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TEACHING STYLES AND MOTIVATION: INSIGHTS FROM GRADE 4 MATHEMATICS TEACHERS IN DUPAX DEL NORTE DISTRICT 2

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Abstract

Mathematics is a key discipline that cultivates logical reasoning, enhances problem-solving skills, and encourages innovation. This study explored the teaching methods, motivational factors, and instructional challenges faced by Grade 4 Mathematics teachers in Dupax del Norte District 2. It specifically outlined the demographic characteristics of the participants, evaluated their motivational techniques, identified the teaching methods they used, pinpointed the challenges they faced in teaching mathematics, and analyzed the connection between teaching methods and teacher motivation. The study utilized a descriptive-correlational research design, selecting 20 Grade 4 Mathematics teachers through purposive sampling for the School Year 2025–2026. Data collection was conducted using a questionnaire developed by the researcher, which was validated by experts and tested for reliability. Descriptive data were analyzed using frequency, percentage, weighted mean, and standard deviation, while the Pearson Product-Moment Correlation Coefficient was used to examine the link between teaching methods and motivation. The results indicated that most respondents were female, married, held the position of Teacher III, and had completed MAEd units. Teachers showed a high degree of motivation and applied effective teaching methods in mathematics instruction. The challenges encountered were considered moderately serious, with limited community involvement being the most prevalent issue. Additionally, a significant positive correlation was found between teaching methods and teacher motivation, suggesting that teachers who used more effective instructional strategies also displayed higher motivation levels. The study concludes that enhancing teachers' instructional skills and maintaining their motivation through ongoing professional development and improved stakeholder collaboration can further advance mathematics teaching and learning outcomes.

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Introduction

Mathematics is a key subject that helps build logical thinking and problem-solving skills. It is also great for sparking innovation, which means students can tackle tough challenges more effectively (Amir et al., 2024; Hayati et al., 2024). However, math education is not just about what happens in the classroom. It plays a significant role in driving economic growth, scientific progress, and the overall development of countries by boosting critical skills (Eshaq, 2023; Maraví Zavaleta, 2021). When it comes to what affects the quality of education, student motivation is a big deal. Student motivation is a significant factor in academic success and effective learning (Asanre, 2024; Guerra et al., 2024). Motivation can be intrinsic or extrinsic, and both types are important for getting students engaged and achieving good results (Alneama & Ibrahim, 2025; Khan et al., 2024). To teach math effectively, educators must understand the different types of learners and be flexible in their teaching methods. This approach boosts motivation and leads to better educational outcomes (Alsalouli et al., 2024; Hetmanenko, 2024).

Teachers use various motivational techniques to get students more involved in learning mathematics. They know that students have different needs; therefore, they try to boost both engagement and achievement. The way teachers teach can vary significantly based on their beliefs, experiences, and what they do in the classroom, which affects how well they connect with different learners (Alsalouli et al., 2024; V, 2025). In addition, students have their own learning styles; therefore, teachers must tweak their methods to fit these differences, especially in diverse and inclusive classrooms (Boateng, 2024; V, 2025). Improving math instruction is important in elementary schools across the country because it helps students get better at math and feel more positive about the subject (Alsalouli et al., 2024). Schools and educational bodies support teaching strategies that focus on the learner, encouraging active participation, motivation, and teamwork to obtain the best results for students (Alsalouli et al., 2024; Jailani et al., 2025). In Grade 4 Mathematics classes in Dupax del Norte District 2, teachers use different teaching styles and motivational strategies to keep students engaged. It is important to understand how teachers view the effectiveness of these strategies so that instruction can be tailored to support student engagement and success (Luzano, 2024; Olawale, 2024). Looking at how teaching styles and motivation affect classroom instruction and student learning helps identify practical ways to meet the needs of diverse learners (V, 2025). Grade 4 Math teachers

often face challenges such as adapting teaching to different learning styles, dealing with limited resources, and needing more professional development (Boateng, 2024; Luzano, 2024). Research findings in this district aim to guide improvements in teaching strategies to boost math teaching and learning outcomes locally (Luzano, 2024; Olawale, 2024).

