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ASSESSING STUDENTS' PERCEPTIONS OF PEERS AND TEACHERS AS MOTIVATORS AMONG MONCAST MARKETING MANAGEMENT STUDENTS

Doydoy, Donalou D.¹, Ulgasan, Dexter M^{2*}

^{1,2} College Instructor of Monkayo College of Arts, Sciences and Technology

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***Corresponding author:** Ulgasan, Dexter M

College Instructor of Monkayo College of Arts, Sciences and Technology

Abstract

This study explores the roles of peers and teachers as positive motivators for marketing students, with a focus on their impact on academic engagement. Data were gathered through a survey, and the results highlight the significant influence both peers and teachers have on students' academic behaviors. The findings show that peers play an essential role in motivating students, with a mean score of 4.08 (SD = 0.38), indicating a high level of influence. Notably, reciprocal peer motivation emerged as the strongest factor, with students reporting that they motivate each other to perform well in school. Teachers, however, were found to be even stronger motivators, with a mean score of 4.47 (SD = 0.62), classified as "Very High." Teacher enthusiasm, recognition, and support were identified as key factors in boosting students' academic effort. Overall, both peer and teacher interactions significantly contribute to enhancing student motivation and engagement. These findings underscore the importance of creating supportive, collaborative learning environments and highlight the need for teachers to develop strong motivational skills to further improve student outcomes.

Keywords: Perception, peers, motivators, Marketing Management, MonCAST, Monkayo Davao de Oro, Philippines

Introduction

Motivation is a key factor in student learning, influencing academic achievement, engagement, and overall educational success (Ryan & Deci, 2000). However, many students struggle with maintaining motivation, especially in higher education, where

academic demands and external pressures can impact their drive to succeed (Schunk & DiBenedetto, 2021). The lack of motivation among students has been linked to decreased academic performance, lower participation, and even increased dropout rates

(Eccles & Wigfield, 2020). Given these challenges, understanding the factors that influence student motivation is essential for improving educational outcomes.

One significant issue in student motivation is the role of social interactions, particularly with peers and teachers. Research suggests that students' perceptions of their social environment, including supportive relationships with peers and teachers, can significantly impact their motivation to learn (Shao et al., 2024). However, there remains a gap in understanding how these relationships function specifically within marketing management students, whose learning experiences often involve collaboration, communication, and teamwork. Without assessing these social influences, educators may struggle to create environments that foster motivation and engagement effectively.

Motivation plays a vital role in student development, not only in academic achievement but also in shaping their personal and professional growth. Studies indicate that motivated students are more likely to exhibit persistence, creativity, and problem-solving skills, which are crucial for success in competitive fields like marketing management (Deci & Ryan, 2020). Furthermore, motivation has broader societal implications, as it influences students' ability to contribute meaningfully to the workforce and adapt to industry demands (Uka & Prendi, 2021). Understanding motivation within the context of social relationships can therefore provide valuable insights into improving educational strategies and student outcomes.

The Relationship and Motivation (REMO) Scale has been widely used to measure students' perceptions of their peers and teachers as motivators, providing a structured way to assess the influence of social relationships on motivation (Schwab et al., 2019). Social learning theories suggest that interactions with peers and teachers shape students' motivation, as positive relationships can enhance engagement and commitment to learning (Firmansyah & Saepuloh, 2022). By investigating how students in the MonCAST Marketing Management program perceive these relationships, this study seeks to understand how social influences impact their academic motivation.

This study addresses the issue by applying the REMO Scale to assess the specific motivational influences of peers and teachers in the context of marketing management students. Unlike previous research that focuses on general student populations, this study provides targeted insights into a specialized field where collaboration and interpersonal skills are critical. Using a quantitative research design, this study gathers empirical data to evaluate how peer and teacher relationships shape students' motivation. The findings will contribute to existing literature and offer practical recommendations for educators and institutions to enhance student motivation through improved social dynamics in the learning environment.

Research Objectives

The results of this study would be of benefit to the following:

- 1. To assess students' perceptions among students of business administration major in marketing management in terms of Peer as Motivator
- 2. To determine which among students' perception among students of business administration major in marketing management affects their engagement.

- 3. To ascertain the level of academic engagement of students in business administration major in marketing management.

