

## EXAMINING THE EFFECTS OF MOTIVATION AND ORGANIZATIONAL SUPPORT ON TEACHERS' PEDAGOGICAL TEACHING STRATEGIES: CONVERGENT DESIGN

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### ABSTRACT

The study was conducted to find out the levels of motivation, levels of organizational support and levels of pedagogical teaching strategies among teachers as well as if motivation and organizational support significantly predict pedagogical teaching strategies, and also if motivation really mediates the relationship between motivation and pedagogical teaching strategies. This study used a convergent mixed method design with a total of 17 participants for qualitative data, specifically 10 participants for the individual interview and 7 for focus group discussion. Meanwhile, a total of 200 teachers were asked to answer the survey questionnaire for the quantitative data. A survey questionnaire was used to gather data on motivation, organizational support and pedagogical teaching strategies. The result revealed that there is a high level of motivation, moderate level of organizational support and high pedagogical teaching strategies level. Moreover, all the variables motivation and organizational support significantly predicts pedagogical teaching strategies. Meanwhile, two themes emerge from the interview which put emphasis on pedagogical alignment and educational goals, alongside access, training, and support. Furthermore, data revealed a strong confirmation on the corroboration between the quantitative data and the qualitative data. This study recommended that educational institutions prioritize strategies to enhance both teacher motivation and organizational support to improve pedagogical teaching strategies. To boost teacher motivation, schools can implement initiatives such as recognition programs, professional development opportunities tailored to individual interests and needs, and fostering a positive work culture that values teacher contributions.

**Keywords:** *Motivation, Organizational Support, Pedagogical Teaching Strategies, Convergent Design. Kidapawan City, Philippines*

### INTRODUCTION

One global problem concerning teachers' pedagogical teaching strategies is the inadequate adoption of evidence-based instructional approaches, with an estimated 70% of teachers worldwide relying on traditional methods that may not align with current research findings (OECD, 2020). This persistence in outdated teaching strategies hinders students' ability to develop essential 21st-century skills, such as critical thinking and problem-solving, which are vital for their future success in an increasingly complex and technologically-driven world (UNESCO, 2019). Moreover, the persistent use of outdated

methods can exacerbate educational inequalities, as students from marginalized backgrounds are disproportionately affected by less effective teaching strategies (UNICEF, 2021). Addressing this issue requires a concerted effort to disseminate and implement research-backed pedagogical techniques in teacher training programs and classrooms worldwide to enhance the quality of education and ensure equitable learning opportunities for all students.

Meanwhile, in the Philippines, a pressing issue related to teachers' pedagogical teaching strategies is the overreliance on traditional lecture-based approaches, with approximately 85% of educators still employing passive teaching methods (DepEd, 2019). This pedagogical rigidity inhibits the development of critical thinking and problem-solving skills among students, hindering their ability to meet the demands of the modern workforce (CHED, 2020). Furthermore, it perpetuates disparities in education outcomes, particularly among students in remote and underserved areas (UNESCO, 2021). To address this challenge, there is an urgent need for comprehensive teacher training programs and policy reforms that encourage the integration of innovative and student-centered pedagogical strategies into the Philippine education system, thereby promoting a more inclusive and effective learning environment for all students.

On the other hand, many research claimed that motivation and organizational support play pivotal roles in influencing teachers' pedagogical teaching strategies. Research has consistently demonstrated that motivated teachers are more likely to engage in professional development, explore innovative instructional methods, and adapt their teaching approaches to meet the evolving needs of their students (Deci et al., 2019; Ingersoll & Strong, 2021). Conversely, a lack of motivation can lead to pedagogical stagnation and resistance to change. Organizational support, in the form of resources, training opportunities, and a positive school culture, is equally critical. When teachers perceive that their institutions value their growth and well-being, they are more inclined to experiment with new teaching strategies (Hargreaves & Fullan, 2022; Leithwood et al., 2019). Therefore, fostering teacher motivation and providing robust organizational support are essential components of an effective strategy to enhance pedagogical teaching practices, ultimately benefiting both educators and students.

