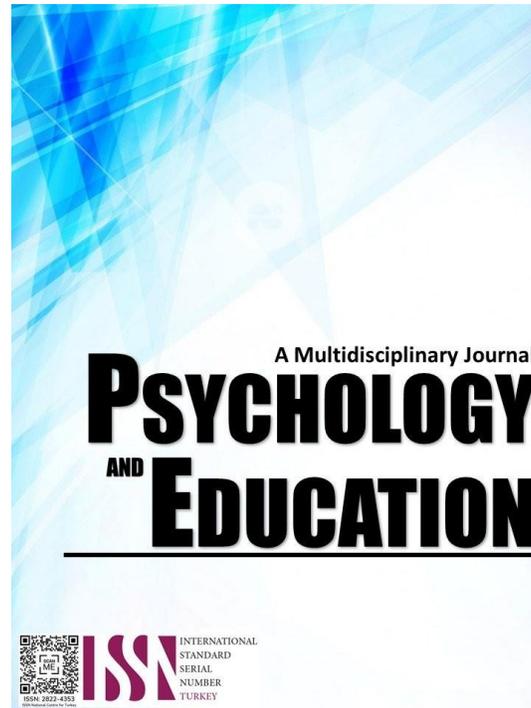


# MOTIVATIONAL TECHNIQUES FOR KEY STAGE 2 LEARNERS



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## Motivational Techniques for Key Stage 2 Learners

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### Abstract

This study explored the motivational techniques of Key Stage 2 (KS2) teachers and their impact on academic performance among KS2 learners in eleven elementary schools and one integrated school in Naawan District, Division of Misamis Oriental, during the School Year 2024-2025. It focused on intrinsic and extrinsic motivational techniques and their effects on academic performance, involving seventy (70) KS2 teachers. The study used a descriptive-correlational research design and purposive sampling, utilizing a questionnaire from Perez and Pulana (2022). Significant findings showed that most respondents were 41-50 years old, predominantly female, married, holding a Teacher I position, with 6-10 years of teaching experience, had gained Master's units, and were handling Grade 4 classes. Intrinsic motivational techniques included valuing tasks for competence, appreciating creativity, raising engagement for achievement, encouraging self-discipline for attitude, and positive reinforcement for physiological factors. Extrinsic techniques included highlighting efforts and progress for rewards, giving a voice for power, enforcing discipline for fear, improving teamwork for competition, and unlocking difficulties for enjoyment. The impact of these techniques on academic achievement was very high. Plantilla position, creativity, and power were key predictors of the impact on academic performance. The study concluded that professional development programs should enhance KS2 teachers' skills in using motivational techniques effectively and recommended implementing the designed action plan.

**Keywords:** *extrinsic and intrinsic motivation, techniques, key stage 2, academic performance, action plan*

### Introduction

There is a lucid and sound agreement that effective teachers create a positive and engaging learning environment from the start. They introduce lessons with enthusiasm, relevance, and clarity. A captivating introduction they employ sets the tone for the entire lesson—meaning an efficacious motivation they utilize awakens and arouses the interest and enthusiasm of the learners to be engaged in whatever activity is set by the teachers and regulates their behavior to perform dynamically and effectually in the different tasks necessary for the attainment of successful learning.

The viewpoint above-mentioned is universally accepted and connected to the notion that the academic performance of students is influenced by various factors, one of the most significant being the motivation provided by teachers when they create a positive and engaging learning environment. The task of creating a positive and engaging learning environment, according to Monteiro et al. (2021), is teacher-determined and teacher-influenced. The salient task of creating an engaging learning environment lies in the ability of the teachers to use motivational techniques.

When teachers utilize superior motivational techniques, they motivate their students into action and stimulate their passion for attaining knowledge to gain skills; nonetheless, when teachers do not reflect on the appropriate motivational strategies to use in the classroom or fail to consider effective motivational techniques, learners may languish in a state of uncertainty, lacking the drive to seize learning opportunities and succeed. Consequently, effective and operative learning cannot proceed. Setting the mind with the foregoing contention, teachers must have good knowledge of motivational strategies to use them in the teaching-learning process effectively. Their knowledge of motivational strategies must be inclusive of the two types of motivation: intrinsic and extrinsic motivation. The intrinsic motivation of individuals occurs when they feel personal satisfaction or enjoyment – meaning in the case of the students, they act or do something without expecting any obvious external reward from the teacher.

Educators have recently recognized the crucial role of motivation in learning success. This realization has led them to question whether the current motivational techniques used by teachers for Generation Alpha (the key stage 2 learners today) are effective. Unfortunately, there is limited research on this topic. The suitability of teachers' motivational techniques remains inadequately addressed, creating a significant research gap. Understanding the impact of motivational techniques on student achievement is essential for a comprehensive understanding of education (Gottfried, 2019).

Interestingly, previous studies primarily focused on the role of motivational techniques in children's education. However, there is still a scarcity of research connecting teachers' motivational approaches to the academic performance of Generation Alpha learners (10-12-year-old students). Given that Generation Alpha represents the newest generation in the 21st century, there is a need for more targeted studies in this area. This present study then becomes timely and relevant as it brings into attention the motivation techniques of the teachers and the academic performance of the Graders 4 to 6, known as key stage 2 learners as mentioned in DepEd Order 10, s. 2024.

This study would significantly contribute to the field of education by enhancing educators' understanding of the intricate dynamics of teaching performance by employing motivational techniques in the classroom. It would advance a significant understanding of the

complex teaching performance dynamics as defined by motivational techniques during actual lessons, shedding light on the teaching dimensions that underpin teaching excellence. This deeper comprehension has practical implications, potentially improving teacher training and development programs. More so, it provides educators, policymakers, and administrators with valuable insights to enhance teacher well-being; thus, enhancing teaching performance, ultimately resulting in higher-quality basic education.

Furthermore, by addressing the forestated research gap and emphasizing the relationship between the teachers' motivational techniques in the classroom and the academic performance of the basic elementary education pupils, the key stage 2 learners, this study contributed significantly to the evolving field of educational psychology and can guide future research endeavors aimed at refining teaching motivational techniques towards better academic performance and establish a culture of high learner achievement and quality learning in basic education (Hayat, 2020).

With the preceding intentions, this study aimed to determine the motivational techniques employed by the key stage 2 learners' (the Generation Alpha learners in the ages) teachers of Naawan District and correlated these motivational techniques with their key stage 2 learners' academic performance. This study was conducted in the first semester of School Year 2024-2025.

The researcher believed that the conduct of this study would provide teachers, school leaders, and other school personnel with stronger insights and reliable information and develop their interest in giving value to utilizing effective motivational techniques. As well it would open more avenues directed to the undertaking of a better, more effective, and more productive teaching-learning process.

### Research Questions

It has been put to record and acknowledged that Filipino key stage 2 learners (Grades 4 – 6) did not perform well in the National Assessment Test (NAT). Also, it has been observed that in most Philippine schools, many students have performed consistently poorly in some of their subjects. With this reality, the necessity to explore the foregoing matter emerged.

This study then specifically explored the factor of motivation. This study's foundation was the notion that motivation is a salient factor in raising the academic performance of the grader learners or the key stage 2 learners (KS2). Finding out the motivational techniques of the basic education teachers would lead to some actions that can improve the learners' performance.

With the forestated intention, this study determined the motivational techniques used by the key stage 2 learner-teachers in their classes and described their relationship with their learners. This study included the two popular types of motivations, the intrinsic and extrinsic. The focused locale was Naawan District in the Division of Misamis Oriental, School Year 2024-2025.

Specifically, this study intended to determine teacher's motivational techniques in relation to academic performance among key stage 2 (KS2) learners. It then sought to answer the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1. age;
  - 1.2. sex;
  - 1.3. civil status;
  - 1.4. plantilla position;
  - 1.5. teaching experience;
  - 1.6. highest educational attainment; and
  - 1.7. grade level handled?
2. What is the extent of motivational techniques used by the teachers in teaching KS2 learners?
3. What is the extent of the impact of motivational techniques on academic performance of KS2 learners?
4. Which aspects of the respondents' profile and motivational techniques best predict the impact of motivational technique on academic performance?
5. What action plan can be designed based on the findings of this study?

## Methodology

### Research Design

The study used the descriptive-correlational research design. This is descriptive since the study tried to describe the demographic profile and the level of motivational techniques employed by the teachers. This is also correlational since the study tried to assess the relationship between demographic profile and level of motivational techniques.

### Respondents

The respondents of the study were one hundred (100) teachers of Naawan District, Naawan, Misamis Oriental. They are the teachers handling KS2 learners in the said school.

Table 1 presents the distribution of the respondents in the target research locale. It gives insights as to the total population which will be taken as respondents of the study.

Table 1. *Distribution of Respondents per School*

| <i>School</i>         | <i>Number of Teachers</i> | <i>Number of Respondents</i> |
|-----------------------|---------------------------|------------------------------|
| Naawan Central School | 53                        | 27                           |
| Don Pedro ES          | 15                        | 5                            |
| Linangkayan ES        | 17                        | 9                            |
| Lubilan IS            | 15                        | 10                           |
| Macabagla ES          | 4                         | 3                            |
| Mapulog ES            | 12                        | 8                            |
| Maputi ES             | 18                        | 11                           |
| Mat-i ES              | 13                        | 8                            |
| Pasagdihon ES         | 5                         | 3                            |
| Patag ES              | 10                        | 5                            |
| Tagbalogo ES          | 12                        | 6                            |
| Tuboran ES            | 11                        | 5                            |
| Total                 | 185                       | 100                          |

This study was guided by the following criteria in choosing the respondents: (a) the teachers must be presently teaching within Naawan District in the Division of Misamis Oriental; (b) the teachers must not be on leave during the conduct of the study; (c) they must be in active service during the selection of the respondents; and (d) they must be teaching KS2 learners.

This study utilized a purposive sampling technique; this is to explore the whole population which showed that every member of the target respondents was included in the sample. In the situation of this recent study, elementary teachers handling KS2 within Naawan District in the Division of Misamis Oriental were the respondents of this study. The need to use the total population sampling is ideal. Aside from taking in all members belonging to the target population, a profound understanding can be arrived. With an extensive population of interest, relevant insights from the target population were surely covered and the risk of missing deeper insights was reduced.

### Instrument

This study employed an adapted questionnaire from the study of Perez and Pulana (2022). The questionnaire was divided into four (4) parts. Part I collects information on the demographic profile of the respondents. It has seven (7) items to reflect age, sex, civil status, position title, teaching experience, highest educational attainment, and grade level handled. Part II of the questionnaire gathers data on the motivational techniques used by the teachers in teaching KS2 learners in the following categories: intrinsic motivation – competence, creativity, achievement, attitude, and physiological; extrinsic motivation – reward, power, fear, competition, and enjoyment. It has one hundred (100) items, 4 indicators for each construct. Part III collects information on the impacts of motivational techniques observed in the academic performance of KS2 learners and it has ten (10) items.

The questionnaire utilized a 4-point Likert scale type of questionnaire to gather the needed data. All the gathered data were treated statistically to facilitate the analysis and interpretation of the findings corresponding to the specific questions. This study observed the following scoring procedures for motivational techniques, academic performance, and level of utilization of the motivational techniques.

To make it easier to analyze and comprehend the results concerning the particular questions, all the collected data were statistically handled. In this investigation, the following scoring processes were used:

Table 2. *Scoring for Motivational Technique*

| <i>Scale</i> | <i>Range</i> | <i>Descriptive</i>     | <i>Interpretation</i>    |
|--------------|--------------|------------------------|--------------------------|
| 4            | 3.50 – 4.00  | Strongly Agree (SA)    | Very Tangibly Used       |
| 3            | 2.50 – 3.49  | Agree (A)              | Tangibly Used            |
| 2            | 2.00 – 2.49  | Disagree (D)           | Moderately Tangibly Used |
| 1            | 1.00 – 1.49  | Strongly Disagree (SD) | Never Used               |

Table 3. *Scoring Procedure for Impacts on Academic Performance*

| <i>Range</i> | <i>Description</i>     | <i>Interpretation</i> |
|--------------|------------------------|-----------------------|
| 3.50 – 4.00  | Strongly Agree (SA)    | Very High Impact      |
| 2.50 – 3.49  | Agree (A)              | High Impact           |
| 2.00 – 2.49  | Disagree (D)           | Low Impact            |
| 1.00 – 1.49  | Strongly Disagree (SD) | Very Low Impact       |

Some items in Part II were modified by the researcher to fit the setting of this study such as items 5-10; 15-20; 25-30; 35-40; 46-50; 55-60; 65-70; 75-80; 85-90; and 95-100. These items were validated and tested for reliability. Part III of the questionnaire did not have changes or were used as they were stated in the original questionnaire, they had already established validity and reliability, so they did not need to be subjected to the tests.

Since many of the items from the original modified questionnaire were kept after the adjustments, the researcher asked the

questionnaire's author for approval. The permission-granting paper was annexed to the study.

The specifications for creating an effective data collection tool were taken into account when creating this one. For example, an indicator explaining the circumstances or problems related to the information requested was made less explicit to account for the respondents' lack of preparation. In this sense, the instrument was approved to collect legitimate replies from the participants.

Table 4 presents the reliability analysis of variables. The result shows that the questionnaire with 110 indicators with a Cronbach Alpha value greater than 0.700, suggested that all indicators were reliable. The threshold value in the literature is much higher than 0.700. The participating respondents clearly understood the research questions, and similar indicators were answered in the same direction.

The foregoing high value of reliability underscores the reliability of all indicators in the questionnaire for the study were acceptable; hence, they were reliable. According to Taber (2018), a Cronbach's Alpha value of 0.700 or higher is generally considered acceptable for indicating reliability. Aligned with this thought, the tested questionnaire for reliability consistently produces stable and dependable results across different occasions, contexts, or with different groups of respondents; therefore, it has been useful for this study.

