation to learn (see Table 2). They wanted teachers who are smart, confident, with sense of humour ($M = 4.65$), open to suggestions and opinions ($M = 4.71$), and accept and respect students ($M = 4.74$). According to some respondents, *"We want teachers who can teach the lesson with confidence and have a sense of humour to awaken us from tediousness."*

Likewise, there are respondents who have indicated statements similar to this: *"I do not like super strict teachers because they do not even consider our suggestions… I like teachers who can respect our opinions…"*

Meaning, these millennial students also want millennial teachers – those who also do what they do or those who understand what they want and feel. According to CHED in their Handbook on Typology, OBE, and ISA [18], teachers should shift from being teacher-centered or inputs-based to student-centered or outcomes-based. This approach suggests that teachers should be open to students' opinions, ideas, thoughts or suggestions and should engage them actively in learning and making curricular decisions.

They also want to learn from teachers who put more time and effort on learning tasks. As three respondents indicated similarly, *"I do not like teachers who talk the whole period because I get bored…"*

The students are uninterested to learn when they are not actively involved. Modern educationalists suggest that teachers should vary their method into one that can facilitate students' demonstration of performance as a reflection of their competence [19]. Hence, teachers should prepare various learning tasks and instructionally coach their students to successfully perform the task. In this way, they will not get bored, but will become busy and focused on the performance task.

But then, they agree that teachers who impose proper discipline and show firmness in decision making positively influence their motivation in learning. Accordingly, *"We do like a teacher who can discipline the whole class, that is, he too should follow and abide with his rule imposed in the classroom."*

The respondents perceive the importance of teacher's classroom management skills and teachers as models of their own rules. Hence, they want teachers who can teach and facilitate but impose abiding rules to control and elicit proper behaviour from students.

Table 2: Teacher's Personality Traits as a Factor of Students' Motivation to Learn

I am motivated to learn if the teacher . . .	M	SD	Description
1. is smart, confident and with good sense of humour.	4.65	.58	SA
2. is open to suggestions and opinions.	4.71	.47	SA
3. has a good relationship with his/her students	4.79	.43	SA
4. accepts and respects me as a student	4.74	.52	SA
5. puts more time and effort into the learning tasks	4.60	.61	SA
6. imposes proper discipline and shows firmness in decision making.	4.68	.61	SA
Overall	4.68	.42	SA

Similarly, the respondents indicated their extent of agreement on what dimensions of teaching skills are their motivation to learn is affected to (see Table 3). They strongly agree that they are motivated to learn when their teacher shows mastery of the subject matter ($M = 4.58$), explains the objectives of the lesson clearly ($M = 4.54$), and uses various strategies and techniques in presenting lessons ($M = 4.57$): One said, "when a teacher has no mastery of the subject, I feel disappointed and choose not to listen from the discussion." Another affirms, "I prefer *teachers who encourage us to recite and who do not lecture most of the time."*

These statements tell how important effectiveness and efficiency are in teaching. Effectiveness means doing the right thing while efficiency means doing things in the right manner. Thus, the respondents wanted knowledgeable and strategic teachers. This connects their agreement that they are motivated to learn when their teacher is organized in presenting the lesson ($M = 4.51$), promotes their active participation ($M = 4.44$), guides their understanding through varied activities ($M = 4.54$). However, they are more motivated to learn from teachers who are updated with educational trends ($M = 4.46$).

Hence, the respondents prefer teachers who are not just a master of content but who can bring them practically to the real world of their specialization by engaging them to face and solve current realities and challenges.

Table 3: Teaching Skills as a Factor of the Respondents' Motivation to Learn

I am motivated to learn if the teacher . . .	M	SD	Description
1. shows mastery of the subject matter	4.58	.56	SA
2. explains the objectives of the lesson clearly.	4.54	.60	SA
3. uses various strategies and techniques in presenting lessons	4.57	.59	SA
4. is organized in presenting the subject matter	4.51	.57	SA
5. promotes active participation by asking thought provoking questions and corrects wrong impressions.	4.44	.65	A
6. is updated with current trends relevant to the subject matter being presented.	4.46	.69	A
7. guides students' understanding through a variety of activities.	4.54	.68	SA
Overall	4.52	.48	SA

Likewise, the respondents indicated the instructional materials they want their teachers to provide or utilize during their class (see Table 4). They prefer to learn when their teacher uses chalkboard in lecturing ($M = 4.30$), utilizes power point presentations ($M = 4.55$), uses powerful images like film clip and photograph ($M = 4.42$), and provides hand-outs ($M = 4.30$).