While there is a substantial body of research examining the individual impacts of motivation and organizational support on teachers' pedagogical teaching strategies, there exists a notable research gap in the exploration of their interactive effects. Existing studies often treat motivation and organizational support as separate variables, overlooking the potential synergy or attenuation of their influence when considered together. Understanding how motivation and organizational support interact to shape teacher behavior in the classroom is crucial, as it can provide more nuanced insights into the mechanisms driving pedagogical change (Razak et al., 2019; Skaalvik & Skaalvik, 2018). This gap in the literature highlights the need for empirical investigations that employ a comprehensive approach, accounting for both factors concurrently, to unveil the intricate dynamics and potential moderating or mediating effects in the relationship between motivation, organizational support, and teachers' pedagogical teaching strategies. Such research could offer a more holistic perspective and guide educational policymakers and institutions in developing targeted interventions to enhance teaching practices.

Studying the effects of motivation and organizational support on teachers' pedagogical teaching strategies is imperative for several reasons. First, teachers are at

the core of the educational process, and the quality of their teaching profoundly influences students' learning outcomes. Understanding how motivation and organizational support impact teachers' practices can inform strategies to enhance the effectiveness of teaching, thereby improving the overall quality of education. Second, teachers often operate in complex and demanding educational environments, where burnout and attrition rates are high. Investigating the role of motivation and support in shaping teaching strategies can offer insights into how to foster teacher well-being and retention. Lastly, in an era of rapidly evolving educational paradigms and technological advancements, exploring these factors can help educational policymakers and institutions adapt and provide teachers with the necessary tools and conditions for effective teaching in a changing landscape. In essence, studying the effects of motivation and organizational support on teaching strategies is vital for optimizing the educational experience, supporting teachers, and ensuring that students receive a high-quality education that prepares them for the challenges of the future.

## **METHODS**

### **Research Design**

This study utilized the convergent mixed-method research design. In this design, both qualitative and quantitative data were collected concurrently, integrating the results for a more robust understanding than using either data source alone (Creswell, 2013). Moreover, this method was employed to confirm, cross-validate, or corroborate findings, addressing weaknesses in one method with the strength of another (Creswell, 2013).

Convergent mixed-method design generally involves separate collection and analysis of quantitative and qualitative data to best understand the research problem (Creswell, Plano Clark, et al., 2003). The researcher attempts to merge the two datasets, typically by bringing the separate results together in interpretation or by transforming data to facilitate integrating the two data types during the analysis. In this study, the researcher collected and analyzed quantitative and qualitative data separately on the same phenomenon. The different results were then concurrently cross-validated or corroborated during the interpretation. Utilizing the convergent approach strengthened the results and counteracted the weakness of single individual methods, enabling a deeper and varied understanding of the reality of the situation (Creswell & Clark, 2011).

The quantitative phase involved a descriptive and correlational approach. The descriptive design obtained information on the current status of the phenomenon, describing "what exists" with respect to variables or conditions in a situation (Shuttleworth, 2008). In this study, the level of innovative climate, professional development, and teachers' competency was determined. Moreover, the correlational design measured the degree of association between two or more variables or sets of scores (Creswell, 2002).

On the other hand, the qualitative component included phenomenology, extracting insights from the lived experiences of the participants.

### **Research Participants**

This study involved two sets of respondents and participants. In the quantitative measurement, a total of 200 teachers answered the adopted quantitative survey, and for the qualitative measurement, a total of 17 teachers were invited for an interview. That is, 10 for the individual interview and 7 for the focus group discussion.

All the respondents were determined using stratified random sampling. Stratified random sampling is a sampling technique that involves dividing the population into strata based on relevant characteristics and then randomly selecting participants from each stratum to ensure a representative sample. This technique helped increase the precision and accuracy of the sample, particularly when the population was heterogeneous.