Table 4. *Reliability analysis of variables*

| <i>Variables</i>                     | <i>Number Of Indicators</i> | <i>Cronbach Alpha</i> | <i>Interpretation</i> |
|--------------------------------------|-----------------------------|-----------------------|-----------------------|
| Parental Involvement                 |                             |                       |                       |
| Communication with the Teachers      | 10                          | 0.894                 | Reliable              |
| Monitoring of homework Completion    | 10                          | 0.928                 | Reliable              |
| Encouraging positive learning habits | 10                          | 0.905                 | Reliable              |
| Participation in School Activities   | 10                          | 0.921                 | Reliable              |
| Reading                              | 10                          | 0.949                 | Reliable              |
| Learners' Behavior                   |                             |                       |                       |
| Attention and participation          | 10                          | 0.742                 | Reliable              |
| Academic performance                 | 10                          | 0.767                 | Reliable              |
| Following rules                      | 10                          | 0.740                 | Reliable              |
| Completion of assignment             | 10                          | 0.733                 | Reliable              |
| Classroom engagement                 | 10                          | 0.714                 | Reliable              |
| Social interactions                  | 10                          | 0.791                 | Reliable              |

Note: 1.00 – 0.70 Reliable 0.69 – 0.00 Not Reliable

Additionally, Zakariya (2022) discussed the importance of scale reliability and recommends striving for Cronbach's Alpha values above 0.700 to ensure robust internal consistency. Likewise, Olanyi (2019) emphasized that Cronbach's Alpha is a measure of internal consistency and that values above 0.700 are deemed acceptable in any field of discipline. These studies and references support the idea that the high Cronbach's Alpha value obtained in the study confirms the reliability of the questionnaire. This consistent reliability implied that the questionnaire produces stable and dependable results across different occasions, contexts, or with different groups of respondents (Andersson et al., 2024). Consequently, reliable indicators have been instrumental in providing valuable data for this study, ensuring the validity and robustness of the research findings.

The consistent responses provided by the participating respondents implied that they clearly understood the research questions. This understanding is evidenced by their ability to answer similar indicators in the same direction, thus demonstrating the internal consistency of the questionnaire items. According to Saidi and Siew (2019), internal consistency is crucial for ensuring that the items within each variable measure the same underlying construct reliably. This emphasized that high internal consistency contributes to the overall validity of a measurement instrument by confirming that each item aligns well with the others. This alignment minimized random errors and reinforced the reliability of the data collected by this study.

By achieving a high Cronbach's Alpha value, this study ensured that the measurement instruments used were both valid and reliable, providing a strong foundation for the research findings. This reliability is further supported by the literature, which emphasizes the importance of using reliable instruments in social science research (Field, 2009; George & Mallery, 2003; Inas, 2024).

## Procedure

In gathering the data, the subsequent phases with their corresponding procedures were followed by the study:

Permission to conduct the study was obtained from the Schools Division Superintendent. All letters asking for permission were signed and approved by the concerned persons which included the thesis adviser and the Dean of the Graduate School of St. Peter's College. In conducting this study, the research protocol was followed. The following ethical guidelines were put into place for the research period. The teacher participant was informed through informed consent which clearly stated the objectives, the potential risk, their rights during the conduct of the study, and their freedom to withdraw when they decided not to participate. The rights of the participants were always prioritized. This informed consent letter was duly approved by the superintendent before it was given to the participants

The dignity and welfare of the participants were guarded at all times. They were not exposed to any harm or humiliation in any way whatsoever. In the whole duration of the interview or conduct of the study; their needs were considered. The research data remained confidential during and after the course of the study. Respect for the dignity of the participants was prioritized. Further, to protect the

participants, the researcher needed to mask the participants' names to avoid including identifiable information in the analysis files. Any deception or exaggeration about the aims and objectives of the research was avoided. All records and transcriptions (data) were destroyed after the research had been reported and put to use.

### Data Analysis

The following statistical tools were used to analyze the data gathered as answers to the problems stated in Chapter 1.

Problem 1. Frequency count and percentage were employed to describe the profile of the respondents. This tool was very useful in determining the number and weight percent of the respondents exhibiting the profile.

Problem 2. Weighted Mean was used to determine the level of teachers' motivational techniques. This tool was advantageous to use because it reduced the encumbrance of data that were not important or relevant to the current study, permitting more material data to produce a more substantial effect on the result. This tool was used with Standard Deviation.

Problem 3. Weighted Mean and Standard Deviation were used to ascertain the impact of the motivational techniques on the academic performance of the KS2 learners.

Problem 4. Multiple Linear Regression Analysis was employed to determine the respondents' profile and motivational techniques that best predict the impact of motivational techniques on academic performance.

### Results and Discussion

This section presents the data gathered to answer the problems of the study. It also analyzes and interprets the data collected by the researchers to solve the issues in the study. The presentation, interpretation, and analysis were supported by tables and arranged in the same manner as the questions presented in the statement of the problem in Chapter 1.

#### Problem 1: What is the profile of the respondents in terms of age, sex, civil status, plantilla position, teaching experience, highest educational attainment, and grade level handled?

Table 5. *Age of the Respondents*

| <i>Age (in Years)</i>  | <i>Frequency</i> | <i>Percentage (%)</i> |
|------------------------|------------------|-----------------------|
| 21 – 30                | 19               | 19.0                  |
| 31 – 40                | 30               | 30.0                  |
| 41 – 50                | 37               | 37.0                  |
| 51 Years old and Above | 14               | 14.0                  |
| Total                  | 100              | 100.0                 |

Table 5 presents the age of the respondents of the sample population. The results showed that the predominant age group in the sample was 41-50 years old, making up 37% of the population, and the smallest age group was the 21-30 years age group, which made up 19% of the population. This suggested that the sample had a significant proportion of middle-aged individuals and a relatively small proportion of young adults. Furthermore, this indicated that the majority of the respondents who participated in the study were teachers characterized by career consolidation, peak job performance, and financial stability. Many middle adults focus on planning for retirement and achieving long-term financial goals (Saro, et al., 2022). The non-significant proportion of young adults further suggested that in the locale of this study, the young teachers are outnumbered by the middle-aged adult teachers.

This result aligned with Francisco (2020), whose study explored teachers' personal and professional demographic characteristics as predictors of students' academic performance and found that in the part of age, middle-aged adult teachers came in higher number than young adult teachers.

The presence of a higher number of middle-aged adult teachers compared to young adult teachers has several implications for the educational environment, workforce dynamics, and overall teaching efficacy. One significant implication is that middle teachers bring a wealth of experience and expertise to the classroom. They have spent more years honing their teaching skills and understanding student needs, which can lead to more effective teaching practices. This implication demonstrates that many teachers in the area of study are experienced and are already experts in the field or seasoned professionals (Ismail, et al., 2018).

Another important implication of the result is that middle-aged teachers may need ongoing professional development to stay current with new educational technologies and methodologies. Some older teachers might resist new approaches or technologies. This posits that there is a need for the school to provide support and resources that can facilitate smoother transitions on the part of the middle-aged teachers.

Table 6. *Sex of the Respondents*

| <i>Sex</i> | <i>Frequency</i> | <i>Percentage (%)</i> |
|------------|------------------|-----------------------|
| Male       | 17               | 17.0                  |
| Female     | 83               | 83.0                  |
| Total      | 100              | 100.0                 |

Table 6 shows the sex of the respondents. The result presented revealed that the majority of the respondents were female, covering 83 % of the total number of respondents. The male respondents constituted only 17%, illustrating a great disparity between the number of females and males. This result suggested that the majority of the teaching force in the said locale was female.

The dominance of women in the teaching force was mentioned by Johnson (2019), who stated that women were more inclined to teach than men, and this is supported by the students' population in colleges where education is offered. It had also been observed that more women than men graduated from the Bachelor in Elementary Education (BEED) and Bachelor in Secondary Education (BSED) courses.

This significant gender disparity has brought several implications for the study, which are supported by relevant literature. Among the implications brought by the result of the study are the educational and occupational trends and policy programs and development. The greater percentage of female respondents reflects the trends in the education segment, where women are often observed to outnumber men in education roles. This gender distribution is coherent with national and global movements in the teaching pool. Carol et al. (2021) revealed that the workforce in the present century is increasingly represented by women.

This information forwards the notion that understanding the work dynamics of principally female-populated workplaces can help address particular needs, such as support systems for women, work-life balance, and professional development.

With the dominance of women in the school place, it is further implied that there is a need for policies and programs that are tailored to the needs and concerns of female teachers. This could contain ingenuities directed at professional growth, headship opportunities, and gender equity in the work stead. This situation shows that highlighting gender inclusivity and impartiality in educational venues is vital. This calls for significant actions in school leadership (Kuteesa et al., 2024).

Table 7. *Civil Status of the Respondents*

| <i>Civil Status</i> | <i>Frequency</i> | <i>Percentage (%)</i> |
|---------------------|------------------|-----------------------|
| Single              | 23               | 23.0                  |
| Married             | 72               | 72.0                  |
| Legally Separated   | 1                | 1.0                   |
| Widowed/Widower     | 4                | 4.0                   |
| Total               | 100              | 100.0                 |

Table 7 presents the civil status of the respondents. The result revealed that the majority of respondents were married, comprising 72% of the total, while the minority was legally separated, comprising 1%. The single, distributed as 23 %, came below ¼ of the total number of respondents, and the widowed or widowers came insignificant.

The foregoing result showed that many of the teachers who served as respondents were married. This could also mean that the responses processed to answer the research problems were dominated by the answers of married teachers who value commitment and stability. According to Atif and Zubairi (2018), married teachers often exhibited a strong sense of commitment and reliability, both in their professional roles and personal lives. This sense of constancy can transform into a dependable presence in the classroom. They are also perceived as individuals who value long engagement. They are likely to stay in their positions longer, contributing to lower attrition rates and fostering in the students a stable learning environment.

The foregoing result of a high percentage of married respondents implied a stable workforce, as married individuals often exhibit greater job commitment and lower turnover rates. This stability is beneficial for maintaining continuity in the educational environment and providing consistent instruction for students. Thomas and Hammond (2019) magnified that married teachers are typically more committed to their jobs and less likely to leave their positions. This results in lower turnover rates, which is crucial for maintaining a stable and reliable teaching workforce. Consistent teacher presence helps build stronger student-teacher relationships, which is vital for effective learning

Further, the implication of the foregoing result of a high percentage of married teachers lies in the aspect of social and emotional support. It has been noticed that married teachers build strong emotional and social support systems. According to Arbia et al. (2023), married teachers may benefit from strong emotional and social support systems provided by their spouses, which can enhance their overall well-being and job satisfaction. This support can help them manage work-related stress and maintain a positive attitude towards their profession, and therefore, they perform better.

The preceding notion, however, is contrasted by the work of Salvatore et al. (2021) which stated that married teachers are often exposed to stress and burnout due to the dual responsibilities of managing both their professional and personal lives. Married teachers frequently juggle their teaching responsibilities with family obligations, such as childcare, household chores, and caring for elderly family members. Balancing these roles can be challenging, lead to significant stress, and can lower teacher performance.

With the contrasting issues, the implication of stress and burnout prevention surfaces. Schools should be mindful of the potential for stress and burnout among married teachers who juggle work and family duties. Programs and policies that can manage teachers' stress and burnout must be in place. Providing resources for stress management and promoting a healthy work-life balance can mitigate these risks (Agyapong et al., 2022).

The very small percentage of legally separated suggests that very few to none teachers are currently navigating the complexities of legal separation, which may include emotional, financial, and logistical challenges. This further suggests that teachers may have a strong emotional commitment to their marriage and family, deciding to separate difficult legally. They might prefer to work through marital issues rather than opt for separation. Also, teachers are said to value marriage as they are to be models, teaching values to the learners (Education Endowment Foundation, 2018). It is implied in this part that the teachers as models can inculcate values such as cooperation, empathy, and respect in their students (Zhang, 2022). This can contribute to a supportive and respectful classroom environment.

Table 8. *Plantilla Position*

| <i>Plantilla Position</i> | <i>Frequency</i> | <i>Percentage (%)</i> |
|---------------------------|------------------|-----------------------|
| Teacher I                 | 73               | 73.0                  |
| Teacher II                | 9                | 9.0                   |
| Teacher III               | 10               | 10.0                  |
| Master Teacher I          | 8                | 8.0                   |
| Master Teacher II         | 0                | 0                     |
| Total                     | 100              | 100.0                 |

Table 8 presents the distribution of the positions of the respondents as reflected in the plantilla. The result presented revealed that the majority of the respondents were Teacher I with a high frequency of 73 %. There were only a few teachers in Teacher II, Teacher III, and Master Teacher I. None were Master Teacher II. This result indicates that the teachers in the Teacher I position were dominant in the school of study and that most of the teachers did not earn promotions.

The above result was noticed to align with Kanwetuu (2020) which stated that in a school system, the greatest number of positions to be filled is that of the Teacher I position. This exposed why Teacher I teachers dominate a school system. Also, there is no mass promotion to Teacher II, Teacher III, Master Teacher I, and Master Teacher II. There are only a few items for the foregoing positions. The higher the position, the fewer the slots are. This finding explained why there were only a few teachers in the rank higher than Teacher I or why Master Teacher II was not represented in the result.

The preceding result implied that the majority of the learning situations and lessons are facilitated by Teacher I teachers. This setup calls for more venues for teacher training for these teachers to enhance their teaching skills and contribute significantly to the success of learning in the school. Some of the Teacher I teachers may be new to the field and need scaffolding or support from the experienced ones or the Master Teachers who serve as mentors of teachers in the school. With this notion, it is further implied that an effectual mentoring program must be set in the school for the knowledge enhancement and professional development of the Teacher I teachers.

Alegado (2018) posited that the predominance of Teacher I teachers submerges school leadership into some challenges. Raising the quality of learning in the school with the Teacher I piloting is a great risk as these teachers may not be experienced enough to direct effective learning. Schools then need to implement focused professional development programs to help these teachers acquire the skills needed for quality teaching. This can include leadership training, advanced teaching practices, and administrative skills.

The scarcity of teachers in the higher position may also denote the passivity of Teacher I teachers to promotion. According to Yeboah and Kuranchie (2023), seeking a promotion in DepEd is not easy. There are requirements not easy to procure; in consequence, many teachers do not work for them. This situation implies encouragement on the part of the teachers. Warren (2021) emphasized the role of leadership in inspiring teachers to seek promotion. Leadership development has a salient role in preparing teachers for promotion to higher positions. It also clarified the influence of scant promotion slots on teacher self-esteem, confidence, and retention.

