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RESEARCH ARTICLE

INFLUENCES OF TEACHERS ON THE LEARNING MOTIVATION OF SENIOR HIGH SCHOOL STUDENTS

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Abstract

Motivation is one of the most important factors for academic learning and achievement across childhood through adolescence, according to Elliot and Dweck, (2005). Using descriptive qualitative method, this study sought to establish information to determine the influence of teachers on the learning motivation of senior high school students in Siniloan Integrated National High School, Laguna, Philippines, the researcher used purposive random sampling and got 239 senior high school students as respondents. The study finds that (52.30) or 125 of the students are male where (35.98) or 86 are age 16 years old, (99.58) or 238 are also single belonging to an entire family. Two hundred thirty-three or (97.49) of the students also claimed to like the Technical Vocational Livelihood Strand and 69 or (28.87) are taking Food Processing as their field of specialization. 141 or (59.00) of the students also depicted that it was their parents that influenced them to take the TVL strand. It was found in this study that the teachers influence the students greater in terms of their learning styles and it was found that the senior high school students are aural or auditory learners. In view of the foregoing findings, it confirms that senior high school students from the Siniloan Integrated National High School under the TVL strand showed intrinsic and extrinsic motivation. The study also stated that the intrinsic and extrinsic motivation is significantly influenced by the teacher's method of motivation. The researcher recommends that the teachers continuously improve and use different methods of motivating students and to teach and allow the students to practice learning styles that would help the students to learn better and encourage students to use solitary learning style or become intrapersonal learners to help them become successful in the future concluded that solitary learning style is likely to influence a student's academic performance because students that are intrapersonal tend to be more organized, focused and accordance with the method of motivation used.

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Introduction:-

Motivation is the reason for people's actions, willingness, and goals. Motivation is derived from the word motive which is defined as a need that requires satisfaction. These needs could also be wants or desires that are acquired through influence of culture, society, lifestyle, etc. or generally innate. Motivation is one's direction to behavior, or

what causes a person to want to repeat a behavior, a set of force that acts behind the motives. An individual's motivation may be inspired by others or events (extrinsic motivation) or it may come from within the individual (intrinsic motivation). Motivation has been considered as one of the most important reasons that inspire a person to move forward. Mastering motivation to allow sustained and deliberate practice is central to high levels of achievement

In every person's life motivation has kept lives to move forward like a father who works hard to provide for his family or a child who obeys his parents for a reward. It plays a vital role in terms of their academic performance and learning styles. In the present times where Enhanced Basic Education Act, or Republic Act No. 10533 (K to12 program) has already been implemented it is known that a lot of issues and protests occurred before it was put into action. It includes parents who are against the idea of adding two more years in the secondary education especially those from the poor families and those who are struggling to support their educational needs. Even some students are opposed to this idea for they think they are already studying long enough to be able to acquire a degree. This problem has made a great impact on the student's attitude and motivation in learning. This issue made a great impact on the student's motivation affecting their attitude towards learning encouraging the teachers to take action to enable and improve the student's motivation to continue studying.

Teachers' duty to make sure to engage their students in what they are learning. This event enables a question on how much is their impact and influence on the students with regards to their education and how successful it is.

Despite the issues that occurred still, the former president Benigno S. Aquino III on Wednesday, May 15, signed the R.A. 10533 other known as the (Enhanced Basic Education Act of 2013) also known as the K-12 program. With the law passed, students will now undergo "Kindergarten and 12 years of basic education (six years of primary education, four years of junior high school and two years of Senior High School, before heading into higher education (Philippine Daily Inquirer, May 15, 2013).

This study aims to know the level of influence of the teacher's method of motivating the students in terms of support, words and reward and how it affects their level of intrinsic, extrinsic motivation and learning style.

The Siniloan Integrated National High School is a well-known Public High School in Laguna and is one of the first to accept senior high school students in support of the K-12 transition period in basic education. The school now caters a huge number of senior high school students who experience varied and multi facet motivations and learning styles.

Review of Related Literature

Improving the education system has always been one of the top priorities of all the countries for it is known to be a good investment in achieving and establishing a well-developed nation. The Philippines is one of those countries who is aiming for this development and a huge step that was made was the implementation of the K-12 curriculum. This Curriculum has long been practiced by most of the countries around the world and taking this action is said to be the step for the Philippines to be one of the most globally competitive country there is in terms of producing highly qualified graduates and professionals equipped with the latest education, trends, and technology.

