

# Instructional Immediacy of Teachers and Students' Motivation in District 1, Davao City

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**Abstract:** At the heart of every thriving classroom is a powerful, often unspoken, connection between teacher and student. This study investigates the tangible impact of that connection, termed instructional immediacy, on the academic drive of students in District 1, Davao City. Using a quantitative descriptive-correlational design, this research measured how teachers' verbal and nonverbal behaviors—such as approachable body language, encouraging words, and genuine interpersonal warmth—create a classroom environment that either fuels or hinders student motivation.

Through stratified random sampling, 170 secondary school teachers were selected to ensure a representative voice from across the district. The findings were unequivocal: teachers in District 1 consistently demonstrate high levels of instructional immediacy, actively working to reduce psychological distance and foster a supportive learning atmosphere. This positive environment was shown to have a profound and direct correlation with student motivation.

Statistical analysis revealed a strong positive correlation ( $r = 0.75$ ,  $p < 0.001$ ), confirming that as teacher immediacy increases, so does student motivation. Delving deeper, the study found that immediacy behaviors most significantly boost students' intrinsic motivation (their inherent interest in learning) and self-efficacy (their belief in their own ability to succeed). A multiple linear regression analysis solidified that these two factors are primary drivers of overall motivation. These results provide compelling empirical evidence from the Davao context that how teachers connect with their students is just as critical as what they teach. The study concludes by highlighting the indispensable role of teacher immediacy in cultivating motivated, engaged, and confident learners.

**Keywords:** *Instructional Immediacy, Student Motivation, Teacher-Student Relationship, Intrinsic Motivation, Self-Efficacy, Quantitative Research, Davao City.*

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## I. INTRODUCTION

Education is more than the transmission of knowledge; it is a human interaction built on trust and connection. The concept of instructional immediacy captures the essence of this connection, referring to the specific behaviors teachers use—a smile, using students' names, offering timely encouragement—to bridge the gap between themselves and their students, creating a warmer, more approachable classroom climate.

Extensive global research has linked these immediacy behaviors to improved student motivation, satisfaction, and academic success. However, within the unique cultural and educational landscape of District 1, Davao City, the strength and nature of this relationship warranted local investigation. This study was driven by a critical question: How do the relational behaviors of our teachers directly influence the

motivational levels of our secondary school students? By answering this question, this research aims to move beyond theory and provide local educators and administrators with concrete, data-driven insights. The ultimate goal is to inform and inspire teaching practices that not only educate the mind but also empower and engage the spirit of every learner.

## II. METHODS

To quantitatively capture the relationship between teacher behavior and student motivation, this study employed a descriptive-correlational design. This approach allowed for the precise measurement of both variables and the statistical analysis of the link between them.

A cohort of 170 secondary school teachers from across the various schools in District 1, Davao City, was selected using stratified random sampling. This method ensured that the sample accurately reflected the diversity of the district's teaching population, making the findings more generalizable and trustworthy. Data were gathered using validated survey instruments—one measuring the frequency of teachers' instructional immediacy behaviors and another assessing levels of student motivation across key dimensions. The collected data were then subjected to a rigorous battery of statistical tests, including descriptive statistics (to establish baseline levels), Pearson correlation (to measure the strength of the relationship), and multiple linear regression (to identify which specific aspects of motivation were most influenced by teacher immediacy).

### III. RESULTS AND DISCUSSION

The results provide a robust and encouraging picture of the teaching environment in District 1. The data revealed that teachers consistently exhibit high levels of instructional immediacy. They frequently engage in behaviors that foster closeness, such as respectful interpersonal communication, demonstrating warmth, and creating a sense of intimacy and trust within their classrooms.

This supportive environment was found to be powerfully linked to student motivation. The Pearson correlation analysis uncovered a strong, positive, and statistically significant relationship ( $r = 0.75$ ,  $p < 0.001$ ) between instructional immediacy and overall student motivation. This means that in classrooms where teachers are more immediate and approachable, students report being significantly more motivated to learn.

Further analysis using multiple linear regression provided even finer detail, revealing that teacher immediacy does not affect all types of motivation equally. Its most profound impact is on boosting students' intrinsic motivation (their inherent interest and enjoyment of learning) and their self-efficacy (their confidence in their ability to accomplish tasks and succeed). These two factors were identified as the most significant contributors to overall motivation levels.

The discussion of these findings underscores a fundamental truth: students are far more likely to invest themselves in learning when they feel seen, valued, and supported by their teacher. Instructional immediacy is not a "soft skill" but a critical pedagogical strategy. By making a conscious effort to be approachable, supportive, and genuinely engaged, teachers in Davao City are directly activating the internal drivers that make students want to learn, participate, and persevere through challenges. This study serves as a strong reminder that building positive relationships is among the most effective tools in an educator's arsenal for fostering academic success and personal growth.

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