Overall, the predominance of Teacher I positions and the insubstantial availability of higher-level positions bear crucial implications for career progression, professional development, and resource apportionment in the school system. Tackling these concerns through intensive professional enhancement programs, mentorship avenues, and strategic or deliberate resource allocation can help establish and create more inspired and dedicated teaching personnel. It can make the role of the teachers easier when they have improved their skills through professional enhancement programs. Supporting literature accentuates the significance of these procedures in promoting teacher retention and improving educational results (Calderone, 2018).

Table 9 presents the teaching of the respondents. The result presented disclosed that the highest number of years of teaching experience was in the range 6-10 years, while the least number of years of teaching experience was represented by 31 years and above. Cases of 2-5 years, 16-20 years, and 11-15 years were visible. This result indicated a diverse range of teaching experience, which showed that most of the teachers in the school locale had already considerable years of teaching experience. The result also indicates, in the case of the least number of teaching experience, that most of the teachers were still in middle adulthood or were middle-aged. This result coincided with the result in age, where most teachers belonged to middle adulthood.

The diverse range of teaching experience emphasizes the necessity of differentiated professional advancement programs. Novice teachers, the case of 2-3 years teaching experience, may require foundational training, while experienced teachers, the case of 6 to 20 years or more, might benefit from advanced professional enhancement opportunities to remain efficient and updated with new instructional trends and educational technologies.

Table 9. *Teaching Experience*

| <i>Teaching Experience</i> | <i>Frequency</i> | <i>Percentage (%)</i> |
|----------------------------|------------------|-----------------------|
| 1 year and below           | 11               | 11.0                  |
| 2 - 5 years                | 20               | 20.0                  |
| 6 - 10 years               | 28               | 28.0                  |
| 11 – 15 years              | 15               | 15.0                  |
| 16 – 20 years              | 18               | 18.0                  |
| 21 – 25 years              | 3                | 3.0                   |
| 26 – 30 years              | 4                | 4.0                   |
| 31 years and above         | 1                | 1.0                   |
| Total                      | 100              | 100.0                 |

The considerable years of teaching experience implies a highly experienced workforce. Chalak and Fallah (2019) explained that experienced teachers are likely to have refined their teaching methods and classroom management skills, which can lead to improved student outcomes. Also, these experienced teachers have a detailed and in-depth understanding of the lessons in the subject matter they teach. This understanding permits them to explicate concepts clearly, answer student queries successfully, and provide students with in-depth, meaningful, and useful knowledge.

Additionally, Irvine (2019) posited that teachers with more experience are generally more effective, and their students tend to perform better on standardized tests and other measures of success. This claim is supported by the notion that experienced teachers get more opportunities to hone or polish their instructional methods or teaching practices over their teaching years. They become more adaptable and proficient in their teaching methods or teaching strategies to meet the varied needs of their learners. This adaptability and proficiency in utilizing diverse teaching techniques can lead to more operative and successful teaching and better student achievement.

In summary, the result signifying a diverse range of teaching experience, with most teachers possessing considerable years of experience and the least number of teachers with more than 30 years of teaching experience, aligns with the finding that most teachers belong to middle adulthood. This has important implications for professional progression or teaching career growth, stability, mentorship, and resource appropriation in the school system. By setting about these needs through targeted or focused training programs, strong scaffold structures, and deliberate or strategic resource distribution, schools can institute a caring, supportive, and efficacious teaching milieu that benefits both teachers and students in the school, not only in the academic setting but also in the co-curricular setting (Simonsen et al., 2019).

Table 10. *Highest Educational Attainment*

| <i>Educational Attainment</i>                 | <i>Frequency</i> | <i>Percentage (%)</i> |
|---|------------------|-----------------------|
| Bachelor's Degree                             | 25               | 25.0                  |
| With Masters Units                            | 50               | 50.0                  |
| Completed Academic Requirements (MA/MS-CAR)   | 18               | 18.0                  |
| Full-Fledged Master's Degree                  | 7                | 7.0                   |
| With Doctorate units                          | 0                | 0                     |
| Completed Academic Requirements (PhD/EdD-CAR) | 0                | 0                     |
| Full-Fledged PhD/EdD                          | 0                | 0                     |
| Total   | 100              | 100.0                 |

Table 10 shows the highest educational attainment of the respondents. The result presented revealed that the majority of respondents had some level of graduate education, with  $\frac{1}{2}$  or 50% of the respondents having master's units and 18% having completed academic requirements for a master's degree. Only 7% have a full-fledged master's degree, and none have doctoral qualifications. Also,  $\frac{1}{4}$  or 25% of the respondents opted not to engage in further studies and remained teaching with their bachelor's degree,

The foregoing result means that most teachers put a strong emphasis on graduate education. This further means that they understood the need for further studies or professional development. This result aligned with Sevim and Akin (2021) which highlighted the role of graduate education in the professional development of teachers. This study specifically divulged that engaging in higher studies had a positive influence on the performance of the teaching profession even in an environment of diversity and complexity in the duties and responsibilities of teachers.

The result revealing the teachers' pursuit of higher education implied that they have a strong commitment to enhancing their professional abilities and knowledge. This commitment is crucial in adapting to the changing educational landscape and environment and in meeting the varied needs of learners. In the study of Celik and Yildiz (2019), the strong commitment of teachers towards the enhancement of their professional abilities was mentioned. This strong commitment was driven by their desire to be effective in their job, especially in building a culture of quality education for the learners.

The case of some teachers staying with only their bachelor's degree may imply their inability to pursue graduate studies. This may be due to various reasons which among these reasons are: economic conditions – teachers may not have financial capabilities or financial

resources to pursue further studies; time - teachers may not get enough time to pursue higher studies because of the several roles they perform; institutional factors - teachers may work at an institution that does not support higher studies or may have a principal who hinders their academic progress; and school schedule - the teacher's school schedule may not align with the university's schedule (Calisoglu & Yalvac, 2019).

In the overall setting, the emphasis on graduate education among teachers highlights their recognition of the need for continuous professional development. This commitment aligned with the findings of Sevim and Akin (2021), demonstrating that higher education positively influences teaching performance, even in diverse and complex educational environments. Supporting literature reinforces the significance of advanced qualifications in enhancing teaching effectiveness and student outcomes. By supporting teachers' pursuit of further studies, schools can foster a culture of lifelong learning and continuous improvement, benefiting both teachers and students.

Table 11. *Grade Level Handled*

| <i>Grade Level Handled</i>                 | <i>Frequency</i> | <i>Percentage (%)</i> |
|--|------------------|-----------------------|
| Grade 4                                    | 43               | 43.0                  |
| Grade 5                                    | 21               | 21.0                  |
| Grade 6                                    | 18               | 18.0                  |
| Mixed (Combination of 2 or 3 Grade Levels) | 18               | 18.0                  |
| Total                                      | 100              | 100.0                 |

Table 11 depicts the grade level handled by the respondents. The result displayed showed that the majority of respondents taught Grade 4 (43%), followed by those who taught Grade 5 (21%), Grade 6 (18%), and those who handled a combination of two or three grade levels (18%). This result means that many of the teachers in the area of study handled Grade 4 KS2 learners and that there was a significant number of teachers who handled specific KS grade levels (Grades 4, 5, and 6).

The result above-mentioned implied that the teachers may have specialized expertise in the curriculum and developmental needs of students at these particular grade levels. This can lead to more effective instruction and better student outcomes. This result implied further that specialized training and professional development that the school will be providing align with the needs of teachers teaching KS2 learners in Grade 4, Grade 5, Grade 6, and Grade 2 and Grade 3. With the result of the pieces of training, the teachers become adept in differentiated teaching strategies which affirms that these teachers can shape their teaching methods or techniques to accommodate the diverse learning styles and abilities of their students. This makes sure that all the learners have access to the curriculum and get equal opportunities to learn significantly.

By deduction, the result on grade level handled by the teachers generally implies that teachers' specialized expertise in the curriculum and developmental needs of specific grade levels can significantly improve their instructional effectiveness. This leads to better student outcomes, as tailored instruction and appropriate classroom management create an environment conducive to learning. Supporting literature underscores the importance of specialized knowledge in enhancing teaching quality and promoting student success (Meng, 2023).

## **Problem 2: What is the extent of motivational techniques used by the teachers in teaching KS2 learners?**

Table 12 presents the intrinsic motivation as to the competence of the respondents. The result revealed that the indicator "Valuing Tasks" with the statement "I let my KS2 learners realize the value of tasks they are doing to become more engaged in them" was most perceived by the respondents with the highest mean of 3.87 in the description "Strongly Agree". Conversely, the indicator "Developing High Competence Perception" bearing the statement "I develop high competence perception and this leads my KS2 learners to higher effort, persistence, and a preference for challenging tasks" was least perceived by the respondents with the lowest mean of 3.52 which was still in the description "Strongly Agree" but had relatively lower mean compared to the mean of other statements in consideration.

Accordingly, the result revealed in Table 12 indicates that "Valuing Tasks," specifically detailed as "I let my KS2 learners realize the value of tasks they are doing to become more engaged in them," was highly or very tangible and observable intrinsic motivator driving the competence of the learners, as evidenced by the strong agreement it received. This suggested that helping students understand the importance and relevance of their tasks significantly enhances their engagement and motivation, leading to better educational outcomes.

On the other hand, "Developing High Competence Perception," articulated as "I develop high competence perception and this leads my KS2 learners to higher effort, persistence, and a preference for challenging tasks," also received strong agreement, showing that it was also very tangibly used but to a slightly lesser degree. This indicated that while fostering a high perception of competence, it is recognized as important and observable, it may require more nuanced strategies and reinforcement to be equally effective as valuing tasks.

The foregoing result showed "Valuing Tasks," specifically detailed as "I let my KS2 learners realize the value of tasks they are doing to become more engaged in them" as a highly or very tangible and observable intrinsic motivator driving the competence of the learners implies enhanced student engagement. This enhanced student engagement results in meaningful learning. This information aligned with Gul and Ali (2023) which forwarded the notion that when students understand the value and relevance of their tasks, they are more likely to engage deeply with the material. This intrinsic motivation fosters a genuine interest in learning, making the educational

experience more meaningful and enjoyable.

Table 12. *Intrinsic Motivation as to Competence*

| <i>Indicators</i>   | <i>Mean</i> | <i>+</i> | <i>SD</i>   | <i>Description</i>    |
|---|-------------|----------|-------------|-----------------------|
| 1. Providing Constructive Feedback: "I Offer specific, positive feedback to help my KS2 learners understand what they are doing well and where they can improve. This reinforces their sense of competence and encourages them to keep trying." | 3.80        | +        | 0.43        | Strongly Agree        |
| 2. Setting Achievable Goals. "I help my KS2 learners set realistic and attainable goals. This gives students a clear sense of direction and purpose, making them feel more competent as they achieve these goals."                              | 3.84        | +        | 0.42        | Strongly Agree        |
| 3. Offering Choices. "I allow my KS2 learners to make choices about their learning activities. This can increase their sense of autonomy and competence."   | 3.57        | +        | 0.57        | Strongly Agree        |
| 4. Creating a Supportive Environment. "I build a classroom atmosphere where my KS2 learners feel safe to take risks and learn that making mistakes is crucial. This support helps my learners feel more confident in their abilities"           | 3.85        | +        | 0.39        | Strongly Agree        |
| 5. Developing High Competence Perception. "I develop high competence perception and this leads my KS2 learners to higher effort, persistence, and a preference for challenging tasks."  | 3.52        | +        | 0.52        | Strongly Agree        |
| 6. Building Self-Esteem. "I strive to build self-worth or self-esteem which strongly impact the abilities of my KS2 learners, so work to perform better."   | 3.81        | +        | 0.44        | Strongly Agree        |
| 7. Boosting Confidence. "I give activities that can boost the self-confidence of my KS2 learners, improving their perception of what they can do on their own."   | 3.75        | +        | 0.48        | Strongly Agree        |
| 8. Enhancing Self-Efficacy. "I lead my KS2 learners to attain high self-efficacy, so they will believe in their ability to succeed in specific tasks."  | 3.73        | +        | 0.47        | Strongly Agree        |
| 9. Encouraging Self-Regulation. "I encourage self-regulation to enhance the ability of my KS2 learners to monitor their progress and adjust to approaches."   | 3.62        | +        | 0.53        | Strongly Agree        |
| 10. Valuing Tasks. "I let my KS2 learners realize the value of tasks they are doing to become more engaged in them."  | 3.87        | +        | 0.37        | Strongly Agree        |
| <b>Weighted Mean</b>  | <b>3.74</b> | <b>+</b> | <b>0.30</b> | <b>Strongly Agree</b> |

Note: 3.25-4.00 (Strongly Agree) | 2.50-3.24 (Agree) | 1.75-2.49 (Disagree) | 1.00-1.74 (Strongly Disagree)

Additionally, the result showing "Valuing Tasks" gaining the strongest "Strongly Agree" implies enhanced teacher-student relationship as brings trust and respect and positive classroom climate. According to Macalisang and Bonhawan (2024), when teachers unwaveringly assist their learners in seeing the value of their tasks, a sense of trust and respect is significantly fostered. Learners are observed to be more likely to regard their teachers as caring and supportive and more concerned of their successes. This milieu strengthens the teacher-student relationship.

Complementarily, an emphasis on valuing tasks as the teachers' intrinsic motivator to be competent contributes to the fostering of a positive classroom climate. Mendroo and Vandana (2020) supported the idea that when teachers are focused on giving value to their tasks or roles and responsibilities, they become more competent, and this competence may result in establishing a nurturing environment that enhances the overall classroom dynamics and promotes a culture of quality learning.

In an all-inclusive perspective on "Valuing Tasks", helping students recognize or acknowledge the value and relevance of their tasks to their learning and life is a powerful intrinsic motivator that can meaningfully augment and enhance their engagement in tasks, motivation towards learning, and academic performance. Teachers who underline task value to their learners underwrite a constructive, optimistic, and supportive learning environment, fostering strong teacher-student relationships and a culture of meaningful learning; therefore, better educational outcomes are achieved (Nahid, Musaffar, and Abbas, 2023).

The result of "Developing High Competence Perception," articulated as "I develop high competence perception and this leads my KS2 learners to higher effort, persistence, and a preference for challenging tasks" brings the implication need for nuanced strategies centering on personalized feedback from the teachers. It is said that teachers may need to provide personalized and specific feedback acknowledging learner progression and areas for improvement. This feedback helps learners to construct realistic and optimistic perceptions of their skills or abilities (Obilor, 2019).