Conceptual Framework

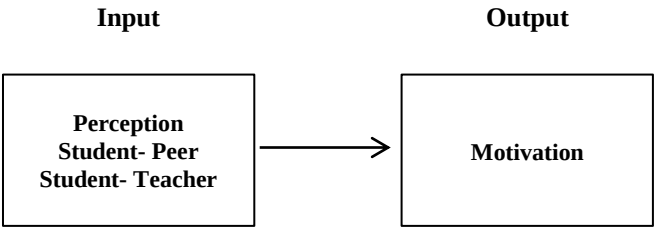


Figure 1: Conceptual Framework

Theoretical Framework

This study is anchored on the Social Learning Theory, as proposed by Albert Bandura (1977). This theory emphasizes that individuals learn through observing and imitating the behaviors of others, particularly role models. This theory suggests that peer influence plays a critical role in motivating students. By observing the behaviors, attitudes, and achievements of their peers, students may adopt similar strategies or habits that they perceive as effective or rewarding, thereby increasing their own academic motivation. Additionally, teacher influence is also significant, as students often emulate the behaviors of their teachers, particularly when these behaviors involve praise, constructive feedback, and encouragement. Teachers, as authority figures, provide models of motivation through their interactions with students, shaping how students approach their academic work. This framework helps explain how both peer and teacher interactions can drive students' academic engagement and performance (Bandura, 1977).

METHODOLOGY

Research Design

This study utilizes a quantitative research design with a descriptive approach to examine how students' perceptions of their peers and teachers as motivators influence their academic motivation.

The Relationship and Motivation (REMO) Scale will be used as the primary tool for data collection, measuring students' perceptions of their social environment in relation to motivation.

Research Respondents and Sampling Technique

The study will target Marketing Management students at MonCAST as its respondents. A stratified random sampling technique will be used to ensure equal representation across different year levels. The estimated sample size will be determined using Slovin's formula, ensuring a sufficient number of participants for statistical analysis.

Research Instrument

The Relationship and Motivation (REMO) Scale by Schwab et al. (2019) will be utilized to measure students' perceptions of their peers and teachers as sources of motivation. The scale consists of items categorized into peer motivation and teacher motivation, each assessed using a Likert scale 5 means strongly agree, 4 is agree, 3 is moderate, 2 is disagree and 1 is strongly disagree. The instrument has been previously validated and will be adapted as necessary for the study context.

This instrument is composed of a total of 31 items, categorized into three variables: peer as positive motivator (items 1-9), peer a

negative motivator (items 1-6), teacher as positive motivator (items 1-6) and teacher as negative motivator (items 1-10).

Mean Interval Ranges	Descriptive Level	Interpretation
4.20-5.00	Very High	This means that the variable is observed at all times.
3.40-4.19	High	This means that the variable is observed most of the times.
2.60-3.39	Moderate	This means that the variable is observed occasionally.
1.80-2.59	Low	This means that the variable is observed in rare occasion.
1.00-1.79	Very Low	This means that the variable is not observed

To verify its appropriateness and effectiveness, the survey will be put through a pilot testing process. For all the involved variables, its mean interval ranges from 1.00 – 5.00 having a descriptive level which varies from very low to very high. Very low means that the variable is not observed, low level indicates that the variable is observed in rare occasion, moderate level signifies that the variable is observed occasionally, high level denotes that the variable is observed most of the time, and very high level implies that the variable is observed at all times or the table below will be utilized:

Data Collection Procedure

Permission and Ethical Clearance – Approval from the institution and research office will be sought before conducting the study.

Survey Administration – Questionnaires will be distributed physically to reach all respondents efficiently.

Confidentiality and Consent – Participants will be informed about the study's purpose, and their consent will be obtained before data collection. Anonymity will be maintained throughout the study.

Data Analysis

Data will be analyzed using descriptive and inferential statistics: **Mean and Standard Deviation** – To measure the overall perception of peer and teacher motivation.

RESULTS AND DISCUSSION

This chapter presents the results and findings of the current study. The data analysis, based on the specified indicators, highlights the study's key outcomes. Furthermore, the implications of these results are reinforced by relevant literature and expert insights, strengthening the study's conclusions.

Peers as Positive Motivator

The results presented in Table 1 indicate that marketing students generally perceive their peers as strong positive motivators in their academic engagement, with an overall mean score of 4.08 (SD = 0.38), interpreted as High.

Table 1: Peers as Positive Motivator

Items	Mean	SD	Description
I like to make an effort at school because my friends then tell me that I am clever.	4.03	0.6	High

It is easier to do well in school when friends motivate me.	4.25	0.77	Very High
When my friends learn, I am also motivated to learn more.	4.09	0.95	High
When my friends want to improve at school, I also want to do better.	4.10	0.61	High
I make an effort at school when my friends motivate me.	4.20	0.8	Very High
At school I try to make a similar effort to that of my friends.	4.19	0.75	High
My friends and I motivate each other to make an effort at school.	4.33	0.9	Very High
Because of my friends, I try to make more of an effort at school.	3.56	1.07	Very High
I will study harder for an exam when my friends tell me that they are also working hard.	3.98	0.64	High
OVERALL	4.08	0.38	High

The item “My friends and I motivate each other to make an effort at school” received the highest mean score (4.33, SD = 0.90), highlighting the importance of reciprocal peer support in fostering motivation. Similarly, statements such as “It is easier to do well in school when friends motivate me” (4.25, SD = 0.77) and “I make an effort at school when my friends motivate me” (4.20, SD = 0.80) were rated Very High, suggesting that students are more likely to engage academically when their peers provide encouragement or demonstrate effort themselves (Macalisang & Bonghawan, 2024).