To be able to achieve this goal and for this project to be a success there is a need for the people of the community to understand its concept, but in the recent years many has opposed to this idea but still it was implemented.

Students in the Secondary level are now needed to enter the Senior High School level which is the additional two years of education before proceeding to the Tertiary Level. The additional years of studying has made an impact on the students especially on their motivation that affects their school performance but still there are a lot of factors that affects the student's motivation including financial, emotional, mental, physical, and environmental factors.

Motivation is a big factor in the student's academic performance and despite all the struggles students must remain motivated all throughout their school years. The people who are best responsible in motivating students are the parents whom they interact with at home as well as the teachers whom they interact at school.

Garn, et al 2012, stated that parents play a key role in developing their children's academic motivation, and parents of children with gifts and talents also may face additional parenting challenges that are less commonly faced by

parents of average-ability learners whose needs are more readily met in the school setting and according to Christophel, 2009, who investigated the relationship between teacher immediacy and student state motivation and the combined impact of these factors on learning.

Parents and Teachers being said to be the one who influences the students it might be from how they interact at school and at home, it can also be the personal characteristics that motivates students, or it can be the way they are taught and guided. There are also other things that can be one of the simple reasons that affect student's motivation and academic performance.

Heidemeier et al, 2015, who investigated the relationship of the age of a person and on how motivated he or she is in doing a certain task. It is said that older workers' higher affective commitment and intrinsic motivation compensated for age-related decline in the importance of achievement goals. Whether learning-approach and learning-avoidance were dominant goals was not related to age but instead to skill level, affective commitment and intrinsically satisfying work. Dominant performance-approach goals were more common among males. Performance-avoidance was most likely to be a dominant goal among older males. Moreover, with age, performance-goal orientations had increasingly maladaptive consequences for self-efficacy and affect at work.

This study can be related to the situation of the students on how their age affects their motivation in school. Another factor that makes an impact on their school performance is their gender.

Presentation, Analysis and interpretation

Demographic Profile of the Student-Respondents

It shows that out of 239 students, 125 (52.30%) are male and 114 (47.70%) are female. It also implies that in terms of sex the students acquired are almost of equal number. According to Meece et al, 2006, The role of gender in shaping achievement motivation has a long history in psychological and educational research. In this review, gender differences in motivation are examined using four contemporary theories of achievement motivation, including attribution, expectancy-value, self-efficacy, and achievement goal perspectives.

Table 1:- Distribution of the student-respondents according to sex.

Sex	Frequency	Percentage
Male	125	52.30
Female	114	47.70
Total	239	100.00

Table 2 shows that 86 (35.98%) students are 16 years old, 78 (32.64%) are 17 years old, 39 (16.32%) are 18 years old, 17 (7.11%) are 19 years old, 12 (5.02%) are 20 years old and 6 (2.51%) are 21 years old. This also implies that majority of the respondents are in the stage of adolescence also known as the transitional and discovery period that can raise questions of independence and identity; as adolescents cultivate their sense of self, for they may face difficult choices about academics, friendship, sexuality, gender identity, drugs and alcohol. Heidemeier et al, 2015, who investigated the relationship of the age of a person and on how motivated he or she is in doing a certain task. Whether learning-approach and learning-avoidance were dominant goals was not related to age but instead to skill level, affective commitment and intrinsically satisfying work.

Table 2:- Distribution of the student-respondents according to age.

Age	Frequency	Percentage
15	1	0.42
16	86	35.98
17	78	32.64
18	39	16.32
19	17	7.11
20	12	5.02
21	6	2.51
Total	239	100.00

Table 3 shows that in terms of civil status majority of the students with a frequency of 238 or (99.58%) is still single and only 1 (0.42%) is married. It was discovered that the one that is married experienced early pregnancy and despite being married and a mother she decided to continue studying to have a better career for her child.

Table 3:- Distribution of the student-respondents according to civil status.

Civil Status	Frequency	Percentage
Single	238	99.58
Married	1	0.42
Total	239	100.00

Table 4 shows that in terms of family status 122 (51.05%) of the students belonged to a nuclear family while 62 or (25.94%) belonged to an extended family, 11 (4.60%) of the students are in a grandparent family, 23 (9.62%) of the students are from a single parent family, 5 (2.09%) of the students belonged to a stepfamily, 1 or (0.42%) is an orphan and 15 (6.28%) of the students did not classify their family status.