Further, concerning the implication need for nuanced strategies, incremental challenges play a part. When teachers introduce tasks that are incrementally challenging but achievable, they help the learners experience triumph and build their confidence. This strategy of the teacher encourages a growth mindset, where the learners realize and become aware of their potential and see their abilities as improvable through hard work or effort and perseverance.

In summary, while "Developing High Competence Perception" received strong agreement, it may require more nuanced strategies and reinforcement compared to "Valuing Tasks" to be equally effective. Personalized feedback, incremental challenges, positive reinforcement, and fostering a growth mindset are essential for building students' perception of competence. By implementing these strategies, teachers can help students develop a strong sense of competence and succeed in their academic endeavors (Marvin, 2024; Abdulrahman et al., 2023).

The overall mean in the Strongly Agree indicated that the teachers highly supported intrinsic motivation for competence. This means

the practice was very tangibly used. This implied that teachers provide strong support for intrinsic motivation for competence. This strong support contributed meaningfully to the creation of a positive learning atmosphere that improves student motivation or interest, strengthens academic performance or achievement, promotes a growth mindset, and fosters strong teacher-student relationships. Supporting literature emphasizes the importance of intrinsic motivation in promoting effective learning and long-term success.

According to Falk (2023), intrinsic motivation is a fascinating psychological construct that is deep-seated in the person connecting to, internal rewards that fuel their very core; on the other hand, extrinsic motivation is observed when someone feels motivated to do something to gain a reward or avoid a punishment- the learners here, want to learn because of the reward of good marks and honor. With this notion and claim, the importance and usefulness of motivation in learning cannot be understated; the significance of the teachers' motivational technique cannot be ignored.

Table 13. *Intrinsic Motivation as to Creative*

| Indicators  | Mean | + | SD   | Description    |
|---|------|---|------|----------------|
| 1. Integrating Gamification. "I incorporate game elements like points, badges, and leaderboards into lessons because it can make learning fun and my KS2 learners create learning techniques."  | 3.49 | + | 0.56 | Strongly Agree |
| 2. Employing Project-based Learning. "I allow my KS2 learners to work on projects that interest them to increase their engagement and motivation, so they achieve more."  | 3.56 | + | 0.54 | Strongly Agree |
| 3. Utilizing Personalized Learning. "I tailor the lessons to my individual KS2 learners' interests and learning styles to help them make the material more relevant and engaging."  | 3.67 | + | 0.47 | Strongly Agree |
| 4. Using Creative Problem Solving: "I encourage my KS2 learners to think creatively and solve problems in unique ways which can stimulate their curiosity and engagement. This can involve activities like brainstorming sessions, open-ended questions, and real-world problem-solving tasks." | 3.67 | + | 0.49 | Strongly Agree |
| 5. Stimulating Curiosity." I give activities to stimulate my KS2 learners' curiosity that leads to their ability to create on their own."   | 3.73 | + | 0.47 | Strongly Agree |
| 6. Engaging in Challenging Tasks. "I constantly exposed my KS2 learners to challenging tasks to make them discover their abilities to create their own techniques."   | 3.71 | + | 0.50 | Strongly Agree |
| 7. Giving Appreciation. "I recognize the accomplishments of my KS2 learners even how minimal they are to encourage them to discover and create."  | 3.85 | + | 0.39 | Strongly Agree |
| 8. Realizing Sense of Purpose. "I provide my KS2 learners with a sense of direction and motivation to enhance their creativity boosting their ability to retain information."   | 3.82 | + | 0.39 | Strongly Agree |
| 9. Tracking Progress. "I constantly monitor my KS2 learners' progress to inspire or motivate them to create techniques they can use for learning."  | 3.70 | + | 0.50 | Strongly Agree |
| 10. Giving Access to Facilities. "I see to it that my KS2 learners can use the learning facilities in the classroom, like the mini library to enhance their ability to learn by themselves."  | 3.57 | + | 0.54 | Strongly Agree |
| Weighted Mean   | 3.68 | + | 0.28 | Strongly Agree |

Note: 3.25-4.00 (Strongly Agree) | 2.50-3.24 (Agree) | 1.75-2.49 (Disagree) | 1.00-1.74 (Strongly Disagree)

Table 13 shows the intrinsic motivation as to creativity of the respondents. The result revealed that the statement marked by "Giving Appreciation" detailed as "I recognize the accomplishments of my KS2 learners even how minimal they are to encourage them to discover and create" got the highest mean of 3.85, showing strong agreement among the respondents. Contrariwise, the statement marked by "Integrating Gamification" detailed as "I incorporate game elements like points, badges, and leaderboards into lessons because it can make learning fun and my KS2 learners create learning techniques" got the lowest mean of 3.49, also showing strong agreement; nonetheless, it was agreed relatively lower compared to other statements.

The highest agreement in "Giving Appreciation" with the statement "I recognize the accomplishments of my KS2 learners even how minimal they are to encourage them to discover and create" signifies that the KS2 teachers intrinsically motivated their KS2 learners towards being creative very tangibly through giving them appreciation, specifically by recognizing their accomplishments even how marginal these accomplishments were to encourage them to discover and create. This result sided with Harpine (2024) which emphasized the role of intrinsic motivation in enhancing student engagement and creativity and explained that recognizing the learners' accomplishments, even inconsequential ones, can lift their interest and boost their intrinsic motivation towards exploring and creating, and consequently towards quality learning.

Conversely, the statement with the lowest mean of 3.49 "Integrating Gamification," was still included in the respondents' strong agreement. This means it was very tangibly used but in the less degree compared to the other statements. This result suggested that the KS2 teachers did not always incorporate game elements like points, badges, and leaderboards into lessons, so their KS2 learners create learning techniques in order to learn; notwithstanding, as gamification was perceived Strongly Agreed, the teachers palpably found it useful in intrinsically motivating the creativity of the learners to significantly learn their lessons. Smiderle et al. (2020), in their study on the impact of gamification on students' learning, engagement, and behavior based on their personality traits, forwarded support to the foregoing result on gamification. This study stated that gamification significantly increased engagement and motivation, particularly in a web-based programming learning environment, leading the learners to comprehend their lessons and achieve success.

The information gained from the most perceived intrinsic motivator towards creativity unveils some implications, two of which are professional development for teachers towards more productive ways of giving appreciation and the creation of a positive learning

environment for the learners to create without physical constraints. Francis (2021) gave significant information concerning teacher development geared towards increasing their ability to motivate their learners in the classroom. Specifically stated that the need to raise the teachers' skills in motivating students intrinsically through giving constant appreciation is crucial to effective learning. As it was generally acknowledged that giving appreciation has a positive value in encouraging learners to create their own techniques to improve their academic performance, teachers' strategies to give appreciation must become more effective and meaningful for the teaching-learning process to prosper or proceed successfully (Brew et al., 2021).

The implication of the creation of a positive learning environment is detected in Alfante et al. (2024), which strongly attested that regular appreciation and recognition of the tasks done by the students in the classroom contributes to the establishment of a supportive classroom culture where students feel safe and encouraged to express themselves. This positive atmosphere nurtures students' confidence and willingness to share their creative ideas. With the teachers appreciating the accomplishments of their learners, an inherent sense of comfort ensues in the environment inspiring the learner to work in the class.

The information gained from "Gamification" which was strongly affirmed in the lowest mean, however, in the strongly agree level, implies that teachers may be integrating gamification selectively and discerningly centering on specific activities or lessons where it can be very useful or have the most substantial influence or impact. This selective or targeted use can help maintain novelty and effectiveness, preventing overuse and potentially diminishing returns (Liu et al., 2019).

The strong agreement on the use of gamification, despite being to a slightly lesser degree, further implies that teachers recognize its value in intrinsically motivating learners and enhancing their creativity and learning outcomes. Although gamification is not always utilized in every lesson or learning setting, it continues to be recognized as a powerful tool for engaging students and fostering a positive learning experience, especially in the 21st Century. Research stresses the benefits of gamification in increasing student motivation, creativity, and academic performance. By thoughtfully integrating gamification elements, teachers can create an interactive and enjoyable learning environment that promotes sustained engagement and achievement.

The overall weighted mean of 3.68, situating within the "Strongly Agree" category, indicates that the intrinsic motivation to be creative was very tangibly practiced by the KS2 learners. This suggests that teachers favorably and amply support and carry out approaches or strategies to heighten the intrinsic motivation of KS2 learners to strive to learn through developing their creativity. This strong agreement across various indicators reflects a robust dedication to fostering creativity through diverse, distinct, and effective teaching practices (Reeve, 2018).

Meanwhile, Table 14 that follows illustrates the intrinsic motivation for to achievement of the respondents. The result showed that the indicator with the highest mean was "Raising Engagement" with a mean of 3.83, indicating strong agreement among respondents and specifically supported by the statement "I foster an environment that encourages my KS2 learners to value achievement and work towards it." On the other hand, the statement with the lowest mean was "Encouraging Autonomy" with a mean of 3.62, also demonstrating strong agreement but relatively lower compared to the other statements, and supported by the statement "I allow my KS2 learners to make their own choices. Through this, they desire to learn and achieve."

The result of "Raising Engagement" as detailed in the statement "I foster an environment that encourages my KS2 learners to value achievement and work towards it" means that the KS2 teachers were very tangibly applying the said strategy. This indicates that they were positively or very effectively creating a motivating and supportive learning environment to raise the learners' learning engagement underscoring the saliency of attainment. This result implies that by promoting an environment that appreciates or regards achievement, teachers are nurturing students to grow more invested in their education and learning. This augmented or increased investment directs the students to higher engagement levels, as they become more motivated to participate dynamically in learning activities and put forth effort in their academic pursuits unwaveringly.

The preceding stated implication aligned with the statement presented in Yuan (2024), which averred that an environment that values achievement is instrumental in promoting a variety of positive learning outcomes, like improved academic performance, which is manifested in higher test scores and increased graduation rates, enhanced critical thinking and problem-solving skills which is demonstrated by improved analytical skills, and improved behavior and discipline which illustrated by a reduced incidence of disciplinary issues.

The statement "Encouraging Autonomy," which received the lowest mean but still demonstrated strong agreement, means that the teachers were tangibly practicing the strategy; however, while they conceded and recognized the paramount role of allowing students to make their own preferences, it is given less emphasis compared to other strategies. This statement was supported by the claim, "I allow my KS2 learners to make their own choices. Through this, they desire to learn and achieve."

The slightly lower mean of "Encouraging Autonomy" suggested that while teachers acknowledge the value of autonomy in developing intrinsic motivation and achievement, there may be hindrances in fully implementing the strategy "Encouraging Autonomy". Autonomy includes granting the students the freedom to make choices about their learning, which can improve their motivation and engagement. Nevertheless, it might necessitate harmonizing or balancing guidance and independence, which can be challenging for students in a structured classroom setting.

Table 14. *Intrinsic Motivation as to Achievement*

| <i>Indicators</i>  | <i>Mean</i> | <i>+</i> | <i>SD</i>   | <i>Description</i>    |
|--|-------------|----------|-------------|-----------------------|
| 1. Enhancing Task Interest. "I make learning activities interesting and relevant to my KS2 pupils' lives which can increase their engagement and motivation."                              | 3.74        | +        | 0.46        | Strongly Agree        |
| 2. Encouraging Autonomy. "I allow my KS2 learners to make their own choices. Through this, they desire to learn and achieve."  | 3.62        | +        | 0.51        | Strongly Agree        |
| 3. Promoting Mastery Goals. "I encourage my KS2 learners to focus on mastering a subject rather than just getting good grades. This can lead to deeper learning and sustained motivation." | 3.64        | +        | 0.54        | Strongly Agree        |
| 4. Fostering Supportive Social Climate. "I encourage the parents of my KS2 learners to increase their involvement in the learning of their children."                                      | 3.76        | +        | 0.43        | Strongly Agree        |
| 5. Developing Persistence. "I lead my KS2 learners to develop persistence and to embrace success to learn effectively."  | 3.75        | +        | 0.44        | Strongly Agree        |
| 6. Raising Engagement. "I foster an environment that encourages my KS2 learners to value achievement and work towards it."   | 3.83        | +        | 0.38        | Strongly Agree        |
| 7. Modelling Positive Attitude. "I show genuine excitement to promote a positive attitude that can enthruse my KS2 learners to perform well."  | 3.79        | +        | 0.43        | Strongly Agree        |
| 8. Creating Opportunities. "I see to it my KS2 learners always get the opportunity to learn well in the class to achieve better."  | 3.81        | +        | 0.42        | Strongly Agree        |
| 9. Setting Achievable Goals. "When goals are set, it becomes easy for my KS2 learners to perform tasks and achieve."   | 3.73        | +        | 0.47        | Strongly Agree        |
| 10. Continuing Inspiration. "I see to it that my KS2 learners feel inspired to learn, so they aim for greater academic performance. "  | 3.81        | +        | 0.42        | Strongly Agree        |
| <b>Weighted Mean</b>   | <b>3.75</b> | <b>+</b> | <b>0.30</b> | <b>Strongly Agree</b> |

Note: 3.25-4.00 (Strongly Agree) | 2.50-3.24 (Agree) | 1.75-2.49 (Disagree) | 1.00-1.74 (Strongly Disagree)

The above-mentioned information on "Encouraging Autonomy" implied an opportunity for teachers to enhance their support for student autonomy further. This could comprise providing more alternatives in learning activities, reassuring and inspiring students to participate in student-led projects, and fostering a sense of ownership over their learning process (Wilcox and Lawson, 2018).

The overall weighted mean in intrinsic motivation as to achievement falling within the "Strongly Agree" category in the mean of 3.75 indicated that teachers very tangibly utilize the motivation strategy as to achievement. They consistently and effectively implemented strategies to enhance intrinsic motivation for achievement among their KS2 learners. This strong agreement across various indicators implied a robust commitment to creating an environment that promotes achievement through engaging, supportive, and motivational practices.