Meanwhile, the inclusion of the respondents and participants in this study included only the teachers who were teaching in the Public Schools in Kidapawan City and who had been teaching for more than 10 years. Teachers who were not in the inclusion criteria were excluded as respondents or participants in this study.

### **Research Instrument**

In the quantitative aspect, the researcher adopted a standardized questionnaire for gathering the data vital for the analysis and interpretation of this study.

**Part I. Motivation.** In the initial section, the study aimed to gauge the motivation levels of the respondents, encompassing three indicators: Professional Development Opportunities, Supportive Work Environment, and Recognition and Appreciation. The survey questionnaire, adapted from Scott and Fernandez's (2021) study, facilitated the collection of relevant data to explore these motivational factors among participants.

**Part II. Organizational Support.** In the second segment, the study aimed to assess the level of organizational support among the respondents, encompassing three indicators: Professional Development Programs, Mentorship Programs, and Wellness Initiatives. The survey questionnaire, adapted from Escobar, Nelson, and Pascual's (2019) study, served as a reliable tool to gather pertinent data regarding the organizational support experienced by participants.

**Part III. Commitment.** In the third segment, the study aimed to ascertain the level of commitment among the respondents, encompassing three indicators: Innovative Teaching Methods, Differentiated Instruction, and Use of Technology in Teaching. The survey questionnaire, adapted from the study of Turner and Sandoval (2020), served as a reliable instrument to collect pertinent data regarding participants' commitment levels.

### **Data Collection**

In the process of gathering data for the completion of this study, the researcher prepared a letter of intent, stating the purpose of conducting the study. The letter was first noted by the Dean of the Graduate School of Central Mindanao College, Kidapawan City. After it was noted by the graduate school, the letter was transmitted to the district supervisor for information and approval.

After the approval of the letter, the researcher sent copies of it to the school heads of public schools in Kidapawan City, informing them about the conduct of the study. The researcher personally administered the questionnaire to the respondents and requested their cooperation in completing the needed data.

Finally, the researcher retrieved the administered questionnaires for tabulation, analysis, and interpretation. In obtaining qualitative data, the researcher conducted in-depth one-on-one interviews and focus group discussions.

### **Data Analysis**

**Sequence.** The quantitative and qualitative components were collected concurrently in this study.

**Emphasis.** The quantitative and qualitative components had equal emphasis. Nevertheless, the integration occurred during the analysis and interpretation phase. The two methods in this design had equal priority so that both played an equally important role in addressing the research problem.

**Mixing Procedures.** This design kept the studies independent during data collection and analysis and then mixed or merged the results during the overall interpretation. Hence, it illustrated quantitative results with qualitative findings to develop a more complete understanding of a phenomenon.

#### **Anticipated Methodological Issues**

The following are the issues that the researcher may have encountered

**Design:** The researcher was more specialized in quantitative design but had less expertise in qualitative design. With this, the researcher needed help to seek an expert in qualitative design to assist in thematic analysis and formulation of narratives.

**Time:** Since the researcher was dealing with two designs, more time might have been needed for data gathering. Hence, the researcher also needed sufficient time to conduct in-depth interviews and focus group discussions based on the availability of the participants.

**Resources and Technology:** The researcher did not have software to analyze the data. To address this concern, the researcher planned to hire a statistician and data analyst.

#### **Validity of Instrument**

In convergent mixed methods, establishing validity for both qualitative and quantitative components was necessary. For the qualitative part, triangulation was employed. Also, in terms of quantitative validity, questionnaire validity had to be assured. Before the conduct of the study, the sets of questionnaires were subjected to content and construct-related validity. Revisions on the questionnaire were done in accordance with the possible suggestions of the expert-validators.

## **RESULTS AND DISCUSSIONS**

### **QUANTITATIVE STRAND**

#### **Motivation**

Table 1 shows the level of motivation. The variable motivation condition contains three indicators namely professional development opportunities, supportive work environment, and recognition and appreciation.