Most items scored in the High to Very High range, reinforcing the idea that peer interaction plays a significant role in influencing students' academic behaviors. Notably, the lowest mean score (3.56, SD = 1.07) was observed for the item “Because of my friends, I try to make more of an effort at school,” although it still fell within the Very High category due to the rubric used. The higher standard deviation here also suggests greater variability in students' responses, possibly indicating that while many students feel positively influenced by peers, others may not share this experience as strongly (Lance et al., 2024).

Overall, the findings support the notion that peers serve as an important source of academic motivation among marketing students. This underscores the value of collaborative learning environments and peer-led initiatives in enhancing student engagement. Encouraging group study sessions, peer mentoring programs, or collaborative projects may further amplify this positive effect, ultimately contributing to improved academic performance and engagement levels.

Teachers as Positive Motivator

The findings in Table 3 reveal that teachers are perceived as very strong positive motivators by marketing students, with an overall mean score of 4.47 (SD = 0.62), classified as Very High.

Table 3: Teachers as Positive Motivator

Items	Mean	SD	Description
When a teacher helps me, I try to do well in the subject.	4.48	0.65	Very High
When a teacher takes her/his time to explain something to me, I will make more effort the next time.	4.43	0.72	Very High
When a teacher notices that I have tried my best, I will try to give my best again in the future.	4.49	0.63	Very High
I will make more of an effort in a subject when I think the teacher believes in me.	4.43	0.84	Very High
A teacher's enthusiasm in a subject matter motivates me to learn more.	4.52	0.63	Very High
When a teacher likes me, I make more effort in the subject.	4.46	0.74	Very High
OVERALL	4.47	0.62	Very High

This indicates that students are highly responsive to supportive and encouraging behaviors from their teachers, and such interactions significantly boost their academic motivation. The item with the highest mean score, “A teacher's enthusiasm in a subject matter motivates me to learn more” (4.52, SD = 0.63), highlights the powerful impact of teacher passion and engagement on student learning attitudes. Similarly, high scores were recorded for items such as “When a teacher notices that I have tried my best, I will try to give my best again in the future” (4.49, SD = 0.63) and “When a teacher helps me, I try to do well in the subject” (4.48, SD = 0.65), suggesting that recognition and direct support from teachers reinforce students’ desire to continue putting in effort.

All items in this table fall within the Very High category, underscoring the consistent and strong influence of teacher behaviors—such as providing help, expressing belief in students, and showing enthusiasm—on students’ motivation and academic performance. The relatively low standard deviations also indicate a strong consensus among students about the positive role teachers play in their academic engagement.

These results emphasize the critical importance of teacher-student interactions in shaping student motivation. Educators who are encouraging, attentive, and passionate can profoundly affect students’ willingness to engage and perform. Therefore, professional development programs that support teachers in building strong relational and motivational skills can further enhance student outcomes (Beltman & Poulton, 2025).

CONCLUSION AND RECOMMENDATIONS

Conclusions

This study aimed to assess the perceptions of students majoring in Business Administration with a specialization in Marketing Management in terms of peer and teacher motivation, and how these perceptions affect their academic engagement. In line with the first objective, the findings revealed that students generally perceive peers as strong positive motivators, with high to very high ratings across items related to encouragement, shared effort, and mutual academic support. Although the perception of peers as negative motivators was rated as only moderate, some students acknowledged being influenced by disengaged friends or peer pressure, albeit to a lesser extent.

Addressing the second objective, the results indicated that positive motivation from teachers had the greatest influence on student engagement. The very high mean scores in this category show that students are significantly driven by teachers who are enthusiastic, supportive, and encouraging. While negative teacher influence also had a moderate effect, it was not as impactful as positive reinforcement. These findings suggest that among all perceived motivators, teacher-related factors most strongly affect academic engagement.

Lastly, regarding the third objective, the overall responses from the four tables imply a high level of academic engagement among the students, especially when positively influenced by both peers and teachers. The consistently high scores across positive motivator items indicate that students are responsive to encouragement and recognition in their learning environment.

