



Republic of the Philippines  
**Department of Education**  
REGION IV-A CALABARZON  
CITY SCHOOLS DIVISION OF BIÑAN CITY

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**“PROJECT STARS (SUPERVISING TEACHERS APPLYING RAIN STARS”:** TECHNIQUE TO FULLY DEVELOPED INTRINSIC MOTIVATION OF Dr. MARCELINO Z. BATISTA MEMORIAL ELEMENTARY SCHOOL TEACHERS TOWARDS HIGH PERFORMANCE



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**ABSTRACT**

Supervising teachers are the main force behind the success of students in our schools. They have a lot of power to change the course of students' lives through their teaching and mentoring. Although there are many variables that affect students' academic performance, teachers are one of them. Teachers influence students' behavior and academic performance mainly through their classroom management and teaching strategies. However, teachers may not be aware of their own intrinsic motivation towards teaching which could lead to low performance on their part.

This study adapted Rainstars as a motivational technique which was introduced by Dr. Richard M. Ryan and Edward L. Deci in the 1980s (Deci & Ryan, 1995). It is based on intrinsic motivation rather than extrinsic motivation. The basic idea behind Rainstars is that children are intrinsically motivated to learn when they feel that something worthwhile is at stake.

The study also implied and materialized the MATATAG agenda on which Department of Education, the division and the school head to give support for teachers to teach better. The results of this study can be used by the instructional leaders, learning facilitators for their realization and insights that may help them to explore teacher's best and become well-rounded educators that commit themselves for better and quality education by first give a foundation of teaching which is motivation and truly teaching and learning process will be able to radiate on the quality education to the learners.

**Keywords:** students' academic performance, intrinsic motivation, Rainstars as a motivational technique

## INTRODUCTION

Supervising teachers, who are responsible for all aspects of the education system, are expected to ensure that the students are receiving quality education and learning. According to the National Education Standards in Philippines, "The school superintendent shall be the chief administrator of the school system and shall be responsible for planning, organizing and directing its administration." The main reason why supervising teachers were selected is because they have one of the most important jobs in a school. They are supposed to monitor what is happening in their classrooms at all times and make sure that everything is done according to their rules. They also have a lot of power over other staff members so it is important for them to use this power wisely so as not to abuse it.

This feeling is achieved through the use of rain stars, which are small stickers with numbers on them. These stickers are given to children after completing work or tasks that are graded and have been completed well. The number of rain stars given indicates how well the child has performed in completing a task or activity (Ryan & Deci 1989).

This study can help educators understand how they can use the Rain Stars technique to achieve intrinsic motivation. In this study, it aimed to identify factors that influence teachers' performance, and it also sought and identified how different factors affect whether or not a teacher will perform at a high level. This research indicates that although there are many factors that influence teachers' performance, there are also some common factors among all teachers.

Moreover, the study aimed to provide an effective tool for teaching professionals in order to increase their intrinsic motivation, so that they can perform better as teachers. The findings from this study showed that teachers who have low levels of intrinsic motivation tend to perform poorly; however, those who have high levels of intrinsic motivation perform well. Project STARS had shown good impact in all teachers of Dr. Marcelino Z. Batista Memorial Elementary School.

From the results of the of IPCRF\_RPMS of the participants, this action research can rest assured that the researcher involved the different aspects of intrinsic motivation of teachers that can enabled them to teach well and gave tender love to the learners. The teacher as they called must be motivated first so they performed their duties wholeheartedly.

Based on the quantitative data analysis, it was found out that there is a significant relationship between teacher perceived professional technical assistance, star awards and teacher's award or recognition through GAWAD sa GURO which is for the total development of the teachers and job satisfaction and motivation towards work. Therefore, school administrators and other school officials must become aware of their teachers' perception of how they will be motivated and be awarded

## METHODOLOGY

The study used different time rubric to show the timeliness of the teacher's submission of reports and others. The GAWAD sa GURO also need different forms to determine who will be recognized and will received token as the motivational rewards of teachers. Survey will also be given to the teachers how effective on their intrinsic motivation using Rain stars technique.

A four-point Likert scale format of questioning was used in the instrument to gather the quantitative data, with the score and verbal interpretation as shown in the table below.

Scale for the 4-Point Likert Questionnaire

While the researcher applying the Rain Stars technique the respondents developed intrinsic motivation and as they are motivated they performed better.

Score	Verbal Interpretation
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

**Table 2**  
**Survey on the respondents' effect of rain stars in their intrinsic motivation**

Activities	SA	A	D	S	Ave
			A	D A	
1. In submitting the school report they received happily the stars so teachers submitted school report on time.	19	15	1	0	<b>3.51</b>
2. Innovative Positive Post Conference given after the Classroom observation is very useful in performing my teaching duties better and motivated me well.	23	11	1	0	<b>3.63</b>
3. GAWAD sa Guro formal awarding and recognition enabled the teacher to boost confidence and their recognition brought them to perform better.	20	13	2	0	<b>3.51</b>
4. Activities of the Project STAR affect my motivation level as a teacher	17	16	2	0	<b>3.43</b>
<b>AVERAGE</b>	<b>19.75</b>	<b>13.75</b>	<b>1.5</b>	<b>0</b>	<b>3.52</b>