This implies that the students belong to different family structure where they experience different situations inside their family that affects their motivation and learning styles. According to Fraser, (2001), psychological home conditions arise mainly from illiteracy of children, the label of adopted child, broken home divorce and parental deprivation. Such abnormal conditions of the home are likely to have a detrimental effect on the school performance of the child.

Moreover (Ayodele, 2006), stated that the environment where a child finds himself or herself goes a long way in determining his learning ability and ultimately his academic performance in school.

Table 4:- Distribution of the student-respondents according to family structure.

Family Status	Frequency	Percentage
Nuclear Family	122	51.05
Extended Family	62	25.94
Grandparent Family	11	4.60
Single Parent Family	23	9.62
Step Family	5	2.09
Orphan	1	0.42
Others	15	6.28
Total	239	100.00

The result also shows that 129 (53.97%) of the student has a range of 1 to 3 siblings, 89 (37.24%) has 4 to 6 siblings and 21(8.79%) has 7 to 10 number of siblings.

Becker (2005) stated that there is a little further evidence that speaks to this theory. Having a larger family has a causal effect, families who choose to have more children are inherently different and children would have done worse regardless of family size.

Table 5:- Distribution of the student-respondents according to number of siblings.

Number of Siblings	Frequency	Percentage
1-3	129	53.97
4-6	89	37.24
7-above	21	8.79
Total	239	100.00

In terms of sibling position 83 (34.73%) with the highest rank are first born, 68 (28.45%) are second child, 33 (13.81%) are third child, 31 (12.97%) are fourth child, 12 (5.02%) are fifth child, 5 (2.09%) are sixth child, 5 (2.09%) are seventh child and only 2 (0.84%) are tenth child. This further implies that the number of first-born students ranked first and in Filipino culture first born has a significant role for they are the first to be expected to succeed and help the family in the future.

Table 6:- Distribution of the student-respondents according to sibling position.

Sibling Position	Frequency	Percentage
1 st	83	34.73
2 nd	68	28.45
3 rd	33	13.81
4 th	31	12.97
5 th	12	05.02
6 th	5	2.09
7 th	5	2.09
10 th	2	0.84
Total	239	100.00

In terms of religion majority of the students at 194 out of 239 or (81.17%) belonged to Roman Catholic while 19 (7.95%) are Born Again, 7 (2.93%) are Iglesia ni Cristo, 6 (2.51%) are Baptist, 4 (1.68%) are Mormons, 3 (1.26%) are Adventist, 1 (0.42%) is a protestant, 1 (0.42%) is an Aglipay, 1 (0.42%) is an Evangelical, 1 (0.42%) is a Muslim, 1 (0.42%) is an atheist and 2 (0.84%) belonged to other religion. This also infers that most of the students belong to Roman Catholic Religion and the rest are distributed to different religions.

A study concluded that religion can be a point of reference in motivation of human in all fields and the increase of human's efficiency. An educated person is an empowering person and the study asserted that religion provides empowerment in terms of behavior and belief.(GÜVEN 2013).

Table 7:- Distribution of the student-respondents according to religion.

Religion	Frequency	Percentage
Atheist	1	0.42
Roman Catholic	194	81.17
Iglesia Ni Cristo	7	2.93
Born Again	19	7.95
Mormons	4	1.68
Baptist	6	2.51
Muslim	1	0.42
Protestant	1	0.42
Adventist	3	01.26
Aglipay	1	0.42
Evangelical	1	0.42
Others	1	0.42
Total	239	100.00

Table 8 entails that in terms of house location 81 (33.89%) had multiple selection wherein it states that their house is near different structure and establishments such as the market, gambling house, computer shop, mall, parent's workplace, bar, church, father's workplace, restaurant, and plaza. 32 (13.39%) of the students answered that their house is located near the plaza, 31 (12.97%) near a computer shop, 31 (12.97%) answered that their house is nowhere near the said structures, 21 (8.79%) near the church, 16 (6.69%) near the market, 9 (3.77%) near their father's workplace, 8 (3.35%) near their mother's workplace, 4 (1.67%) near a gambling house, 2 (0.84%) near a mall, 2 (0.84%) near a bar, 2 (0.84%) near a restaurant.