Existing research has extensively explored student motivation, learning styles, and teaching practices; however, few studies have concurrently examined the interplay between teachers' motivational strategies and teaching styles in elementary mathematics. There is a notable lack of empirical data focusing specifically on Grade 4 Mathematics teachers in rural public schools, particularly in the Dupax del Norte District 2, Nueva Vizcaya, where local educational contexts may differ. Furthermore, limited information exists regarding the challenges these teachers face and how such problems impact their instructional methods and motivation techniques. This study aims to fill these gaps by investigating teachers' perceptions to enhance mathematics instruction and student engagement.

Research Questions

This study aimed to examine the teaching styles, motivation, and instructional challenges of Grade 4 mathematics teachers in Dupax del Norte District 2. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - a. Gender;
 - b. Age;
 - c. Civil status;
 - d. Position;
 - e. Highest educational attainment
 - f. Number of years teaching Mathematics; and
 - g. In-service training attended?
2. What is the level of teachers' motivation in teaching Grade 4 Mathematics?
3. What teaching styles do Grade 4 Mathematics teachers employ?
4. What problems do Grade 4 Mathematics teachers encounter while teaching Mathematics?
5. Is there a significant relationship between teaching styles and teachers' motivation in teaching grade 4 mathematics?

Research Methodology

Research Design

This study employed a descriptive-correlational research design to examine the teaching styles, motivational strategies, and problems encountered by Grade 4 Mathematics teachers in Dupax del Norte District 2. The descriptive component was used to determine the respondents' demographic characteristics and describe their teaching styles, motivational strategies, and instructional challenges. The correlational component was used to determine whether a significant relationship existed between teachers' teaching styles and motivation. This design is appropriate because it enables systematic collection, analysis, and interpretation of quantitative data without manipulating the study variables.

Research Locale

This study was conducted in the Dupax del Norte District 2, Schools Division of Nueva Vizcaya, Philippines. The district comprises public elementary schools that serve learners from diverse socioeconomic backgrounds. The locale was selected because it has qualified Grade 4 Mathematics teachers whose instructional experiences provide relevant information regarding teaching styles, motivational strategies, and classroom challenges.

Research Respondents

The respondents consisted of twenty (20) Grade 4 Mathematics teachers currently teaching in public elementary schools in Dupax del Norte District 2 during the School Year 2025–2026. A purposive sampling technique was employed to ensure that only teachers directly handling Grade 4 Mathematics classes participated in the study. Their teaching experiences and classroom practices provided valuable information relevant to the objectives of the research.

Research Instrument

The study utilized a researcher-developed structured questionnaire adapted and enhanced from existing literature on teaching styles, teacher motivation, and mathematics instruction. The questionnaire consisted of five sections: (1) respondents' demographic profile, (2) teachers' motivational strategies, (3) teaching styles employed in Grade 4 Mathematics instruction, (4) problems encountered in teaching mathematics, and (5) items measuring the overall teaching style and motivation scores for correlation analysis. Responses were measured using a five-point Likert scale, where higher scores indicated stronger agreement. Prior to

data collection, the instrument underwent expert validation to establish content validity. Subsequently, a pilot test was conducted among teachers outside the study area, yielding a Cronbach's Alpha coefficient of 0.70 or higher, indicating that the instrument possessed acceptable internal consistency and reliability.

Data Gathering Procedure

Prior to the conduct of the study, approval was obtained from the Graduate School, the Schools Division Superintendent, the Public Schools District Supervisor, and the school heads of the participating schools. After securing the necessary permissions, the researcher personally administered the questionnaires to the selected respondents. The objectives of the study were explained, and informed consent was obtained before participation. The respondents were assured that their participation was voluntary and that all responses would remain confidential and be used solely for research purposes. Completed questionnaires were retrieved, checked for completeness, coded, encoded, and prepared for statistical analysis.