Table 15. *Intrinsic Motivation as to Attitude*

| <i>Indicators</i>   | <i>Mean</i> | <i>+</i> | <i>SD</i>   | <i>Description</i>    |
|---|-------------|----------|-------------|-----------------------|
| 1. Using Collaborative Learning. "I frequently expose my KS2 learners to group activities and peer learning to develop their attitudes to learn with their classmates without the constraint of conflicts or quarrels." | 3.65        | +        | 0.52        | Strongly Agree        |
| 2. Using Differentiated Instruction. "I often subject my learners to differentiated instruction to develop their attitude to learn in their own way without feeling inadequate when with other learners.:"              | 3.68        | +        | 0.51        | Strongly Agree        |
| 3. Showing Respect and Support. "I demonstrate respect and provide support to my KS2 learners to create a safe and welcoming environment where they feel valued and where they develop a good attitude to learn."       | 3.85        | +        | 0.39        | Strongly Agree        |
| 4. Encouraging Self-Directed Learning. "I encourage my KS2 learners to set their own learning goals and monitor their progress. This can foster the attitude of confidence and independence."                           | 3.71        | +        | 0.46        | Strongly Agree        |
| 5. Encouraging Self-Discipline. "I always remind my KS2 learners of the importance of self-discipline in learning to encourage them to set discipline for their own self."  | 3.88        | +        | 0.36        | Strongly Agree        |
| 6. Praising What Students' Remember. "I am always vigilant in terms of acknowledging what my KS2 learners remember from their lesson to encourage a positive attitude in the classroom."                                | 3.82        | +        | 0.44        | Strongly Agree        |
| 7. Applying Varied Teaching Techniques. "I incorporate different teaching styles to cater to various learning preferences to keep my KS2 learners engaged and motivated."   | 3.70        | +        | 0.48        | Strongly Agree        |
| 8. Fostering a Group Mindset. "I encourage my KS2 learners to view challenges as opportunities to grow; praise their effort rather than their innate abilities."  | 3.70        | +        | 0.50        | Strongly Agree        |
| 9. Relating Learning to Real Life. "I show my KS2 learners how the material they're learning applies to real-world situations to increase their interest and motivation."   | 3.69        | +        | 0.47        | Strongly Agree        |
| 10. Providing Autonomy. "I give KS2 learners some control over their learning to allow them to make choices that can boost their intrinsic motivation. "  | 3.65        | +        | 0.50        | Strongly Agree        |
| <b>Weighted Mean</b>  | <b>3.73</b> | <b>+</b> | <b>0.29</b> | <b>Strongly Agree</b> |

Note: 3.25-4.00 (Strongly Agree) | 2.50-3.24 (Agree) | 1.75-2.49 (Disagree) | 1.00-1.74 (Strongly Disagree)

Table 15 presents the data on intrinsic motivation as to attitude. The result showed that the intrinsic motivation as to attitude was most perceived by the respondents in Encouraging Self-Discipline, "I always remind my KS2 learners of the importance of self-discipline



in learning to encourage them to set discipline for their own self, “which showed the mean of 3.88 in the Strongly Agree description. Contrarily, intrinsic motivation as to attitude was least perceived by respondents in the statements Using Collaborative Learning, “I frequently expose my KS2 learners to group activities and peer learning to develop their attitudes to learn with their classmates without the constraint of conflicts or quarrel” and Providing Autonomy, “I give KS2 learners some control over their learning to allow them to make choices that can boost their intrinsic motivation “ in the mean 3.65 in the Strongly Agree category.

The foregoing result in the most perceived mean means that the teachers considered fostering self-discipline among their students very tangibly and very importantly, specifically in shaping their attitudes. They recognized its crucial role in advancing positive attitudes toward education and overall academic success. This implies the development of self-regulation skills which result in enhanced focus. It is forwarded here that by promoting self-discipline, the students learn to manage their time efficaciously and they focus on their responsibilities as students. Self-regulation skills are vital for academic achievement and success and for the efficient management of workload effectually (Nisar, Khan and Khan, 2019).

The above-mentioned result further implies improved decision-making. As teachers tangibly subject their students to discipline, the students get the chance to equip themselves with thoughtful decisions toward their learning. This notion is supported by Mat and Hamaludin (2024) who showed that as students receive the right discipline in school, they learn to prioritize tasks, set realistic goals, and make choices that align with their academic and personal growth.

The case of the lowest mean in the Strongly Agree demonstrated that the teachers also used very tangibly collaborative learning wherein they frequently exposed their KS2 learners to group activities and peer learning to develop their attitudes to learn with their classmates without the constraint of conflicts or quarrels. It also shows that teachers still practice providing autonomy to their students by allowing them to have some control over their learning to permit them to make choices that can improve their intrinsic motivation to learn significantly (McCombs, 2020).

The overall weighted mean of 3.73, of intrinsic motivation as to attitude falling within the "Strongly Agree" category, designates that the KS2 teachers very tangibly employed intrinsic motivation strategy using attitude. They decidedly supported and devised techniques or approaches to improve the intrinsic motivation of the students for positive attitudes leading to quality learning among their KS2 learners. This strong agreement in all the indicators implies a sincere commitment to generating and fashioning an environment that raises positive attitudes through respect, support, varied teaching techniques, and opportunities for self-directed learning. This implication corresponds to the notion presented by Zou et al. (2023) which elaborated intrinsic motivation by attitude development stating that the value of developing intrinsic motivation by developing personal attitudes cannot be underestimated as it plays a significant role in the whole educational scenario of the learners.

Table 16. *Intrinsic Motivation as to Physiological Factors*

| <i>Indicators</i>   | <i>Mean</i> | +        | <i>SD</i>   | <i>Description</i>    |
|---|-------------|----------|-------------|-----------------------|
| 1. Connecting to Feeding Program. “I connect to the school feeding program to augment my KS2 learners’ need for nutrition. I believe good health is always the key to learning.”                      | 3.68        | +        | 0.51        | Strongly Agree        |
| 2. Establishing Clear Rules and Routine. “I create a predictable environment so my KS2 learners will feel comfortable to learn.”  | 3.76        | +        | 0.45        | Strongly Agree        |
| 3. Providing a Safe Learning Environment. “I make sure that my students do not feel threatened in my classroom. Making them feel safe can encourage them to learn significantly.”                     | 3.84        | +        | 0.37        | Strongly Agree        |
| 4. Giving Positive Reinforcement. “I always support my KS2 learners to let them feel they can reach their goals or get good marks to succeed in learning.”  | 3.91        | +        | 0.29        | Strongly Agree        |
| 5. Satisfying Learners Need to Quench Hunger and Thirst. “I offer water and food to my KS2 learners in times of their hunger and thirst. I believe this can make them stay in learning.”              | 3.69        | +        | 0.53        | Strongly Agree        |
| 6. Encouraging Collaboration and Teamwork. “I try to provide my KS2 learners with activities that promote collaboration and teamwork which can satisfy their interest, so they are willing to learn.” | 3.70        | +        | 0.50        | Strongly Agree        |
| 7. Providing Regular breaks for Water and Toilet Use. “I provide time to my KS2 learners to satisfy their thirst and to relieve them of their discomfort relating to personal necessity.”             | 3.74        | +        | 0.49        | Strongly Agree        |
| 8. Providing Emotional Support. “I let my KS2 learners feel that I am always there for them when they need me, making them feel safe.”  | 3.82        | +        | 0.39        | Strongly Agree        |
| 9. Providing Open Communication. “I create an environment of open communication where students feel comfortable expressing their needs and concerns.”   | 3.79        | +        | 0.43        | Strongly Agree        |
| 10. Offering Nutritious Snacks and Meals. “I supplement my KS2 learners’ nutrition needs to ensure they will be enthusiastic to learn in the class.”  | 3.40        | +        | 0.68        | Strongly Agree        |
| <b>Weighted Mean</b>  | <b>3.73</b> | <b>+</b> | <b>0.27</b> | <b>Strongly Agree</b> |

*Note: 3.25-4.00 (Strongly Agree) | 2.50-3.24 (Agree) | 1.75-2.49 (Disagree) | 1.00-1.74 (Strongly Disagree)*

Table 16 shows the intrinsic motivation of KS2 learners as influenced by various physiological factors. The results showed that the statement with the highest mean was "Giving Positive Reinforcement," with a mean of 3.91, indicating strong agreement among respondents to the statement “I always support my KS2 learners to let them feel they can reach their goals or get good marks to succeed in learning.” Conversely, the statement with the lowest mean of 3.40 was "Offering Nutritious Snacks and Meals," accompanied by the statement “I supplement my KS2 learners’ nutrition needs to ensure they will be enthusiastic to learn in the class,” also indicating

strong agreement to the statement but relatively lower compared to the other statements.

The above results signifying the highest mean in the Strongly Agree Category means that giving positive reinforcement by always supporting the KS2 learners to let them feel they can reach their goals or get good marks to succeed in learning was a consistent and highly visible practice among the teachers. This showed a very tangible utilization of the approach. This result implied that the teachers strongly believed that positive reinforcement significantly boosts students' motivation and confidence. This connects to the notion of Samore's (2019) study which highlighted the statement that when students receive recognition and support for their efforts, they are more likely to believe in their abilities and set higher academic goals. Further, the said study emphasized the profound and deep impact that positive reinforcement and support can have on a student's self-efficacy and motivation. Specifically, it found that students who are consistently acknowledged and supported by their teachers tend to develop a stronger belief in their own capabilities. This enhanced self-belief subsequently drives them to set ambitious academic goals and persist in their efforts to achieve them (Perez & Pulana, 2022).

The indicator "Offering Nutritious Snacks and Meals," which received the lowest mean of 3.40, indicates that the strategy was very tangibly applied; however, while teachers agreed on the importance of supplementing their KS2 learners' nutritional needs, this aspect was emphasized relatively less compared to other strategies. The mean of 3.40 still falls within the "Strongly Agree" category, highlighting that teachers recognize the value of providing nutritious snacks and meals to ensure students are enthusiastic about learning. However, it may suggest that there are challenges or limitations in consistently offering this support. This situation is best supported by the school's feeding program where the teachers are found supporting the program; however, some of them cannot go to the extent of offering them food because of some constraints (Wang and Fawsi, 2020). This end of the result implies that schools must address the barriers involved in supporting the students in enhancing their health. In this contention, schools need to identify and address the barriers to providing consistent nutritional support. This may involve securing additional funding, improving logistical planning, and engaging parents and the community in supporting feeding programs.

More so, the relatively lower mean for "Offering Nutritious Snacks and Meals" generally implies that while teachers strongly agree on the importance of nutritional support, there may be challenges in consistently implementing this strategy. Addressing these challenges through enhanced feeding programs, increased awareness, and training can help ensure that students' nutritional needs are met, leading to improved health, well-being, and academic performance. The study of Mathuhiwa et al. (2024) underscores the critical role of adequate nutrition in fostering cognitive function, behavior, and academic success, highlighting the need for continued efforts to prioritize nutritional support in schools.

Finally, the overall weighted mean of 3.73 in Table 16 suggests a very tangible and strong commitment by teachers to resolving the physiological needs of their KS2 learners, thereby enriching their intrinsic motivation and learning outcomes. By guaranteeing that students' basic needs are met, creating a safe and predictable environment, providing positive reinforcement and open communication, and promoting collaboration and teamwork, teachers create a supportive and effective learning atmosphere. Florence et al. (2020) emphasized the importance or significance of these factors in building learning relationships, fostering student engagement and cooperation, motivation or interest, and academic success. By continuing to prioritize these strategies, teachers can effectively nurture their students' well-being, help shape their characters, form learning habits supportive of success, and support their journey toward meaningful academic achievement.

Table 17 depicts the extrinsic motivation of KS2 learners in terms of rewards. The result showed that the statement with the highest mean was Highlighting Efforts and Progress: "I significantly give emphasis to the efforts and progress of my KS2 learners to boost their confidence to learn more and continue participating in activities" with a mean of 3.79, signified by strong agreement among the respondents. On the contrary, the statement with the lowest mean was Applying Token Economies: "I apply token economies in my class. My KS2 learners earn tokens for completing tasks or displaying good behavior, which they can later exchange for a reward. This system helps students understand the value of consistent effort" with a mean of 3.26, also signified by strong agreement but relatively lower compared to the other statements.

The statement "Highlighting Efforts and Progress: 'I significantly give emphasis to the efforts and progress of my KS2 learners to boost their confidence to learn more and continue participating in activities'" received the highest mean and indicated a strong agreement among the respondents signifies that teachers in the study area placed a high value on acknowledging and acclaiming the endeavors and advancement of their students as a key strategy or strongest approach to amplify their motivation and engagement in learning; thus, very tangibly practicing it. This situation aligned with Johnson (2019), who attested that by recognizing efforts and progress, teachers inspire and help students develop and acquire positive self-esteem and trust in their abilities. This recognition increases students' confidence, making them more adaptable and stronger to face challenges and persevere in their studies.

The above-placed information also came in agreement with Delfino (2019) whose work concluded that emphasizing efforts and progress encourages students to continue participating in classroom activities. When students see that their hard work is noticed and valued, they are more likely to stay engaged and motivated. Therefore, they get a good chance to gain useful insights that make them more willing to learn and grow in knowledge and skills.

The information on Highlighting Efforts and Progress on the upper or highest portion of Strongly Agree implies that in the process of acknowledging or giving distinctions to the efforts, works, and progress of the learners, a growth mindset will be fostered. The teachers

become more focused on improvement. This focus results in fixed outcomes which can be high grades or high achievement. Suman's (2023) study reiterated that the emphasis given by the teachers on recognizing the work, accomplishment, effort, and progress of the learners promotes a growth mindset where students understand that effort and persistence are key to success. With the growth mindset flourishing in the classroom, the learners develop resilience and persistence. They learn to view mistakes and setbacks as opportunities for growth rather than failures, which encourages them to keep trying and keep learning.