## RESULTS

### A. Results

**Table 1**  
**Frequency Distribution of Respondents Perception on the STAR technique**

Perception of STAR Technique	Frequency	Percentage
Have developed intrinsic motivation (complete the task simply because they find it interesting or enjoyable)	30	85.71%
Does not developed intrinsic motivation	5	14.29%
Total	35	100.00%

The data show that there were thirty teachers which were 85.71 percent of the respondents perceived that they were motivated and five teachers which were 14.29 percent of the respondents perceived themselves that they do not change and they are not willing to the task because of the awards and delivering a positive post conference. This goes to show that more teachers developed their intrinsic motivation and work on the schools willingly and they enjoy doing so.

The table shows that Project STARS has a great impact in the teacher's motivation, the intrinsic motivation was developed through different activities involved. In submitting school report they are happily and strongly agreed which got an average of 3.51, as per positive post conference with 3.63 it is very useful to the teachers, meanwhile as to GAWAD sa Guro it is very evident that it help the teachers to boost their confidence and become well motivated. In general 3.52 means the project STARS had shown a great impact to teacher's intrinsic motivation.

**Table 3. IPCRF Results**

	<b>2021-2022</b>	<b>2022-2023</b>	<b>Improvement</b>
Kinder	4.132	4.566	0.434
Grade I	4.240	4.563	0.323
Grade II	4.304	4.540	0.236
Grade III	4.170	4.538	0.368
Grade IV	4.190	4.604	0.414
Grade V	3.296	3.598	0.300
Grade VI	4.333	4.563	0.230
Total	28.665	30.972	
	4.095	4.424	0.329

The table shows the performance of the teaching personnel wherein improvement is evidently increased this season wherein Rain Stars technique were given to the teachers. The increase is seen in the column of improvement.

Based on the data analyzed by the researcher in the previous chapter, the following were summarized as answers to the questions in this study:

#### **What are the effects of rain stars on intrinsic motivation?**

Based on the results the effects of rain stars on intrinsic motivation to the teachers are their performance as a teacher, as they

were given this technique they are working happily, enjoying the task and completely work for the betterment of the learners.

#### **What are the effects of rain stars on teachers' achievement on different subjects and area of accomplishments?**

In terms of teacher's achievement on different subjects and area of accomplishments will define the results of RPMS improvement and based on the results teacher had a great improvement.

#### **What are the effects of rain stars on teacher's performance?**

As to the performance of teachers based on the results of IPCRF Project STARS there is great affect on teachers' performance and one of these was teacher become more motivated and can perform on their best.

#### **Which variables affect the results obtained from this study?**

From the different variables giving positive post conference as technical assistance greatly affected the teacher's intrinsic motivation when it comes to school head special attachment to the work of teachers in teaching and learning process.

#### **5. Is there any significant difference between two groups at different levels?**

Teachers in different levels actually had significant difference as school head must motivated the teachers and to teachers who do not have system and process on how to become aware of their intrinsic motivation. Between two groups based on the interview made from the teachers, there is a part of the teacher's heart and brain to open the intrinsic motivation as they work happily and enjoyable.



## DISCUSSION

Findings presented, the following conclusions were made.

Not all teachers strongly agree that giving rewards, recognition and stars made them all motivated.

The teacher respondents generally agree that positive post conference on giving technical assistance led them to become more motivated and they work on better performance.

There is a big role of motivating teachers in terms of technical assistance, awards and recognition for teachers to positively enjoy the workload and being happy and completing the task are interrelated on how teachers will perform. Teachers are important factor in teaching and learning process, if they are motivated they can perform better using system or process of acquiring thru rewards, recognition and technical assistance positively.

## Recommendations

School head in general, must played an important role to impose activities that will lead teachers to show their best and they must lead teachers to find how they can push to have intrinsic motivation towards work.

In school, school head must be an agent of change, if they can adapt easily to the change, they must be resourceful enough to give systematic process on how teachers will work in modest and fine ways through their intrinsic motivation.

In general, teachers and school head must work hand on hand to achieve the best performance for the quality education and other research may be followed by how teachers could sustain their intrinsic motivation.

The role of the school head in leading the intrinsic motivation of teachers to perform better, it is very usual that to obtain good and quality education and support them to teach

better they must be first happy and enjoy what they are doing. In terms of leading them to be motivated, process must be originated on how it will obtain.

Policy and guidelines in supporting the teachers must not be neglected by the department. It must be a continuous process wherein dealing on technical assistance must be positively done and tangible awards must be given to keep the heart of the teacher to mold into their best action.

To support the teacher to teach better is not only rely on the trainings and capacity building, the study is for the strong foundation of the teachers. This study help to realize and utilize the best effort in trying to lead them to become motivated and push to intrinsic motivation. This study gave the opportunity to all teachers to transpire happiness and enjoyment in their workplace and be able to produce more strategic way of teaching and performing better.

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Likewise, the result of the study is offered to the Division to serve as basis for educational plans and further improvement of the delivery of quality education in the Division.

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