In conclusion, the study underscores the vital role of social and instructional relationships in motivating students and enhancing engagement. Both peer collaboration and teacher supports are essential components in fostering a productive academic atmosphere. Institutions should continue to promote peer-led initiatives and invest in professional development for teachers focused on relationship-building and student motivation strategies.

Recommendations

Based on the results, several items from each category revealed areas for improvement in student motivation. In the Peers as Positive Motivator category, the lowest-scoring items—such as “Because of my friends, I try to make more of an effort at school”, “I will study harder for an exam when my friends tell me that they are also working hard”, and “I like to make an effort at school because my friends then tell me that I am clever” suggest that while peer motivation is present, its impact on effort and deeper academic drive could be strengthened. To address this, students may encourage engaging in peer study groups and opening academic discussions that reinforce mutual motivation. Academic institutions can support this by establishing structured peer mentoring programs and collaborative learning activities. Administrators may implement peer-led initiatives such as student coaching or academic buddy systems, while teachers can foster a classroom culture of collaboration and celebrate group achievements to reinforce the influence of positive peer interaction.

In contrast, the Peers as Negative Motivator results showed moderately high means in items like “My friends encourage me to spend as little time as possible on schoolwork”, “My friends pay me more attention when I make less of an effort at school”, and “If

my friends were not interested in school, I also would not make an effort". These findings indicate a subtle but existing peer pressure that can discourage academic effort. To counter this, students should reflect on how their peer relationships influence their habits and make conscious decisions to surround themselves with academically driven peers. Schools can provide workshops on resisting peer pressure and developing independent motivation. Administrators should promote school-wide campaigns that make academic excellence socially desirable, and teachers should regularly check in with students, particularly those who may be susceptible to negative peer dynamics.

In the Teachers as Positive Motivator category, although all items scored very high, the relatively lower scores were observed in "When a teacher likes me, I make more effort in the subject", "When a teacher believes in me, I make more of an effort", and "When a teacher explains something to me, I try harder next time". These responses still reflect strong motivation but highlight the importance of personal teacher-student rapport. Students should be encouraged to actively seek help and feedback to build supportive relationships with their instructors. Academic institutions must ensure faculty development includes training on emotional intelligence and relational teaching. Administrators can incorporate student feedback tools into teacher evaluations, focusing on relationship-building. Teachers, on their part, should provide individualized attention, acknowledge student efforts consistently, and communicate belief in their students' potential.

Finally, in the Teachers as Negative Motivator category, the highest-scoring negative influences were "Whether I like or dislike a teacher has influence on how much I learn", "When a teacher bores me, I do not learn anything at all", and "When I don't like a teacher, I get tired of the subject". These findings suggest that students' academic engagement can suffer when teacher-student relationships are strained or when instructional methods lack engagement. Students should be guided to focus on learning goals regardless of personal feelings and develop resilience in challenging academic situations. Institutions should prioritize faculty training in student-centered and engaging teaching strategies. Administrators should regularly review teaching effectiveness and provide mentorship for teachers needing improvement. Teachers should aim to use diverse, interactive instructional methods and build inclusive, respectful classroom environments that keep students engaged and motivated.

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Survey Questionnaire

PART A. Peers as Positive Motivator

Direction: Please indicate the extent to which you agree or disagree with the following statements based on your experiences by putting a check mark (✓) on the appropriate boxes below using the following scale.

5 – Strongly Agree 4 – Agree 3 – Moderate 2 – Strongly Disagree 1 – Disagree

	Parameters	5	4	3	2	1
1.	I like to make an effort at school because my friends then tell me that I am clever.					
2.	It is easier to do well in school when friends motivate me.					
3.	When my friends learn, I am also motivated to learn more.					
4.	When my friends want to improve at school, I also want to do better.					
5.	I make an effort at school when my friends motivate me.					
6.	At school I try to make a similar effort to that of my friends.					
7.	My friends and I motivate each other to make an effort at school.					
8.	Because of my friends, I try to make more of an effort at school.					
9.	I will study harder for an exam when my friends tell me that they are also working hard.					

PART B. Teachers as Positive Motivators

Direction: Please indicate the extent to which you agree or disagree with the following statements based on your experiences by putting a check mark (✓) on the appropriate boxes below using the following scale.

5 – Strongly Agree 4 – Agree 3 – Moderate 2 – Strongly Disagree 1 – Disagree

	Parameters	5	4	3	2	1
1.	When a teacher helps me, I try to do well in the subject.					
2.	When a teacher takes her/his time to explain something to me, I will make more effort the next time.					
3.	When a teacher notices that I have tried my best, I will try to give my best again in the future.					
4.	I will make more of an effort in a subject when I think the teacher believes in me.					
5.	A teacher's enthusiasm in a subject matter motivates me to learn more.					
6.	When a teacher likes me, I make more effort in the subject.					