Table 17. *Extrinsic Motivation in Terms of Reward*

| <i>Indicators</i>   | <i>Mean</i> | <i>+</i> | <i>SD</i>   | <i>Description</i>    |
|---|-------------|----------|-------------|-----------------------|
| 1. Frequently Giving Praise and Recognition: "I frequently give verbal praises or public recognition to my KS2 learners. This can boost their self-esteem and motivation."  | 3.77        | +        | 0.47        | Strongly Agree        |
| 2. Highlighting Efforts and Progress. "I significantly give emphasis to the efforts and progress of my KS2 learners to boost their confidence to learn more and continue participating in activities."  | 3.79        | +        | 0.41        | Strongly Agree        |
| 3. Applying Token Economies: "I apply token economies in my class. My KS2 learners earn tokens for completing tasks or displaying good behavior, which they can later exchange for a reward. This system helps students understand the value of consistent effort." | 3.26        | +        | 0.72        | Strongly Agree        |
| 4. Incorporating Classroom Contests and Games: "I incorporate friendly competition and games to make learning fun and engaging for my KS2 learners. Rewards for winning can motivate them to participate and try their best."                                       | 3.58        | +        | 0.54        | Strongly Agree        |
| 5. Acknowledging Small Achievements. "I recognize and acknowledge small achievements of my KS2 learners with verbal praise, certificates, or small tangible rewards."   | 3.74        | +        | 0.44        | Strongly Agree        |
| 6. Giving Gifts for an Achievement. "I reward my KS2 learners with gifts if they get a perfect score on a long test to encourage them more."  | 3.41        | +        | 0.68        | Strongly Agree        |
| 7. Achievement Tagging. "Every time my KS2 learners top a test I tag their achievement and concretely congratulate them on the bulletin board."   | 3.45        | +        | 0.66        | Strongly Agree        |
| 8. Thought Stimulation. "I stimulate the thoughts of my KS2 learners through a visible reward system, so they will strive to get good scores."  | 3.63        | +        | 0.56        | Strongly Agree        |
| 9. Giving of incentives. "I give incentives like giving stickers and free snacks to my KS2 learners to motivate them to study their lessons and do assignments."  | 3.30        | +        | 0.72        | Strongly Agree        |
| 10. Giving Encouraging Notes. "I practice giving encouraging notes to my students to let them feel they are doing well in the class."   | 3.34        | +        | 0.69        | Strongly Agree        |
| <b>Weighted Mean</b>  | <b>3.53</b> | <b>+</b> | <b>0.39</b> | <b>Strongly Agree</b> |

Note: 3.25-4.00 (Strongly Agree) | 2.50-3.24 (Agree) | 1.75-2.49 (Disagree) | 1.00-1.74 (Strongly Disagree)

On the other hand, the statement "Applying Token Economies: 'I apply token economies in my class. My KS2 learners earn tokens for completing tasks or displaying good behavior, which they can later exchange for a reward. This system helps students understand the value of consistent effort'" received the lowest mean of 3.26. This mean was still within the "Strongly Agree" category, meaning it was very tangibly practiced; nevertheless, it was relatively lower compared to the other statements, indicating that while teachers recognize the value of token economies, they may encounter some challenges or have reservations about its consistent application.

The above-mentioned information came parallel with the work of Williamson and Fadzen (2020) which evaluated the impact of token economies on student on-task behavior in a Canadian classroom. According to this study, token economies can be effective; however, their implementation can be challenging and may not always produce consistent results. This finding may explain why the utilization of token economies was not perceived by the respondents or teachers at the higher portion of Strongly Agree.

The information gained from Applying Token Economies brings the implication that the teachers who utilize token economies may not be more encouraged in the future because their implementation can be challenging or because of the complexities they experience. According to Gomez et al. (2020), using token economies may become less attractive as a technique in extrinsic motivation in the future as teachers may find it challenging to maintain or stabilize consistency and fairness in the application of token economies. Ensuring that all students are fairly rewarded and that the system is applied consistently across the classroom requires careful planning and monitoring, and this task can be taxing to the teachers.

The overall mean of 3.53 for extrinsic motivation in terms of rewards, falling within the "Strongly Agree" category, divulges that teachers were very tangibly practicing extrinsic motivation in terms of rewards. This means further that they strongly supported and highly adhered to extrinsic motivation using rewards. They implemented various reward-based strategies to enhance the motivation of their KS2 learners. This strong agreement across different indicators reflects a robust commitment to using rewards to boost students' engagement and academic performance. Idulsa and Luzano (2024) supported this result. In their study, they explained that many people frequently motivate others extrinsically, especially using rewards. In their study, the respondents acknowledged that giving rewards could be a powerful tool to motivate as it could have many benefits, including increased productivity - which could be increased performance or achievement for the learners, and improved satisfaction - which could be increased encouragement or interest in the part of the learners, and increased desire to stay - this could mean reduced rate of dropouts for schools (Mendroo & Vandana, 2022).

Table 18 presents the extrinsic motivation in terms of power for KS2 learners. It highlighted the various indicators used by the respondents or teachers to galvanize their students. The result showed that the extrinsic motivation with respect to power was most perceived by the respondents in Giving a Voice: "I allow my KS2 learners to express their opinions and make choices about their

learning; in this way, they are encouraged to learn” indicated by the mean 3.82 in the description Strongly Agree. On the other hand, it was least perceived in Projecting I Am an Expert: “I project the personality of ‘I am an expert’ to get the trust of my learners. This idea makes them see that what they would learn is important.” As noticed, all indicators received strong agreement from the respondents, with means ranging from 3.61 to 3.82. Overall, extrinsic motivation in terms of power was strongly perceived by the respondents in the mean of 3.73.

Table 18. *Extrinsic Motivation in Terms of Power*

| <i>Indicators</i>  | <i>Mean</i> | <i>+</i> | <i>SD</i>   | <i>Description</i>    |
|--|-------------|----------|-------------|-----------------------|
| 1. Building a sense of classroom community. “I build a sense of classroom community to make my KS2 learners feel belongingness, this feeling gives them a sense of power to participate in the lesson discussion.”   | 3.71        | +        | 0.46        | Strongly Agree        |
| 2. Projecting “I Am an Expert”. “I project the personality of ‘I am an expert’ to get the trust of my learners. This idea makes them see that what they would learn is important.”   | 3.61        | +        | 0.57        | Strongly Agree        |
| 3. Making My “Referent Power” Visible. “I build strong positive relationships with my KS2 learners. This makes them see that they can always refer to me whenever they have needs or problems. I believe by being genuinely there for them, they set to learn more.” | 3.77        | +        | 0.45        | Strongly Agree        |
| 4. Putting in “My Legitimate Power. “I put in formal authority in the classroom, especially when discipline is needed. Putting discipline in place can drive the learners to behave and learn,”  | 3.78        | +        | 0.44        | Strongly Agree        |
| 5. Giving a Voice. “I allow my KS2 learners to express their opinions and make choices about their learning; in this way, they are encouraged to learn.”   | 3.82        | +        | 0.41        | Strongly Agree        |
| 6. Encouraging Social Interaction. “I let my KS2 learners learn with peers as this can be highly motivating and can help them learn from each other and build social skills.”  | 3.76        | +        | 0.45        | Strongly Agree        |
| 7. Challenging Learners Just Enough. “I provide my KS2 learners tasks that are neither too easy nor too difficult to keep them engaged and motivated to overcome challenges.”  | 3.73        | +        | 0.47        | Strongly Agree        |
| 8. Building a Sense of Classroom Community. “I get to know my Ks2 learners individually and hold classroom meeting regularly to build a sense of classroom community.”   | 3.65        | +        | 0.52        | Strongly Agree        |
| 9. Modelling Prosocial Expression of Power. “I demonstrate subject matter and teaching expertise, the use of positive feedback or through empathy and human connection to my KS2 learners “  | 3.72        | +        | 0.45        | Strongly Agree        |
| 10. Recognizing and Honoring Diversity. “I acknowledge and respect every learner in my KS2 classes as I believe making them feel valued can encourage them to learn more.”   | 3.75        | +        | 0.46        | Strongly Agree        |
| <b>Weighted Mean</b>   | <b>3.73</b> | <b>+</b> | <b>0.30</b> | <b>Strongly Agree</b> |

Note: 3.25-4.00 (Strongly Agree) | 2.50-3.24 (Agree) | 1.75-2.49 (Disagree) | 1.00-1.74 (Strongly Disagree)

Specifically, the result signifying that the extrinsic motivation with respect to power was most perceived by the respondents in "Giving a Voice," designated in a mean of 3.82 in the "Strongly Agree" domain, signifies that teachers highly or very tangibly value and frequently implemented this strategy, specifically by allowing their KS2 learners to express their opinions and make choices about their learning to encourage them to learn. This strong agreement denotes a collective acknowledgment among teachers that permitting students to express the opinions they form in the process of learning and to make choices or decisions about their learning significantly improves student enthusiasm and engagement.

The situation described above implies empowerment and autonomy. Hofverberg (2020) said that allowing students to express their opinions and make choices about their learning empowers them and fosters a sense of ownership over their education. This sense of autonomy is crucial for intrinsic motivation, as students feel more in control of their learning journey. Complementarily, Bernstein (2022) presented that when students are given a voice, they are more likely to participate actively in class discussions and activities. This active participation leads to deeper engagement and a more meaningful learning experience (Abbas, 2023).

The result for Projecting I Am an Expert: “I project the personality of ‘I am an expert’ to get the trust of my learners. This idea makes them see that what they would learn is important,” which was at the lowest mean, but still falling within the Strongly Agree domain, shows that “projecting as an expert” in extrinsically motivating the students was very observable or very tangible in some teachers. This also suggests that while teachers considered projecting expertise vital in performing their roles in teaching and in gaining the learners’ trust, it was perceived as somewhat less crucial when compared to other strategies using power. This information was detected in Hofverberg (2020), which affirmed that projecting expertise was found useful by teachers in extrinsically motivating learners to retain their lessons and do well in examinations. There are teachers, however, who did not find projecting expertise as a good strategy for extrinsic motivation as they could appear boastful to some people.

The overall weighted mean of 3.73, which showed strong agreement, denoted that teachers highly and very tangibly support and implement various strategies to empower their KS2 learners. This commitment was noticed in all the indicators or across different indicators, including building a sense of community, giving students a voice, and balancing authority with support. This occurrence of commitment was also found and stated in Abbas (2023) which stated that utilizing power, such that those who are motivated feel empowered is still considered by people as an effective tool to convince or instill learning.

Table 19 shows the extrinsic motivation using fear for KS2 learners. The result showed that the respondents most perceived were Enforcing Strict Discipline: “I enforce strict discipline, set down rules seriously and define closely the consequences when they fail to follow rules” in the mean 3.58 indicating the description Strongly Agree. Conversely, it showed that the respondents least perceived

was Threat of Failure: “I always remind my KS2 learners that if they won’t perform better, they will be flanked.” In the mean 3.07 in the Agree category. In the overall mean, it was revealed that the extrinsic motivation in terms of fear was strongly agreed by the respondents.

Table 19. *Extrinsic Motivation in Terms of Fear*

| <i>Indicators</i>   | <i>Mean</i> | <i>+</i> | <i>SD</i> | <i>Description</i> |
|---|-------------|----------|-----------|--------------------|
| 1. Enforcing Strict Discipline. “I enforce strict discipline, set down rules seriously, and define closely the consequences when they fail to follow rules.”                      | 3.57        | +        | 0.56      | Strongly Agree     |
| 2. Threats of Punishment: “I warn my learners about potential negative outcomes for poor performance or behavior.   | 3.49        | +        | 0.66      | Strongly Agree     |
| 3. High-Pressure Environment: “I create a sense of urgency or fear of failure to push my learners to perform better.”   | 3.28        | +        | 0.74      | Strongly Agree     |
| 4. Setting Assignments. “I regularly give them assignments, so they learn the lesson well. They develop the sense of fear that failure to do the assignment means a consequence.” | 3.41        | +        | 0.67      | Strongly Agree     |
| 5. Setting Strict Rules.” I set strict rules for my KS2 learners, so they will focus on learning and not on other things.”  | 3.49        | +        | 0.63      | Strongly Agree     |
| 6. Clarifying Consequences and Sanctions.” I frequently remind my KS2 learners of the consequences and sanctions if they do not do good in the class.”                            | 3.48        | +        | 0.72      | Strongly Agree     |
| 7. Informing Parents. “When my KS2 learners do not perform well in the class, I tell them I’m going to tell their parents.”   | 3.44        | +        | 0.64      | Strongly Agree     |
| 8. Threat of Failure. “I always remind my KS2 learners that if they don’t perform better, they will be flanked.”  | 3.07        | +        | 0.90      | Agree              |
| 9. Emphasis on Point Reduction, “I tell my KS2 learners that they suffer point reduction if they don’t participate in the class activities.”                                      | 3.12        | +        | 0.84      | Agree              |
| 10. Using Authoritative Voice. “I use authoritative voice to induce my KS2 learners to be active in the class, especially during a lesson.”                                       | 3.24        | +        | 0.81      | Agree              |
| Weighted Mean   | 3.36        | +        | 0.53      | Strongly Agree     |

Note: 3.25-4.00 (Strongly Agree) | 2.50-3.24 (Agree) | 1.75-2.49 (Disagree) | 1.00-1.74 (Strongly Disagree)

Enforcing Strict Discipline: “I enforce strict discipline, set down rules seriously and define closely the consequences when they fail to follow rules,” as most perceived by the respondents in the domain Strongly Agree, means that teachers very tangibly strictly enforced discipline in the classroom for the success of learning of the KS2 learners. It also means that they strongly agreed on the importance of maintaining strict discipline in the KS2 classrooms. They observably set down rules seriously and defined closely the consequences when these rules were not followed. Clear rules and consequences helped KS2 learners understand the expectations for their behavior and the importance of adhering to them.

The above-mentioned result implies that the KS2 teachers are strongly aware that strict discipline helps maintain order and structure in the classroom, which is essential for creating a conducive learning environment. They understand that a disciplined classroom reduces behavioral issues and disruptions, allowing them to focus on teaching and their students to focus on learning. This creates a conducive learning environment where academic activities can proceed smoothly. The study of Friaes et al. (2023) reinforced the foregoing idea. This work forwarded the notion that enforcing strict discipline is not an opportunity in the classroom, rather, it is a necessity for quality learning to occur. This shows that teachers should be equipped with effective strategies for discipline for the management of the classroom and control of the learners’ behavior.

It is also implied here that the KS2 teachers do not see setting rules and defining consequences when these rules are not followed as a negative thing. They inherently feel that enhanced learning outcomes do not randomly occur or are not accidents. They are products of dedicated efforts. Establishing rules that place order and harmony in the classroom is a manifestation of dedication and a testimony of the teachers’ commitment to attaining quality learning for their learners (Morris et al., 2022), specifically in this study, the KS2 learners.