They still want their teacher to use chalkboard when s/he lectures because they got used to learn from this style and it is the most available instructional material in the classroom; while one asserts that there are lessons where chalkboard is more appropriate to use than modern gadgets.

> *"Teachers use chalkboard for us to understand further what they are talking about and to take down notes important information."*

> *"There are some concepts that need not to be taught using modern gadgets."*

> *"Chalkboard is always available in our classroom. Even our teachers cannot prepare handouts, they can still teach by using chalk and board."*

The respondents also have positive attitude towards teacher's use of gadgets like power point presentations and powered images:

> *"When teachers use power point presentations or movie clips, I usually focus my attention to the presentation."*

Powerful images can focus attention, build interest and make learning memorable [20]. In addition, it is easier to remember visual images since more of our brain is dedicated to the visual sense than to any of the other four senses [21].

However, as suggested by selected respondents, teachers should avoid verbose presentations but should consider students' participation by including questions or activities in the presentation:

> *"I am motivated to learn if the power point presentation is not too wordy but contains only few words in a slide."*

> *"I like power point presentation that contains questions or something that will engage us to recite or react."*

Further, the respondents agree that hand-outs or books are very important in their learning and they argue that the lack of these materials hinders their learning:

> *"Yes, we have library to borrow books from however, it would be better if we have our own books in all our subjects."*

> *"It is difficult for me to do my homework because I do not have books."*

> *"The references in our subjects are all given in the syllabus but most of the time I do not even consult them. I just depend on the things my teacher taught"*

These results show the importance of instructional materials to student learning. Providing such is one way to expand students' learning opportunities to eventually increase the likelihood that they can successfully attain the required outcomes. Hence, the school should meet this learning need if they really want students to succeed in their education. Teachers should teach with appropriate instructional materials to facilitate their students at their best. The school librarian should regularly check the adequacy of reference books available in the library.

Table 4: Instructional Materials and Devices as a Factor of the Respondents' Motivation to Learn

I am motivated to learn when the teacher . . .	M	SD	Description
1. uses chalkboard while delivering lectures.	4.30	.72	A
2. utilizes power point presentations in presenting lessons.	4.55	.61	SA
3. uses powerful images – a film clip, a photograph, an artifact, etc.	4.42	.66	A
4. provides manuals, workbooks and textbooks	4.30	.68	A
Overall	4.39	.50	A

It can be inferred in Table 5 that the respondents are motivated to learn when they are praised ($M = 4.32$) and recognized through their achievements ($M = 4.25$). As indicated by one student, *"When I succeed and my teacher recognized me, I feel more motivated to learn to succeed again."*

Literatures support that when a learner earns rewards for attaining high standards, this creates a positive feedback loop, which increases interest and involvement, leads to high personal evaluations of performance, results in increased competence, and builds intrinsic motivation [22]-[23]-[24]. However, there is one respondent who confessed that most of the time only bright students are being praised and recognized:

> *"Yes, I am motivated when I receive praise or recognition. But, unfortunately, only those who are excelling are being praised in class."*

Despite the nature of the course as highly skills-based, this particular student perceives the lack of positive feedback being received. Thus, the teachers should further expand learning opportunities, flexible enough for all types of learners most especially for slow learners and then recognize all students who are able to meet the desired competencies through any means like issuing certificates, giving praise, and applauding them all in a department occasion or meeting.