Among the eight statements on the indicator professional development opportunities, the statement “I believe that access to ongoing training positively influences my motivation in the workplace” got the highest mean of 4.39 described as high, while the statement “I consider professional development opportunities as a key factor in maintaining my work-related motivation” got the lowest mean 4.28 of described as high. The overall mean of the indicator professional development opportunities is 4.33 and is high.

The statement indicates that teachers recognize the significant impact of ongoing training on their motivation within the workplace. When teachers have access to continuous learning opportunities, they feel more engaged, competent, and fulfilled in their roles. This belief underscores the importance of ongoing training as one of the most effective forms of professional development for teachers' motivation. Studies in the field support this assertion, providing evidence of the positive correlation between ongoing training and teacher motivation.

In support, Rodriguez (2020) conducted a longitudinal study that demonstrated a clear link between participation in ongoing training programs and increased levels of teacher motivation over time. Similarly, Campbell (2018) found that teachers who engaged in regular professional development activities reported higher job satisfaction and a greater sense of efficacy in their teaching practices.

Among the eight statements on the indicator supportive work environment, the statement "I am motivated when there is open communication and collaboration among colleagues" got the highest mean of 4.36 described as high, while the statement "I feel motivated when I am working in a supportive and encouraging environment" got the lowest mean 4.19 of described as high. The overall mean of the indicator supportive work environment is 4.30 and is high.

The statement indicates that teachers feel motivated when there is open communication and collaboration among their colleagues. In a supportive work environment where teachers can freely exchange ideas, share resources, and work together towards common goals, individuals tend to feel valued, respected, and empowered. This sense of camaraderie and cooperation fosters a positive atmosphere where teachers are more likely to thrive and remain motivated in their profession. Studies in the field have consistently shown the importance of open communication and collaboration in enhancing teacher motivation.

For instance, Santos (2019) conducted a study that revealed a strong correlation between supportive work environments characterized by open communication and high levels of teacher motivation. Similarly, Hernandez and Garcia (2021) found that teachers who reported higher levels of collaboration with their colleagues also reported greater job satisfaction and motivation. These findings underscore the significance of fostering open communication and collaboration among colleagues as essential elements of a supportive work environment conducive to teacher motivation.

Among the eight statements on the indicator recognition and appreciation, the statement "I feel motivated when my efforts and contributions are recognized and appreciated" got the highest mean of 4.39 described as high, while the statement "I perceive a direct connection between recognition and my level of motivation." got the lowest mean 4.32 of described as high. The overall mean of the indicator recognition and appreciation is 4.35 and is high.

The statement indicates that teachers feel motivated when their efforts and contributions are recognized and appreciated. When teachers receive acknowledgment for their hard work and dedication, it validates their efforts and reinforces their sense of worth and value within the educational community. Recognition and appreciation serve as powerful motivators, fueling teachers' enthusiasm and commitment to their profession.

Numerous studies support the importance of recognition and appreciation in enhancing teacher motivation. For example, Turner (2018) conducted a qualitative study

that highlighted the significant impact of recognition programs on teacher morale and motivation. Similarly, Bautista and Walker (2022) found that teachers who felt appreciated by their colleagues and supervisors reported higher levels of job satisfaction and motivation. These findings underscore the critical role of recognition and appreciation in fostering a positive work environment conducive to teacher motivation.

The overall mean of the variable motivation is 4.33 and high. This means that teachers' motivation is a crucial aspect of their professional lives, influencing their performance, job satisfaction, and overall well-being. Understanding the factors that contribute to high teacher motivation is essential for creating supportive work environments and promoting effective teaching practices.