The statement Threat of Failure: “I always remind my KS2 learners that if they won’t perform better, they will be flanked,” which received the lowest mean of 3.07 in the “Agree” category, indicates that teachers generally agreed on the use of this strategy but perceived it as less effective compared to other methods of motivation, so they only tangibly applied it. This suggested that while some teachers may see value in reminding students of the potential consequences of poor performance, it was not a highly emphasized or preferred approach by the teacher. This result aligned with research indicating that fear-based motivation strategies are less favored by educators compared to positive reinforcement methods. Ryan and Deci’s (2020) article explored the impact of threatening on a person’s motivation and behavior. It highlights that while giving threats can motivate some people, it can also lead to avoidance behaviors, decreased intrinsic motivation, and negative attitudes. These avoidance behaviors decrease intrinsic motivation, and negative attitudes can occur in the classroom with KS2 learners when giving threats is always used by the teachers.

In the contention that KS2 learners are still basic learners, it was perceived in the work of Tierney (2018) that giving threats is not an effective way to motivate children as instilling fear (the purpose of giving threats) does not generate positive or healthy feelings. It undermines the feelings and behavior of children, specifically the self-confidence or self-esteem of the children. When children are threatened, telling them that they are flanked or given failing grades, they may respond negatively and may drop out of school. This point explains why this indicator was not strongly preferred by the teachers.

The overall weighted mean of 3.36 for extrinsic motivation in terms of fear, situated within “Strongly Agree” denotes that the KS2 teachers were very tangibly applying fear in extrinsically motivating their learners to perform better and achieve good grades. This implied that the KS2 teachers consider and believe fear-based strategies can be effective in motivating students and maintaining discipline. However, the lower mean for the threat of failure, emphasis on reduction of points, and using an authoritative voice indicates that teachers are careful about using this approach. By balancing fear-based strategies with supportive and encouraging methods, teachers can create a positive and structured learning environment that promotes student motivation and success.

The preceding implication connects to the idea that the possible negative impacts of fear on students’ well-being and the efficacy of positive reinforcement suggest that teachers should consider or ponder on balancing their motivational strategies. Negative motivational strategies may have many disadvantages and teachers must practice caution in using them. By focusing on positive, supportive, and constructive approaches, teachers can create a more motivating and encouraging learning environment that fosters student confidence, resilience, and intrinsic motivation.

Meanwhile, Table 20 that follows outlines the extrinsic motivation of the teachers for their KS2 learners in terms of competition highlighted by various indicators that foster a competitive spirit to improve learner engagement. The result revealed that the respondents most perceived extrinsic motivation using competition in the indicator was Improving Teamwork and Collaboration: “I foster collaboration and teamwork among my KS2 learners through well-structured, consciously designed competitions” in the Strongly Agree category signified by the mean 3.65. On the other hand, the respondents least perceived extrinsic motivation concerning competition in the indicators was Exposing Learners to Group competition. “I organize learners into teams for quizzes, projects, or games to foster a sense of camaraderie and motivate them to work harder. This approach encourages collaboration and helps students learn from each other “Developing Academic Heroes: “I develop academic heroes to help my KS2 learners increase their respect for academics and interest in learning.”

Table 20. *Extrinsic Motivation in Terms of Competition*

| <i>Indicators</i>   | <i>Mean</i> | <i>+</i> | <i>SD</i>   | <i>Description</i>    |
|---|-------------|----------|-------------|-----------------------|
| 1. Exposing Learners to Group competition. “I organize learners into teams for quizzes, projects, or games to foster a sense of camaraderie and motivate them to work harder. This approach encourages collaboration and helps students learn from each other.” | 3.49        | +        | 0.52        | Strongly Agree        |
| 2. Exposing Learners to Classroom Challenges. “I set up friendly competitions, such as spelling bees, math challenges, or science fairs to stimulate the interest of my learners and encourage them and encourage them to excel in specific subjects.”          | 3.52        | +        | 0.59        | Strongly Agree        |
| 3. Applying the Balance Approach. “I combine competitive activities with cooperative learning to ensure that my learners feel included and supported.”  | 3.64        | +        | 0.50        | Strongly Agree        |
| 4. Setting Learners’ Individual Goals: “I Encourage students to compete against their own previous performances to motivate them highly. This focuses on personal growth and improvement rather than comparison with peers                                      | 3.62        | +        | 0.51        | Strongly Agree        |
| 5. Tracking Learners’ Progress. “I have my KS2 learners track their progress on a chart, so they will be aware of their performance.”   | 3.50        | +        | 1.64        | Strongly Agree        |
| 6. Improving Teamwork and Collaboration. “I foster collaboration and teamwork among my KS2 learners through well-structured, consciously designed competitions.”  | 3.65        | +        | 1.50        | Strongly Agree        |
| 7. Developing Academic Heroes. “I develop academic heroes to help my KS2 learners increase their respect for academics and interest in learning.”   | 3.49        | +        | 1.60        | Strongly Agree        |
| 8. Enhancing Beneficial Peer Comparison. “I place concrete values on academic tasks to increase the beneficial comparisons my learners make about their academic performances.”   | 3.60        | +        | 1.55        | Strongly Agree        |
| 9. Strengthening Academic Self-Concept. “I encourage students to reflect on their past successes and how they achieved them; this can help them recognize their strengths and build confidence for future tasks.”   | 3.64        | +        | 1.54        | Strongly Agree        |
| 10. Building Mental Toughness. “I look for opportunities to teach problem-solving to develop my KS2 learners’ critical thinking to build mental toughness.”   | 3.57        | +        | 1.57        | Strongly Agree        |
| <b>Weighted Mean</b>  | <b>3.57</b> | <b>+</b> | <b>1.39</b> | <b>Strongly Agree</b> |

Note: 3.25-4.00 (Strongly Agree) | 2.50-3.24 (Agree) | 1.75-2.49 (Disagree) | 1.00-1.74 (Strongly Disagree)

The result showing the most perceived mean signifies that the KS2 teachers very tangibly applied the strategy. They highly and frequently practiced the motivation strategy of Teamwork and Collaboration, specifically by fostering collaboration and teamwork among their KS2 learners through well-structured, consciously designed competitions. This result implies that the KS2 teachers prioritize using competition to enhance collaboration among students. In applying competition, they utilize structured competitions that help students learn to work together, share ideas, and support each other’s learning.

This above information aligned with the notion presented by the Institute of Competition Sciences (ICS). According to ICS, well-structured competitions can foster collaboration and teamwork among students. These competitions require students to work together on challenging tasks, promoting good communication, collaboration, and mutual support. The competitive element motivates teams to become more cohesive and effective collaborators (Burgos, 2023). This situation justifies the KS2 teachers’ practice of structured competition in motivating learners towards teamwork and collaboration towards learning better.



Additionally, the study of Alfante et al. (2024) highlighted structured competitions as used by foreign teachers in coaching their students. Its result showed that structured competition produced positive effects on the students. These competitions helped them develop problem-solving skills, a sense of camaraderie, and a spirit of teamwork. Furthermore, the students became actively engaged in dynamic activities and grew more alert in dealing with problems. This information explains the KS2 teachers' choice of structured competitions in promoting teamwork and collaboration.

The least perceived indicator in the category Strongly Agree on the part of Exposing Learners to Group Competition: "I organize learners into teams for quizzes, projects, or games to foster a sense of camaraderie and motivate them to work harder" was also practice very tangibly but in a lower level of strongly agree. This approach encourages collaboration and helps students learn from each other" which means that the KS2 teachers practice this strategy but not as often as the others. This strategy came tangible to them; however, they placed limitations on organizing their KS2 learners into teams for quizzes, projects, or games to foster a sense of camaraderie and motivate them to work harder. This result came parallel with the concept forwarded by Ryan and Deci (2020) which emphasized that although exposing learners to group competitions yielded good results, not many elementary teachers adhered to its practice because it could also have negative aftermath, like stress and decreased intrinsic motivation. It could also undermine the feelings of the learner, especially when some members show superiority in the group.

The part of Developing Academic Heroes: "I develop academic heroes to help my KS2 learners increase their respect for academics and interest in learning," as the least perceived indicator in the Strongly Agree category, means that the KS2 teachers practiced or applied the strategy; however, they were not often observed doing it. This suggests that while KS2 teachers recognize or acknowledge the worth of this strategy, it is not as frequently done or practiced compared to other strategies. Teachers may consider the notion of developing academic heroes palpable; however, they place limitations on implementing it regularly. This information is similar to Saro and Taray (2024) which highlighted educational interventions and clarifies that teachers may find it difficult to consistently implement academic heroes due to some complexities and limitations. In developing academic heroes, the teachers are subjected to challenges as it involves the development of characters. The potential benefits of recognizing positive role models and inspiring students to respect academics and work harder are clear. However, challenges in implementation, such as ensuring consistency and fairness, need to be addressed (Nowinski & Haddoud, 2019). This point clearly explains why not many teachers use the extrinsic motivational strategy of "developing academic heroes".

The overall weighted mean of 3.57 indicates a very tangible and very strong commitment by teachers to using competitive strategies to motivate their KS2 learners. By fostering collaboration, enhancing motivation, and promoting personal growth, teachers create a dynamic and engaging learning environment. Supporting literature emphasizes the benefits of combining competition with cooperation, setting goals, and celebrating achievements to enhance student motivation and academic success. By continuing to prioritize these strategies, teachers can effectively support their students' growth and development (Comighud & Arevalo, 2020).

Table 21. *Extrinsic Motivation in Terms of Enjoyment*

| <i>Indicators</i>  | <i>Mean</i> | <i>+</i> | <i>SD</i>   | <i>Description</i>    |
|--|-------------|----------|-------------|-----------------------|
| 1. Utilizing Interactive Activities. "I incorporate games and role-playing to make lessons more enjoyable and interactive. This helps my KS2 learners stay engaged and motivated to participate."  | 3.54        | +        | 0.56        | Strongly Agree        |
| 2. Permitting Student Choice: "I Allow my learners to choose topics or projects that interest them. This can boost their intrinsic motivation. When students feel they have a say in their learning, they are more likely to be invested and enjoy the process." | 3.50        | +        | 0.61        | Strongly Agree        |
| 3. Teaching with Enthusiasm: "I teach my learners with enthusiasm. I believe if I show enthusiasm and passion for the subject, I can inspire similar feelings in my learners. Enthusiasm is contagious and can significantly enhance the learning experience."   | 3.78        | +        | 0.42        | Strongly Agree        |
| 4. Bringing the World to my Students. "I relate my lessons to real-world scenarios or my learners' personal interests to make learning more relevant and enjoyable. This helps my learners see the value in what they are learning."                             | 3.78        | +        | 0.42        | Strongly Agree        |
| 5. Using Gamification. "I employ enjoyable games, so my KS2 learners will feel happy while learning."  | 3.57        | +        | 0.56        | Strongly Agree        |
| 6. Unlocking Difficulties. "I unlock difficulties to pave the way towards smooth learning, that is in the absence of the difficult lessons."   | 3.79        | +        | 0.43        | Strongly Agree        |
| 7. Building a Conducive Environment. "I create a classroom that encourages interaction; teachers can come out with thought-provoking topics that require the students to think and share their opinions with no prejudice."                                      | 3.70        | +        | 0.48        | Strongly Agree        |
| 8. Teaching for the Heart. "I teach my KS2 learners with sincerity, so they can see the inspiration in my heart which can inspire them to learn."  | 3.76        | +        | 0.48        | Strongly Agree        |
| 9. Engaging in Enjoyable Activities. "I engage my KS2 learners in enjoyable activities, so they learn the lessons without constraint."   | 3.70        | +        | 0.48        | Strongly Agree        |
| 10. Seeking Variety. "I teach my KS2 learners using varied approaches and make them learn with fun the different lessons for the skills developed."  | 3.64        | +        | 0.52        | Strongly Agree        |
| <b>Weighted Mean</b>   | <b>3.68</b> | <b>+</b> | <b>0.35</b> | <b>Strongly Agree</b> |

Note: 3.25-4.00 (Strongly Agree) | 2.50-3.24 (Agree) | 1.75-2.49 (Disagree) | 1.00-1.74 (Strongly Disagree)

Table 21 shows the extrinsic motivation in terms of enjoyment for KS2 learners, showing varied strategies utilized by teachers to make the learners enjoy and be engaged. The result revealed that the indicator Unlocking Difficulties: “I unlock difficulties to pave the way towards smooth learning, that is in the absence of the difficult lessons” got the highest mean (3.79) in the domain Strongly Agree. Conversely, the indicator Permitting Student Choice: “I Allow my learners to choose topics or projects that interest them. This can boost their intrinsic motivation. When students feel they have a say in their learning, they are more likely to be invested and enjoy the process” got the lowest mean (3.50), still in the Strongly Agree category.

The result revealed that the indicator Unlocking Difficulties: “I unlock difficulties to pave the way towards smooth learning, that is in the absence of the difficult lessons” which got the highest mean (3.79) in the domain Strongly Agree means that the KS2 teachers consistently employed this strategy in their classroom. Specifically, they practiced unlocking difficult to a very high degree to pave the way toward smooth learning, making lessons easy. This result at this part implied that the teachers believe in removing barriers to learning through varied techniques, like simplifying multifaceted concepts to make learning more accessible and enjoyable for KS2 students. As this strategy underscores the importance of breaking down difficult lessons to ensure that all students can follow and engage with the material, it directly paves the way toward effective learning. This information provides a background of the teachers’ strong preference to apply or employ the strategy Unlocking of Difficulties in motivating students extrinsically through the provision of enjoyment (Walt et al., 2024).

Permitting Student Choice: “I Allow my learners to choose topics or projects that interest them. This can boost their intrinsic motivation. When students feel they have a say in their learning, they are more likely to be invested and enjoy the process” obtaining the lowest mean in the Strongly Agree domain means that the KS2 teachers utilized the strategy but not as frequently as the others. The strong agreement of the KS2 teachers in permitting students, although not very high, indicates that they gave some value to the strategy, especially in allowing their learners to select topics or projects that interest them. This implied that the KS2 teachers believed that giving the learners the freedom to choose topics or projects was a useful approach in making them enjoy their lessons or learning and would seek for higher goals of learning.