Nearness of the house to different locations create different situations that affects the student's motivation and learning style. According to some students being in a loud environment such as being near to gambling house and bars distracts them from studying. Another situation is having their parents workplace far from home lessens their parent's time to help them with their school works and other school engagements.

Table 8:- Distribution of the student-respondents according to nearness to house location.

House Location	Frequency	Percentage
None	31	12.97
Market	16	6.69
Gambling House	4	1.67

Computer Shop	31	12.97
Mall	2	0.84
Mother's Workplace	8	03.35
Bar	2	0.84
Church	21	8.79
Father's Workplace	9	3.77
Restaurant	2	0.84
Plaza	32	13.39
Multiple Selection	81	33.89
Total	239	100.00

Table 15 implies that in terms of Income 65 (27.20%) answered that they belong to families that earns Php.5,001 to Php.10,000 monthly, 60 (25.10%) of the families earn below Php.5,000, 33(13.81%) of the families earn Php. 10,001- Php. 15,000, 27 (11.30%) of the families earn Php. 30,001 above, 24 (10.04%) of the families earn Php.15, 001-Php.20,000, 19 (7.95%) of the families earn Php.20,001-Php.25,000, 10 (4.18%) of the families earn Php.25,001-Php.30,000 and one of the respondent did not answer their family income for confidentiality.

Bliss (2004) is of the view that many students from low socio-economic homes respond incomprehensively to classroom teaching because their home environment has not exposed them to the kinds of materials used in school. If home environment is not intellectually stimulating some students find it difficult to cope up in school and may eventually drop out of school.

Dubey (2011), believes that in terms of material circumstances or environmental, parents of the relatively high class are able to supply their children with more opportunities to learn those things which will aid their learning in school. In addition, they have more appropriate knowledge about academic needs of their children thus the children coming from well to do homes will have an advantage in learning due to prior and continuous experience resulting from the opportunities provided in their privileged circumstances.

Table 9:- Distribution of the student-respondents according to monthly income.

Income	Frequency	Percentage
None	1	0.42
Below Php 5, 000	60	25.10
Php 5, 001 – 10, 000	65	27.20
Php 10, 001 – 15, 000	33	13.81
Php 15, 001 – 20, 000	24	10.04
Php 20, 001 – 25, 000	19	7.95
Php 20, 001 – 30, 000	10	4.18
Php 30, 001 above	27	11.30
Total	239	100.00

B. Academic Performance and Achievements of the Respondents

Table 16 depicts the interest of the students in choosing the TVL strand and the result shows that only a few number at the frequency of 6 (2.51%) claimed that they do not like the TVL strand because some of them did not reach the required GWA for their chosen strand, others are only influenced by peers and others are unsure when they took the TVL strand while generally at the frequency of 233 out of 239 or (97.49%) claimed that they like the said strand.

Table 10:- Distribution of the student-respondents according to Interest in TVL Strand.

Do you like the strand?	Frequency	Percentage
Yes	233	97.49
No	6	2.51
Total	239	100.00

Table 17 result shows that in terms of specialization the highest frequency belongs to the field of food processing at 69 (28.87%), followed by Information and Communication Technology at 39 (16.32%), Housekeeping/ Bread and

Pastry at 34 (14.23%), Crop Production at 33 (13.81%) and the lowest frequency both with a number of 32 (13.39%) for the Animal Production and Organic Agriculture Production.

The specialization of food processing has the highest frequency because according to the students they find it easy because it includes the basic skill in cooking which most of them already possess. They also stated that they can ask help from their parents or from people they know who are knowledgeable in the field.

Table 11:- Distribution of the student-respondents according to their specialization in TVL strand.

Specialization	Frequency	Percentage
Animal Production	32	13.39
Crop Production	33	13.81
Organic Agriculture Production	32	13.39
Food Processing	69	28.87
ICT	39	16.32
Housekeeping/Bread and Pastry	34	14.23
Total	239	100.00

Table 12 shows the class standings of the students during their elementary, junior high school up to their recent class standing in senior high school. Results showed that 104 (43.51%) of the students attained class honor during their elementary days, 69 (28.87%) has no class honor, 40 (16.74%) has other class honor, 14 (5.86%) attained the highest honor, 12 (5.02%) attained high honor.