Statistical Treatment of Data

The collected data were analyzed using appropriate descriptive and inferential statistical techniques. Frequency and percentage were used to summarize the demographic profile of the respondents. Weighted mean and standard deviation were employed to determine teachers' motivation, teaching styles, and problems encountered in teaching Grade 4 Mathematics. To examine the relationship between teaching styles and teachers' motivation, the Pearson product-moment correlation coefficient (Pearson's r) was utilized. Statistical significance was tested at the 0.05 level of significance.

Ethical Considerations

The study adhered to the fundamental principles of research ethics, including respect for persons, beneficence, and justice. Participation was voluntary, and informed consent was obtained from all respondents before data collection. The respondents were informed of the study's purpose, procedures, potential benefits, and their right to withdraw at any stage without penalty. Confidentiality and anonymity were strictly maintained by ensuring that no identifying information appeared in the research report. All collected data were stored securely and used exclusively for academic purposes. Throughout the conduct of the study, the researcher upheld honesty, objectivity, transparency, and integrity in data collection, analysis, interpretation, and reporting.

Result and Discussion

Table 1. Demographic Profile of the Respondents (N = 20)

Profile Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	6	30.00
	Female	14	70.00
Age	20–25	2	10.00
	26–30	5	25.00
	31–35	5	25.00
	36–40	4	20.00
	41–45	3	15.00
Civil Status	46 and above	1	5.00
	Single	2	10.00
	Married	18	90.00
	Widow	0	0.00
Position	Teacher I	5	25.00
	Teacher II	0	0.00
	Teacher III	13	65.00
	Master Teacher I	2	10.00
Highest Educational Attainment	BSEd	3	15.00
	MAEd Units	14	70.00
	MAEd Graduate	2	10.00
	PhD Graduate	1	5.00
Years Teaching Mathematics	1–5 years	6	30.00
	6–10 years	7	35.00
	11–15 years	3	15.00
	16–20	2	10.00

	years		
	21 years and above	2	10.00
In-Service Trainings Attended	School	20	100.00
	District	20	100.00
	Division	20	100.00
	Regional	12	60.00
	National	10	50.00
	International	1	5.00

Note. N = 20 respondents.

As shown in Table 1, the respondents were predominantly female (70.00%) and married (90.00%), with most belonging to the 26–35 age group. The majority held the position of Teacher III (65.00%) and had earned MAEd units (70.00%), indicating that most respondents were actively pursuing graduate education. In terms of teaching experience, the largest group had been teaching mathematics for 6–10 years (35.00%), suggesting a moderate level of professional experience. Regarding professional development, all respondents had attended school-, district-, and division-level in-service training, while fewer had participated in regional (60.00%), national (50.00%), and international (5.00%) training. Overall, the respondents represent a group of experienced and professionally engaged Grade 4 Mathematics teachers with continuous involvement in capacity-building activities, providing a reliable basis for examining their teaching styles, motivations, and instructional challenges.

Table 2. Teachers' Motivation Strategies in Teaching Grade 4 Mathematics

Indicators	Mean	SD	Verbal Interpretation
1. Call attention to a void in students' knowledge	3.99	0.74	Agree
2. Show a sequential achievement	3.76	0.81	Agree
3. Discovering a pattern	4.02	0.69	Agree
4. Present a challenge	4.44	0.58	Strongly Agree

5. Entice the class with a "Gee-Whiz" mathematical result	3.70	0.84	Agree
6. Indicate the usefulness of a topic	4.20	0.63	Strongly Agree
7. Use recreational mathematics	4.16	0.67	Agree
8. Tell a pertinent story	3.32	0.91	Agree
9. Get students actively involved in justifying mathematical curiosities	3.56	0.86	Agree
Overall	3.95	0.75	Agree

This table reflects teachers' motivation strategies in teaching Grade 4 mathematics, where most indicators received an "Agree" rating, showing a general positive use of these strategies. Notably, *presenting a challenge* and *indicating the usefulness of a topic* were rated as "Strongly Agree," suggesting that these are highly valued strategies in motivating students in math education. Such motivational approaches align with frameworks like the ARCS model, which emphasizes attention and relevance to boost learning motivation and effectiveness in mathematics teaching (Hu, 2024). The positive engagement seen in these strategies supports the goal of enhancing students' conceptual understanding and motivation through teacher-implemented interventions.