The above-acknowledged implication was highlighted in the study of Gawron (2018). This study highlighted the saliency of student choice in the classroom. It underlined that when students received the opportunity to make their own decisions about their learning, it could meaningfully improve their enthusiasm, motivation, and engagement to attain higher, more meaningful, more relevant learning goals. The foregoing study suggested that student choice builds ownership in the learning process and permits learners to display their knowledge in ways that best represent their comprehension.

The overall result in extrinsic motivation in terms of enjoyment shows that the KS2 teachers were very tangibly and strongly committed to making learning enjoyable for the KS2 learners. This implies that they strongly believe in the effectiveness of letting students enjoy learning. By utilizing strategies that boost student academic involvement, advocate intrinsic and extrinsic motivation, and build a nurturing learning environment, KS2 teachers can advantageously scaffold their KS2 learners’ academic and self-development. Anwar (2019) emphasized the importance of enjoyable interactive learning experiences in the classroom in developing learner motivation and academic performance.

Motivation through enjoyment is a documented teaching strategy that is encompassed in suggestopedia and desuggestopedia. Suggestopedia is a teaching method that aims to remove the learners’ difficulties to let them relax, be positive, and be interested in enjoying the lessons. It is also known as the Lozanov method and was developed by Bulgarian psychiatrist Georgi Lozanov in the 1970s. Similarly, desuggestopedia is a teaching method that aims to eliminate students’ barriers to learning for them to feel enjoyment and raise their interest in learning (Ivanova & Severinova, 2021).

The point presented above illuminates the KS2 teachers’ high or strong preference for enjoyment when motivating their learners intrinsically. This preference may lead to the establishment of an adaptive and conducive environment that helps learners eliminate their negative feelings about learning or studying to succeed in their academic endeavors.

### **Problem 3: What is the extent of the impact of motivational techniques on academic performance of KS2 learners?**

Table 22 illustrates the impact of motivational techniques on the academic performance of the learners. The result showed that the respondents’ most perceived impact was ‘Achievement of Good Grades- Motivated learners get high tendency to obtain good grades not only in the academic subjects but also in other and extra-curricular activities’ in the highest mean (3.87) in the category Strongly Agree. On the other hand, the least perceived impact was ‘Enhancement of the Cognitive Process- The learners become more aware of the lesson and tend to perform better in formative and unit tests’ in the least mean (3.72) in the same category, Strongly Agree.

The result for most perceived Achievement of Good Grades means that this impact was a very high or very observable effect of motivational technique on academic performance. This impact specifically showed that motivated learners had a high tendency to obtain good grades not only in academic subjects but also in other subjects and extracurricular activities. This result could be gleaned from the work of Abdurahman et al. (2023) which studied the relationship between motivation and academic performance among medical students in Riyadh. Its significant finding showed that motivation is a crucial factor in academic achievement. It meant that it could highly or poorly impact academic performance. It also typically divulged that the commonly perceived impact of motivation was on attaining good grades.

Table 22. *Impact of Motivational Techniques on Academic Performance of the Learners*

| Indicators  | Mean | + | SD   | Description    |
|---|------|---|------|----------------|
| 1. Enhance Academic Engagement: Techniques such as gamification, where learning is made interactive and fun, can increase student engagement.   | 3.80 | + | 3.80 | Strongly Agree |
| 2. Improved Self-Concept and Task Value: Students who believe in their abilities and see value in their tasks tend to perform better academically.  | 3.84 | + | 3.84 | Strongly Agree |
| 3. Positive Behavior and Well-Being: Effective motivational strategies can lead to better behavior and overall well-being and let learners achieve academically high  | 3.80 | + | 3.80 | Strongly Agree |
| 4. Reciprocal Relationship: Motivation and academic achievement influence each other reciprocally. As students achieve more, their motivation increases, which further enhances their academic performance  | 3.79 | + | 3.79 | Strongly Agree |
| 5. Skill Development: Motivational techniques can help develop essential skills such as cognitive abilities, self-learning, and social skills. These skills are crucial for academic success and can be enhanced through interactive and engaging learning experiences. | 3.83 | + | 3.83 | Strongly Agree |
| 6. High Scores in Tests. With suitable motivational techniques, learners attain or gain high scores on the tests.   | 3.80 | + | 3.80 | Strongly Agree |
| 7. Development of High Persistence. The learners develop a high degree of persistence as they score better on tests as a product of the motivational facility.  | 3.77 | + | 3.77 | Strongly Agree |
| 8. Enhancement of the Cognitive Process. The learners become more aware of the lesson and tend to perform better in formative and unit tests.   | 3.72 | + | 3.72 | Strongly Agree |
| 9. Enhancement of Confidence to Perform Better. Motivation enhances the learners' confidence to perform better in examination.  | 3.85 | + | 3.85 | Strongly Agree |
| 10. Achievement of Good Grades. Motivated learners get a high tendency to obtain good grades not only in the academic subjects but also in other subjects and extra-curricular activities.  | 3.87 | + | 3.87 | Strongly Agree |
| Weighted Mean   | 3.81 | + | 3.81 | Strongly Agree |

Note: 3.25-4.00 (Strongly Agree) | 2.50-3.24 (Agree) | 1.75-2.49 (Disagree) | 1.00-1.74 (Strongly Disagree)

The above claim was also supported by Chuter's (2020) study which attempted to find out the influence of teachers' motivational strategies on the academic performance of students in a secondary school. It significantly posited that motivation techniques, whether intrinsic or extrinsic, highly impacted academic performance through the attainment of high scores on tests and high marks in the grading periods.

Corresponding Liem (2019), forwarded that the presence of good grades is a natural effect of motivation because if motivation is effective, learning proceeds and improves; hence the attainment of good grades. Effective motivational techniques significantly contribute to students achieving good grades, reflecting their comprehensive academic success.

The result on the least perceived impact 'Enhancement of the Cognitive Process- The learners become more aware of the lesson and tend to perform better in formative and unit tests' in the least mean (3.72) in the same category, Strongly Agree, divulges that this impact of motivation on academic achievement was also very high although it was perceived in the lower level of Strongly Agree category. This information was found related to the work of Nahid et al. (2023) which asserted that motivation can highly impact the cognitive ability of a person. When the mind of the person is stimulated, a series of cognitive, emotional, and physiological responses occur that enhance overall mental functioning and well-being. This information leads to the notion that motivation helps improve concentration, allowing individuals to focus better on tasks and absorb information more effectively.

The overall weighted mean of 3.81 for the impact of motivation on academic achievement indicates a very high impact, meaning the KS2 teachers strongly believed that their learners' learning was strongly impacted by the motivational techniques they employed. This implies that the KS2 teachers exhibited a strong commitment to utilizing motivational techniques to improve the academic performance of their learners. By utilizing techniques that lift or raise engagement, self-concept, behavior, and skill development, teachers can effectively support their students' academic and personal growth. Perez and Pulana (2022) underscore the importance of motivation in improving academic outcomes and highlight the benefits of using interactive and enjoyable learning experiences.

#### **Problem 4: Which aspects of the respondents' profile and motivational techniques best predict the impact of motivational techniques on academic performance?**

Table 23 that follows outlines the variables that best influence respondents' extent of the impact of motivational techniques on academic performance. The respondents' impact of motivational technique on academic performance was affected by the plantilla position with  $\beta=0.215$ ,  $t=2.370$ ,  $p<0.020$ , creative with  $\beta=-0.298$ ,  $t=-2.624$ ,  $p<0.010$ , and power with  $\beta=0.435$ ,  $t=3.062$  and  $p<0.003$ . This implied that the plantilla position, creativity, and power affect the respondents' extent of the impact of motivational techniques on academic performance.

The R2 value of 0.650 implied that 65.0% of the variance extent of the impact of the motivational technique on academic performance can be explained or influenced by the plantilla position, creativity, and power. Hence, 35.0% of the respondents' impact of motivational technique on academic performance difference can be attributed to other variables not included in the regression model.

The regression analysis is significant, with an F-value of 8.995 with a corresponding p-value of  $<0.001$ . Therefore, the null hypothesis

stating that “there is no variable singly or in combination that best predicts respondents’ impact of motivational technique on academic performance” was rejected.

The rejection of the null hypothesis, which states that “there is no variable singly or in combination that best predicts respondents’ impact of motivational technique on academic performance,” implies that there are indeed specific variables, either individually or collectively, that significantly predict the impact of motivational techniques on academic performance. This means that certain motivational strategies are effective in enhancing students’ academic outcomes. Specifically, this result revealed that there was indeed a significant difference among the motivational techniques used by teachers. In other words, these motivational techniques were not comparable as they differed according to the profile of the respondents.

The foregoing information implies that by identifying specific variables that predict the impact of motivational techniques, educators can focus on the most effective strategies to enhance academic performance. This targeted approach allows for more efficient use of resources and effort. Longhurst (2019) discussed how specific motivational strategies can significantly improve academic outcomes.

Table 23. *Variables that best predict Respondents’ Impact of Motivational Techniques on Academic Performance*

| Indicator                      | Unstandardized Coefficients |            | Standardized Coefficients |        |        |
|--------------------------------|-----------------------------|------------|---------------------------|--------|--------|
|                                | B                           | Std. Error | Beta                      | t      | Sig.   |
| (Constant)                     | 1.025                       | 0.311      |                           | 3.301  | <0.001 |
| Profile                        |                             |            |                           |        |        |
| Age                            | 0.011                       | 0.028      | 0.037                     | 0.397  | 0.692  |
| Sex                            | 0.057                       | 0.056      | 0.076                     | 1.031  | 0.306  |
| Civil Status                   | -0.003                      | 0.028      | -0.010                    | -0.125 | 0.901  |
| Plantilla Position             | 0.063                       | 0.027      | 0.215                     | 2.370  | 0.020  |
| Teaching Experience            | -0.007                      | 0.018      | -0.039                    | -0.379 | 0.706  |
| Highest Educational Attainment | -0.019                      | 0.026      | -0.057                    | -0.730 | 0.468  |
| Grade Level Handled            | 0.015                       | 0.018      | 0.060                     | 0.809  | 0.421  |
| Intrinsic Motivation           |                             |            |                           |        |        |
| Competence                     | -0.006                      | 0.116      | -0.006                    | -0.053 | 0.957  |
| Creative Achievement           | -0.304                      | 0.116      | -0.298                    | -2.624 | 0.010  |
| Attitude                       | 0.048                       | 0.143      | 0.050                     | 0.333  | 0.740  |
| Physiological                  | 0.077                       | 0.132      | 0.077                     | 0.580  | 0.563  |
| Extrinsic Motivation           |                             |            |                           |        |        |
| Reward                         | 0.240                       | 0.126      | 0.230                     | 1.904  | 0.060  |
| Power                          | 0.073                       | 0.066      | 0.100                     | 1.105  | 0.272  |
| Fear                           | 0.407                       | 0.133      | 0.435                     | 3.062  | 0.003  |
| Competition                    | -0.006                      | 0.046      | -0.011                    | -0.132 | 0.895  |
| Enjoyment                      | -0.016                      | 0.098      | -0.022                    | -0.167 | 0.868  |
| Enjoyment                      | 0.184                       | 0.105      | 0.225                     | 1.749  | 0.084  |
| R = 0.806                      | R <sup>2</sup> = 0.650      | F = 8.955  | Sig. = <0.001             |        |        |

## Conclusions

Based on the gathered, analyzed, and interpreted data, the study reached the following conclusions:

The findings of the study gave insights into the usefulness of motivational techniques in teaching KS2 learners. Whether intrinsic or extrinsic motivational techniques, they were affirmed advantageous and significantly correlated to academic performance. In this premise, professional development programs are hoped to be designed to enhance KS2 teachers’ skills in using both intrinsic and extrinsic motivational techniques effectively. Given that the majority of teachers are experienced but might need updated training, focusing on modern motivational strategies can benefit their teaching methods.

On the finding that the impact of the motivational techniques used by KS2 teachers the plantilla position, creativity, and power affects the respondents’ extent of the impact of the motivational technique on academic performance, some regular workshops and training sessions that cover various motivational strategies, with a particular emphasis on creativity and power dynamics in the classroom may take place or maybe purposely included in the school’s priority programs.

Furthermore, since motivational techniques significantly impact academic performance, the endeavors of teachers to be innovative may include the adoption of differentiated instruction tailored to individual student needs. Understanding the diverse profiles and backgrounds of students allows teachers to apply the most effective motivational techniques.

In the above line, there is an expected change in the curriculum. This change would be more focused on the activities and content that foster both intrinsic and extrinsic motivation. Some revisions of the curriculum that significantly include more engaging and interactive

activities that align with students' interests and promote a sense of achievement and competence may occur or implemented

Finally, educational policies would have greater recognition of the importance of motivational techniques in enhancing academic performance and allocate resources to support these initiatives. This would involve incorporating specific funding and support systems to ensure that schools can implement and sustain effective motivational strategies. For instance, policies could mandate the inclusion of professional development programs focused on motivational techniques, thereby equipping teachers with the necessary skills and knowledge.

Based on the findings of the study, the following recommendations are provided to enhance the effectiveness of motivational techniques in improving KS2 students' academic performance:

Regular professional development programs focusing on both intrinsic and extrinsic motivational techniques be implemented for KS2 teachers. These programs must be designed to enhance teachers' skills in utilizing strategies that foster student motivation.

Teachers be encouraged to adopt personalized teaching methods that cater to the diverse profiles and needs of their students. In connection with this, training on differentiated instruction techniques that address individual student differences be provided.

Motivational strategies be integrated into the curriculum to foster both intrinsic and extrinsic motivation among students. To optimize this, KS2 teachers who are observed deficient in motivational techniques be trained, so they improve their skills and can contribute significantly to the education of the KS2 learners.

A classroom atmosphere that supports autonomy, competence, and relatedness among students, fostering both intrinsic and extrinsic motivation be created.

Partnership with community organizations to provide additional motivational opportunities and resources for teachers' training and students' academic enhancement.

Ongoing research to identify effective motivational techniques and continuously improve educational practices be encouraged. Consistent research helps in further improving the motivational techniques of KS2 teachers, which leads to the improvement of the KS2 learners' academic performance.

Finally, the plan entitled "Educational Action Plan for Teachers: Enhancing KS2 Teachers Capability Towards Effective Implementation of Motivational Strategies" designed by this study be implemented to augment the training which would be designed for the KS2 teachers.

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