In support, Robinson and Reyes (2020) conducted a comprehensive study examining various factors influencing teacher motivation, with a particular focus on the role of professional development opportunities. Their research revealed that teachers who have access to ongoing professional development initiatives tend to exhibit higher levels of motivation due to the opportunities for skill enhancement, career advancement, and personal growth. Furthermore, Reyes et al. (2018) explored the impact of leadership support on teacher motivation and found that teachers who perceive strong support from school leaders are more likely to feel valued, respected, and motivated in their roles.

*Table 1*  
Level of Motivation

Indicators	Mean	Std. Deviation	Interpretation
<b>A. Professional Development Opportunities</b>			
1. I am motivated when there are opportunities for collaborative learning and skill enhancement.	4.33	.502	High
2. I believe that a lack of professional development opportunities negatively impacts my overall motivation at work.	4.29	.516	High
3. I believe that access to ongoing training positively influences my motivation in the workplace.	4.39	.560	High
4. I consider professional development opportunities as a key factor in maintaining my work-related motivation.	4.28	.522	High
5. I feel motivated when provided with diverse professional development opportunities.	4.35	.542	High
6. I find that participating in workshops and seminars enhances my enthusiasm for teaching.	4.35	.546	High
7. I perceive a direct connection between my motivation and the availability of professional development programs.	4.31	.526	High
8. I see a correlation between my motivation level and the relevance of professional development activities offered.	4.37	.596	High
<b>Category Mean</b>	4.33	.316	High
<b>B. Supportive Work Environment</b>			

1. I am motivated when there is open communication and collaboration among colleagues.	4.36	.584	High
2. I believe that a lack of support in the work environment negatively impacts my overall motivation.	4.33	.569	High
3. I believe that a positive work atmosphere enhances my overall motivation.	4.31	.587	High
4. I consider a supportive work environment as a crucial factor in maintaining my motivation.	4.23	.566	High
5. I feel motivated when I am working in a supportive and encouraging environment.	4.19	.529	High
6. I find that having supportive colleagues positively influences my motivation at work.	4.35	.537	High
7. I perceive a direct connection between a supportive work environment and my job satisfaction.	4.34	.563	High
8. I see a correlation between my motivation level and the recognition of my contributions at work.	4.31	.526	High
<b>Category Mean</b>	4.30	.271	High
<b>C. Recognition and Appreciation</b>			
1. I am motivated when there is genuine appreciation for my achievements and dedication.	4.37	.525	High
2. I believe that a lack of acknowledgment negatively impacts my overall motivation.	4.37	.515	High
3. I believe that receiving regular acknowledgment positively impacts my motivation at work.	4.34	.525	High
4. I consider recognition and appreciation as essential factors in maintaining my motivation.	4.33	.533	High
5. I feel motivated when my efforts and contributions are recognized and appreciated.	4.39	.538	High
6. I find that being appreciated for my hard work enhances my overall job satisfaction.	4.36	.498	High
7. I perceive a direct connection between recognition and my level of motivation.	4.32	.551	High
8. I see a correlation between my motivation level and the acknowledgment of my contributions.	4.35	.575	High
<b>Category Mean</b>	4.35	.294	High
	4.33	.177	<b>High</b>
<b>Overall Mean</b>			

## Organizational Support

Table 2 shows the level of organizational support. The variable organizational support condition contains three indicators namely professional development programs, mentorship programs, and wellness initiatives.



Among the eight statements on the indicator professional development programs, the statement “I find that engaging in ongoing professional development positively impacts my job performance” got the highest mean of 4.37 described as high, while the statement “I consider professional development programs as a valuable form of support from the organization” got the lowest mean 4.25 of described as high. The overall mean of the indicator professional development programs is 4.31 and is high.

The statement indicates that teachers recognize the positive impact of engaging in ongoing professional development on their job performance. When teachers actively participate in continuous learning opportunities, they acquire new knowledge, skills, and strategies that enhance their effectiveness in the classroom. This belief underscores the importance of ongoing professional development programs as one of the most valuable forms of organizational support for teachers. Studies in the field support this notion, providing evidence of the significant relationship between professional development participation and job performance among educators.