Table 12:- Distribution of the student-respondents according to class standings in elementary.

Elementary Class Standing	Frequency	Percentage
None	69	28.87
With Honor	104	43.51
With High Honor	12	5.02
With Highest Honor	14	5.86
Academic Distinction	40	16.74
Total	239	100.00

Table 13 entail that during the students junior high school level the highest rank with a frequency of 84 (35.15%) has no honor, secondly are those with honor at 78 (32.64%), 56 (23.43%) are those with other class honor, 12 (5.02%) attained high honor while only 9 (3.77%) achieved the highest honor. !!

Table 13:- Distribution of the student-respondents according to class standings in Junior High School.

Junior High School Class Standing	Frequency	Percentage
None	84	35.15
With Honor	78	32.64
With High Honor	12	5.02
With Highest Honor	9	3.77
Academic Distinction	56	23.43
Total	239	100.00

Table 14 result show the recent class standing of the students and it entails that 100 (41.84%) of the students had no honor while at 64 (26.78%) are with honor, 60 (25.10%) attained other class honor, only 8 (3.35%) are with high honor and only 7 (2.93%) are with highest honor.

Table 14:- Distribution of the student-respondents according to class standings in Senior High School.

Senior High School Class Standing	Frequency	Percentage
None	100	41.84
With Honor	64	26.78

With High Honor	8	3.35
With Highest Honor	7	2.93
Academic Distinction	60	25.10
Total	239	100.00

Table 15 presents the student's general weighted average. General weighted average tells the performance of the students academically. It was verbally interpreted as "Excellent", "Very Satisfactory", "Satisfactory", "Fairly Satisfactory" and "Poor". The general weighted average of the senior high school student belonging to the TVL strand in Siniloan Integrated National High School gained a mean of 84.62 which interpreted as satisfactory. The GWA of the students were far from each other and is not uniformly distributed around the data average as they have leptokurtic distribution and negatively skewed

Hence, the student's performance as reflected in their GWA are far from each other because most of the learners are motivated and some are fully motivated through the influence of their parents and teachers.

This further implies that the GWA's of the students were satisfactory which are far from each other with a mean of 84.62.

Table 15:- General Weighted Average of Students.

Mean	Median	Mode	St Dev	Kurtosis	Skewness
84.62	86.00	89.00	10.52	30.19	-4.81
Satisfactory	Satisfactory	Satisfactory	Heterogeneous	Leptokurtic	Negatively

Intrinsic and Extrinsic Motivation of the Senior High School Students.

The table below illustrates the motivational factors of the students in terms of intrinsic and extrinsic motivation. For each of the table below, the respondents rate it by using 5 point-scale verbally interpreted as "Always", "Often", "Sometimes", "Seldom" and "Never".

Intrinsic Motivation. Table 16 shows that the students always take their studies as a personal responsibility and often show genuine interest in learning and in topics being taught. They also often broaden their knowledge through reading and doing research widely on different topics, concentrate in academic works, pay attention to the teachers to understand what is being taught, participate in classroom discussions, ask questions about the topics to have a better understanding. They also often try to learn from others and seek help from experts and struggle to gather information on topics to gain mastery. It implies that the student's intrinsic motivation is often shown as it was often observed by the respondents with its mean of 3.74 and interpreted as often.

With also the highest mean of 4.25 verbally interpreted as always indicates that the students take their studies as a personal responsibility for it is a duty of the students to take their studies seriously as to not waste the effort of their parents to send them to school.

Table 16:- Intrinsic Motivation of Senior High School Students.

Intrinsic Motivation	Mean	Verbal Interpretation
1. Show genuine interest in learning.	3.89	Often
2. Read and research widely on different topics.	3.43	Often
3. Show interest about topics being taught.	3.65	Often
4. Concentrate in my academic work. And participate in classroom discussions.	3.81	Often
5. Ask questions on topics they do not understand from others.	3.77	Often
6. Try to learn from others who are better in studies than me	3.59	Often
7. Seek help from experts (e.g., teachers) in my studies.	3.60	Often
8. Pay attention to my teachers to understand what is being taught.	3.83	Often

9. Take my studies as a personal responsibility.	4.25	Always
10. Struggle to gather information on topics so that I can master them.	3.54	Often
General Weighted Mean	3.74	Often

Extrinsic Motivation. Table 17 shows that in terms of the extrinsic motivation of the students, the respondents often try to work hard because of the high status and challenges it bring. They also often like solving problems in studies, the rewards, social relationship and interaction with friends while studying and the intellectual challenge brought about by academic work. Also, they often have fun with peers as they study and often get honor and praise from their family for passing in studies/exams. Then sometimes get honor and praise from teachers for passing their studies/exams. This implies that the students often show extrinsic motivation as it was often observed by the respondents with its mean of 3.58 and interpreted as often.