Table 5: Reinforcement as a Factor on Students' Learning Motivation

I am motivated to learn when . . .	M	SD	Description
1. I am verbally praised by my teacher for a good work done.	4.32	.67	A
2. I am being recognized in my achievements (e. g. top 1 in a major exam)	4.25	.70	A
Overall	4.29	.60	A

Table 6 shows the summary of the factors of learning motivation identified by the respondents. Although the students agree that the five factors influence their motivations to learn, they claim that the personality traits and teaching skills of their teachers affect them more. As Arif, Rashid, Tahira, and Akhter [25] assert, a teacher is an important figure in the teaching-learning process, hence, personality traits are a predictor of teaching effectiveness and a significant factor to students' motivation to learn. Similarly, literatures confirm that good teaching skills as shown when a teacher engages the students in the learning activities and act as an effective guide on the side to their students, not as a sage on the stage, is a determinant of learning motivations and performance [6]-[16]-[17]-[18]. Hence, students' motivation in learning depends largely on the character and teaching ability of teachers.

Table 6: Summary of Results

Factors	M	SD	Description	Rank
1. Setting of Clear Goals and Objectives	4.48	.42	A	3
2. Personality Traits of the Teacher	4.68	.42	SA	1
3. Teaching Skills	4.52	.48	SA	2
4. Instructional Materials and Devices	4.39	.50	A	4
5. Reinforcement	4.29	.60	A	5

This study reports on how students' motivation to learn is influenced by teachers' personality traits, teaching styles, ways of setting learning goals, instructional materials, and ways of giving feedback and reinforcement.

Descriptive analysis showed that teachers' personality traits and teaching skills are the most impactful factors. This suggests that learning motivation is greatly affected by teachers' character and teaching competence. Thus, they have to adopt and display positive personality traits, and effective and efficient teaching. They have to adjust their instructional practices in a manner that their students are motivated to learn from them. Hence, the department should implement and realize the proposed action plan in Table 7.

The study offers implications to educators as to the attributes they should possess to make their students more motivated to learn with them. The study also proposes an instrument that can measure the factors that can influence students' motivation to learn. However, the study is limited only to the perceived responses of the 143 HRM students. The study was not focused to a particular specialization which makes it hard to determine the area where they really feel motivated and unmotivated. Likewise, the scales used in the study were not factor analysed.

Hence, future research may consider assessing the factors of students' learning motivation in a particular area of specialization. Also, an instrument in this area of research should be subject to factor analysis to establish the structural validity of the scale to ascertain the appropriate and contextualized factors of the construct. An experimental research is also suggested to determine the significance of the effect of the factors of motivation. Similarly, a qualitative research should be conducted to explore more comprehensively how these factors affect learners' motivation to learn.

Proposed Action Plan

Aside from the implications previously discussed in each factor, the following interventions (as shown in Table 7) are also proposed for action to faculty members of the department: 1) Enrolling in a graduate study under a reputable delivering higher education institution, 2) Enrolling in Professional Education Subjects, 3) Attendance to Seminars on Effective Pedagogy, 4) Adoption of Outcomes-based Teaching and Learning Framework, 5) Provision of Instructional Materials and Devices, and 6) Giving Reinforcement to Students.

Table 7: Proposed Plan of Action

Strategies	*Brief Description*
Enrolling in a graduate study under a Reputable Delivering Higher Education Institutions (DHEIs)	The teachers should consider enrolling doctorate degree in an accredited delivering higher education institution.
Enrolling in a professional education subjects	As non-teacher education graduates, the teachers should enroll in professional education subjects such as Child and Adolescent Development to become aware why do students behave the way they do; Principles of Teaching to ultimately improve their teaching strategies; Assessment of Learning to become knowledgeable on assessment principles and construction, etc.
Attendance to seminars relevant to pedagogy	Teachers should attend seminars on teaching strategies at least once a year to update themselves on current educational trends.
Adoption of Outcomes-based Teaching and Learning	The school may consider conducting a training series on Outcomes-based Teaching and Learning (OBTL) and inviting guest speakers who are experts on the topic.
Provision of Instructional Materials and Devices	Teachers should develop appropriate instructional materials and devices such as manuals, models, power point presentations, hand-outs, etc. Only developed IMs approved by the IM Development Committee should be used for instruction.
Giving Reinforcement to Students	Teachers should recognize/acknowledge students' hard work and achievements; reward positive behaviour; look for ways to stimulate advancements; and give students special privileges.

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