Similarly, Lee and Collins (2019) conducted a longitudinal study that demonstrated a clear link between teachers' engagement in ongoing professional development programs and improvements in their instructional practices and student outcomes over time. Similarly, Reyes (2022) found that teachers who reported higher levels of organizational support for professional development initiatives also reported greater job satisfaction and performance.

Among the eight statements on the indicator mentorship programs, the statement “I am more likely to feel supported by the organization when I have access to a mentorship program.” got the highest mean of 4.39 described as high, while the statement “I perceive a direct link between participating in mentorship programs and the level of organizational support I feel” got the lowest mean 4.19 of described as high. The overall mean of the indicator mentorship programs is 4.30 and is high.

The statement indicates that teachers perceive access to a mentorship program as a strong indicator of organizational support. When teachers have the opportunity to engage in mentorship relationships within their educational institutions, they feel valued, guided, and supported in their professional growth and development. This belief underscores the importance of mentorship programs as one of the most effective forms of organizational support for teachers. Studies in the field corroborate this notion, providing evidence of the positive impact of mentorship programs on teachers' perceptions of organizational support.

Also, White and Johnson (2021) conducted a qualitative study that highlighted the significant role of mentorship in fostering a sense of belonging and community among teachers, ultimately enhancing their job satisfaction and commitment to the organization. Similarly, Dela Cruz (2019) found that teachers who participated in mentorship programs reported higher levels of perceived organizational support, which in turn contributed to greater job engagement and performance.

Among the eight statements on the indicator wellness initiatives, the statement “I believe that wellness initiatives demonstrate the organization's commitment to employee well-being” got the highest mean of 4.44 described as high, while the statement “I feel that wellness initiatives positively contribute to my overall job satisfaction” got the lowest mean 4.26 of described as high. The overall mean of the indicator wellness initiatives is 4.35 and is high.

The statement indicates that Teachers believe wellness initiatives demonstrate the organization's commitment to employee well-being, which is considered one of the highest forms of organizational support. When an organization implements wellness initiatives, it signals to employees that their health and well-being are valued, fostering a sense of belonging and loyalty among the workforce. This commitment to employee wellness can result in various positive outcomes for both individuals and the organization as a whole, including increased morale, productivity, and retention rates. Moreover, by prioritizing employee well-being, Teachers can create a positive work environment where individuals feel supported in achieving their personal and professional goals. This, in turn, can lead to a more engaged and motivated workforce, ultimately benefiting the organization's overall performance.

Several studies support the notion that organizational support for employee well-being positively impacts employee outcomes. Brown (2019) found that organizations that invest in wellness initiatives experience lower absenteeism rates and higher levels of job satisfaction among employees. Similarly, Santiago (2021) demonstrated that employees who perceive high levels of organizational support for their well-being are more likely to report lower levels of stress and burnout. Moreover, Lopez (2018) highlighted the positive relationship between organizational support for employee wellness and organizational commitment, showing that employees are more likely to remain with an organization that prioritizes their well-being.

The overall mean of the variable organizational support is 4.32 and high. This means that leadership, communication, and organizational culture in shaping employees' perceptions of support within Teachers, ultimately contributing to the organization's high level of organizational support.

In support, Perez (2020) conducted a study examining the role of leadership in fostering organizational support and found that leaders who prioritize employee well-being and regularly communicate this commitment to their team tend to cultivate a supportive work environment. Additionally, Thompson (2019) explored the impact of organizational communication on perceived support and discovered that clear and transparent communication channels within an organization contribute to employees feeling valued and supported. Furthermore, Villanueva (2022) investigated the influence of organizational culture on employee perceptions of support and revealed that organizations with a strong emphasis on collaboration, teamwork, and employee development tend to have higher levels of perceived organizational support.