This table also depicted that with the highest mean of 3.86 that students show extrinsic motivation by doing well in their studies to get high status. It is already a common reason for students to study hard to get good grades and records so that they can pursue their chosen profession and to achieve high status in life.

Table 17:- Extrinsic Motivation of Senior High School Students.

Extrinsic Motivation	Mean	Verbal Interpretation
1. Like the rewards that studies bring.	3.80	Often
2. Try to work hard because doing well in studies brings high status.	3.86	Often
3. Like to study in order to be the winner in my class.	3.24	Sometimes
4. Like studies because we interact with friends while we study.	3.68	Often
5. Try to work hard in studies because of the challenges it brings.	3.59	Often
6. Like the intellectual challenge brought about by academic work.	3.56	Often
7. Like to solve problems in studies.	3.43	Often
8. Like the social relationship involved in studies.	3.56	Often
9. Have fun with peers as they study.	3.69	Often
10. Get honor and praise from family for passing in my studies/exams. .	3.61	Often
11. I get honor and praise from teachers for passing in my studies /exams.	3.36	Sometimes
General Weighted Mean	3.58	Often

Teacher's Method in Motivating Students

Teachers also has a vital role in the life of every student. Teachers are also known to be second parents for they are responsible in helping the parents in guiding the students to become good and responsible citizens not only that, but the teachers are responsible in nurturing the minds and educating the students about the necessary knowledge that they need. Educating the students also includes the responsibility of inspiring and motivating the students to learn and study hard and to teach students different learning styles that they can use to do better in school. Thus, teachers have different ways in motivating their students where it can be through Support, Words and Rewards.

Teacher's Support. Table 18 shows that in terms of support as teacher's method of motivating students the respondents depicts that their teachers often encourage them to participate in school activities and to have good relationship with peers at school and society, help in completing school works when they are having difficulty in doing them, give them moral support when the class participate in school competition, create conducive learning environment for the students to be comfortable whenever they are studying and give the students .extra time to finish a school work when the teachers see them struggling for a deadline.

It further implies that teacher's support with the mean of 3.81 and verbally interpreted as often infer that the teachers often give support as a method of motivating the students.

Table 18:- Support as Teacher's Method of Motivating Students.

Support	Mean	Verbal Interpretation
1. Encourage us to participate in school activities.	4.00	Often
2. Helps in completing our schoolworks when we are having difficulty in doing them.	3.77	Often
3. Give us moral support when the class participate in school competitions.	3.90	Often
4. Create a conducive learning environment for us to be comfortable whenever we are studying.	3.74	Often
5. Encourage good relationship with peers at school and in society.	3.82	Often
6. Give us extra time to finish a schoolwork when they see us struggling for a deadline.	3.63	Often
General Weighted Mean	3.81	Often

Teacher's Words. Table 19 shows that in terms of words as teacher's method of motivating students the respondents depicts that their teachers often communicate about their academic position and talk to them in a nice manner whenever the students have problems and conflicts that affect their learning, give the students advice and tips on how to improve their learning habits and education and also the teachers often tell the students to believe in their capabilities to perform well in school.

It further implies that teacher's words with the mean of 3.74 and verbally interpreted as often infer that the teachers often use words or verbal communication to the students as a method of motivating their students.

Table 19:- Words as Teacher's Method of Motivating Students.