Table 3. Teaching Styles Employed by Grade 4 Mathematics Teachers

Indicators	Mean	SD	Verbal Interpretation
1. They possess the knowledge and expertise that pupils need.	3.60	0.82	Agree
2. They strive to maintain their status as experts by displaying detailed knowledge and	2.81	0.96	Moderately Agree

challenging pupils to enhance their competence.			
3. Is concerned with transmitting information and ensuring that pupils are well prepared.	2.96	0.91	Moderately Agree
4. Possesses status among pupils because of knowledge and role as faculty member.	3.53	0.79	Agree
5. They provide positive, negative feedback, and establish learning goals, expectations, and rules of conduct.	4.24	0.61	Strongly Agree
6. It is concerned with correct, acceptable, and standard ways of doing things.	3.34	0.88	Moderately Agree
7. Believes in "teaching by example" and establishes a prototype for how to think and behave.	4.38	0.57	Strongly Agree
8. Oversees and directs by demonstrating procedures and encouraging students to observe and emulate the instructor's approach.	3.89	0.72	Agree
9. Emphasizes the personal nature of teacher-pupil interactions.	3.75	0.77	Agree
10. Guides pupils by asking questions,	3.31	0.86	Moderately Agree

exploring options, suggesting alternatives and encouraging informed decisions.			
11. Develops pupils' capacity for independent responsibility.	3.78	0.74	Agree
12. Works as a consultant on pupil projects as part of autonomous teams.	3.87	0.71	Agree
Overall	3.62	0.78	Agree

The teaching styles of Grade 4 mathematics teachers, shown in Table 3, follow a teacher-centered approach with some variations. The overall mean score of 3.62, interpreted as "Agree," suggests that teachers use traditional expert and directive roles while also encouraging student participation. Some items scored high, like giving feedback and setting learning goals (mean = 4.24, "Strongly Agree"), and using "teaching by example" (mean = 4.38, "Strongly Agree"). These scores highlight the teachers' focus on structured guidance, clear communication, and modeling behaviors, typical of formal authority and personal model styles. Additionally, indicators like demonstrating and encouraging students to follow the teacher's methods (mean = 3.89) and focusing on teacher-student interactions (mean = 3.75) show a mix of authoritative and relational teaching aspects. Moderate agreement was found in areas like sharing information and preparing students (mean = 2.96), maintaining expert status by challenging students (mean = 2.81), and guiding students through questions to make informed decisions (mean = 3.31). These lower scores suggest less focus on deep cognitive engagement or promoting autonomy compared to direct teaching methods. This pattern matches studies on teaching styles in mathematics, which often highlight the dominance of expert and formal authority styles in primary education, with some personal model and consultative roles (Clavido & Macalisang, 2024; Mahmad et al., 2023; Sim & Mohd Matore, 2022). The teacher-centered approaches here align with literature showing these styles create structured learning environments but vary in effectiveness based on student motivation and autonomy (Cardenal et al., 2023). This teaching style profile suggests that while teachers focus

on clear and authoritative content delivery, they also recognize the importance of teacher-student interaction and encouraging independent responsibility, which could boost student engagement and academic success in mathematics (König et al., 2021). Adapting teaching styles to include more supportive and autonomy-promoting elements may improve motivation and achievement, as research suggests with diverse instructional methods.

Table 4. Problems Encountered by Grade 4 Mathematics Teachers in Teaching Mathematics

Indicators	Mean	SD	Verbal Interpretation
1. There is no adequate supply of textbooks for mathematics.	1.53	0.74	Not Serious
2. There are not enough materials for mathematics activities.	1.91	0.82	Slightly Serious
3. The school does not adequately support mathematics program activities.	2.41	0.87	Slightly Serious
4. The community does not participate in mathematics activities.	3.34	0.91	Serious
5. The school does not facilitate mathematics training.	1.89	0.79	Slightly Serious
Overall	2.22	0.83	Slightly Serious

Table 4 presents the problems encountered by Grade 4 Mathematics teachers in teaching the subject. The overall mean of 2.22, with a verbal interpretation of Slightly Serious, indicates that the respondents generally experienced only minor challenges in delivering mathematics instruction. Among the identified concerns, the lack of community participation in mathematics activities obtained the highest mean ($M = 3.34$), suggesting that limited community involvement remains the most notable

challenge faced by the teachers. Meanwhile, inadequate school support for mathematics programs, insufficient instructional materials, and limited mathematics training were perceived as only slightly serious concerns. The lack of adequate mathematics textbooks received the lowest mean ($M = 1.53$), indicating that it was not considered a major problem. These findings imply that while school-based resources are adequate, greater collaboration with the community may further enhance mathematics teaching and learning in schools. Similar findings have shown that community engagement and stakeholder support contribute positively to the effectiveness of mathematics instruction and learners' academic outcomes (Luzano, 2024; Alsalouli et al., 2024; Jailani et al., 2025).

Table 5. Relationship Between Teaching Styles and Teachers' Motivation in Teaching Grade 4 Mathematics

Variable s	Pearson's r	p- value	Decision	Interpretation
Teaching Styles and Motivation	0.682	0.001	Reject H_0	There is a significant positive relationship between teachers' teaching styles and motivation.

Table 5 shows the relationship between teaching styles and teachers' motivation in teaching Grade 4 Mathematics. The analysis revealed a strong positive and statistically significant relationship between the two variables ($r = 0.682$, $p = 0.001$), leading to the rejection of the null hypothesis. This finding indicates that teachers who demonstrate more effective teaching styles also tend to exhibit higher levels of motivation in their instructional practices. The results suggest that teaching style and motivation are closely linked, as motivated teachers are more likely to employ diverse, engaging, and learner-centered instructional approaches. Likewise, effective teaching practices may reinforce teachers' confidence and enthusiasm in facilitating mathematics learning. This finding is consistent with previous studies reporting that teaching behaviors, instructional competence, and motivational practices are positively associated with teacher effectiveness and student engagement in mathematics

classrooms (Khan et al., 2024; Hu, 2024; Clavido & Macalisang, 2024). These results emphasize the importance of strengthening both instructional practices and teacher motivation through continuous professional development and supportive school environments.

Conclusion

The study concluded that Grade 4 mathematics teachers in Dupax del Norte District 2 are experienced educators who actively participate in professional development activities and continuously pursue higher academic qualifications. Overall, the teachers demonstrated a high level of motivation in teaching mathematics and employed effective teaching styles characterized by positive feedback, modeling, and structured instructional practices. The problems encountered in teaching mathematics were perceived as only slightly serious, with limited community participation as the primary concern. Furthermore, the study established a significant positive relationship between teaching styles and teachers' motivation, indicating that more effective teaching practices are associated with higher levels of teacher motivation. These findings suggest that enhancing teachers' instructional approaches and sustaining their motivation can contribute to improved mathematics instruction and learner engagement.

Recommendation

Based on the findings of this study, it is recommended that school administrators continue to support the professional growth of Grade 4 mathematics teachers through regular seminars, workshops, coaching, and mentoring programs focused on innovative and learner-centered instructional strategies. Teachers should be encouraged to diversify their teaching approaches while maintaining high levels of motivation to further enhance classroom engagement and learning outcomes. Schools should also strengthen partnerships with parents, local government units, and community stakeholders to increase community participation in mathematics-related programs and activities. In addition, opportunities for teachers to participate in regional, national, and international professional development programs should be expanded to broaden their instructional competencies and expose them to current educational practices. Finally, future researchers may replicate this study using a larger sample from different districts or divisions and examine additional variables, such as instructional effectiveness, student achievement, or school support, to provide a more comprehensive understanding of factors influencing mathematics teaching.

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