Words	Mean	Verbal Interpretation
1. Communicate with us about our academic position.	3.66	Often
2. Give us some advice on how we can improve our learning habits.	3.75	Often
3. Give us tips on how to improve ourselves in terms of our education.	3.83	Often
4. Talk to us in a nice manner when we have troubles in school.	3.84	Often
5. Encourage us to open our problems and conflicts to them that affect our learning.	3.59	Often
6. Tell us that they believe in our capabilities to perform well in school.	3.76	Often
General Weighted Mean	3.74	Often

Teacher's Rewards. Table 20 shows that in terms of giving rewards as teacher's method of motivating students the respondents depicts that their teachers often give extra points to those who are active in discussion, give gifts to those who will top and excel in a project, give praise and recognition to those who perform well in academics, give punishments to encourage students to study well, give special consideration like exemptions in exams to those who show excellent school performance, give their trust and recognition to the students that show good student characteristics.

It further implies that parent's rewards with the mean of 3.65 and verbally interpreted as often infer that the teachers often give rewards to the students as a method of motivation.

Table 20:- Rewards as Teacher's Method of Motivating Students.

Rewards	Mean	Verbal Interpretation
1. Give extra points to those who are active in discussion.	3.87	Often
2. Give gifts to those who will top and excel in a project.	3.20	Sometimes
3. Give praise and recognition to those who perform well in academics.	3.76	Often
4. Give punishments to encourage students to study well.	3.53	Often
5. Give special consideration like exemptions in exams to those who show excellent school performance.	3.64	Often
6. Give their trust and recognition to the students that show good student characteristics.	3.92	Often
General Weighted Mean	3.65	Often

Summary, Conclusion and Recommendation: -

Summary

The findings of the study were summed up as follows:

The study finds that (52.30%) or 125 of the students are male where (35.98%) or 86 are age 16 years old which also implies they are still in the adolescence stage. A total of 238 or (99.58%) are also single for they are still focused on their studies and are belonging to an entire family that is composed of a father, mother, and children at 122 or (51.05%) and 194 or (81.17%) are under the roman catholic religion. Eighty-three or (34.73%) of the students are also first born are usually known to be the bread winners of the family and 129 or (53.97%) has several 1-3 siblings. A total of 65 or (27.20%) of the respondents has a monthly income of Php. 5,001- Php. 10,000 and are considered as poor families and 81 or (33.89%) lives near multiple facilities and establishment.

The study inferred that 233 or (97.49%) of the students also claimed to like the Technical Vocational Livelihood Strand and 69 or (28.87%) are taking Food Processing as their field of specialization because they considered it easy, and it matches their interest. 141 or (59.00%) of the students also depicted that it was their parents that influenced them to take the TVL strand. In terms of class standings most of the students achieved high honor during their elementary level, without honor during junior high school level and none during senior high school level. The academic performance of the students has a mean of 84.62 and is verbally interpreted as satisfactory.

In terms of the significant influence of teacher's method of motivation and students learning motivation, the result shows that in terms of teacher's support there is a significant influence on the intrinsic and extrinsic motivation of students and to all the learning styles. There is also a significant influence between the teacher's words, the motivation of students, and a significant influence among the teacher's rewards and the student's motivation and verbal, physical and social learning style of the students.

Conclusion:-

Based on the summary, the researcher had drawn the following conclusions:

1. The research result clearly states that the students from the Siniloan Integrated National High School showed intrinsic and extrinsic motivation. Hence, the students' performance of the respondents which was their GWA are far from each other because the students are often intrinsically motivated and extrinsically motivated.
2. The teachers' method of motivation such as support, words and rewards are often displayed by the teachers for it is a primary responsibility of a teacher to do different strategies on how to keep the students motivated to learn.
3. The study also states that there are teachers' method of motivation, and it includes the aural, verbal, physical and social learning style in accordance to the method of motivation the parent and teacher used. The research

also concluded that solitary learning style is likely to influence a student's academic performance because students that are intrapersonal tend to be more organized, focused and goal oriented in studying.

Recommendations:-

In view of the findings and conclusion, the researcher offers the following recommendations:

1. The researcher recommends that the teachers may continue to use and improve their methods of motivating the students that will help them to be more intrinsically motivated than extrinsically.
2. The researcher recommends that he teachers may give attention on exposing the students on teaching and determining the best learning style for the students and to teach them on how to be a solitary learner to help them improve their academic performance.
3. The researcher recommends future researchers to conduct a broader scope of this study that involves the other strands in senior high school and conduct the study in various schools.
4. The researcher recommends future researchers to conduct a qualitative study on the teachers and parents influence on the learning motivation and style of senior high school students.

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