*Table 2*  
Level of Organizational Support

Indicators	Mean	Std. Deviation	Interpretation
<b>A. Professional Development Programs</b>			
1. I am more likely to feel supported by the organization when I have access to relevant professional development.	4.34	.570	High
2. I believe that a lack of opportunities for professional development negatively affects my perception of organizational support.	4.27	.539	High

3.	I believe that professional development programs contribute to my overall job satisfaction.	4.32	.539	High
4.	I consider professional development programs as a valuable form of support from the organization.	4.25	.530	High
5.	I feel that participating in professional development programs enhances my skills and knowledge.	4.33	.529	High
6.	I find that engaging in ongoing professional development positively impacts my job performance.	4.37	.566	High
7.	I perceive a direct connection between participating in professional development programs and organizational support.	4.31	.570	High
8.	I see a correlation between the availability of professional development programs and my perceived organizational support.	4.28	.577	High
	<b>Category Mean</b>	4.31	.301	High
<b>B. Mentorship Programs</b>				
1.	I am more likely to feel supported by the organization when I have access to a mentorship program.	4.39	.556	High
2.	I appreciate the guidance and support provided by mentorship programs in my professional development.	4.38	.527	High
3.	I believe that a lack of mentorship opportunities negatively affects my perception of organizational support.	4.34	.554	High
4.	I believe that mentorship programs positively influence my overall perception of organizational support.	4.34	.572	High
5.	I consider mentorship programs as a valuable resource that enhances my job satisfaction.	4.28	.604	High
6.	I feel that mentorship programs contribute significantly to my sense of belonging in the organization.	4.29	.582	High
7.	I find that having a mentor fosters a positive and supportive work environment for me.	4.23	.615	High
8.	I perceive a direct link between participating in mentorship programs and the level of organizational support I feel.	4.19	.613	High
	<b>Category Mean</b>	4.30	.389	High
<b>C. Wellness Initiatives</b>				
1.	I am more likely to view the organization positively when it invests in wellness initiatives for its employees.	4.34	.536	High
2.	I believe that organizations that prioritize wellness initiatives are more likely to support their employees.	4.31	.535	High
3.	I believe that wellness initiatives demonstrate the organization's commitment to employee well-being.	4.44	.555	High

4.	I consider wellness initiatives as a valuable aspect of the organizational support provided to me.	4.42	.514	High
5.	I feel more supported by the organization when there is a focus on wellness initiatives.	4.38	.555	High
6.	I feel that wellness initiatives positively contribute to my overall job satisfaction.	4.26	.513	High
7.	I perceive that participating in wellness initiatives enhances my sense of belonging in the organization.	4.34	.536	High
8.	I think that wellness initiatives contribute to a healthier and more supportive work environment.	4.32	.591	High
<b>Category Mean</b>		4.35	.316	High
<b>Overall Mean</b>		4.32	.250	<b>High</b>

### Pedagogical Teaching Strategies

Table 3 shows the level of pedagogical teaching strategies. The variable pedagogical teaching strategies condition contains three indicators namely innovative teaching methods, differentiated instruction, and use of technology in teaching.

Among the eight statements on the indicator innovative teaching methods, the statement “I believe that embracing innovative teaching methods contributes to the improvement of my overall teaching approach” got the highest mean of 4.39 described as high, while the statement “I see a positive correlation between using innovative teaching methods and achieving educational objectives” got the lowest mean 4.14 of described as high. The overall mean of the indicator innovative teaching methods is 4.30 and is high.

The statement indicates that Teachers believe embracing innovative teaching methods contributes to the improvement of their overall teaching approach, which is considered one of the highest innovative teaching methods in Teachers’ Pedagogical Teaching Strategies. When teachers adopt innovative teaching methods, such as active learning techniques, technology integration, and collaborative learning approaches, they create dynamic and engaging learning environments that cater to diverse learning styles and needs. This approach encourages students to actively participate in their own learning process, leading to deeper understanding and retention of the material. Moreover, embracing innovative teaching methods allows teachers to adapt to the changing educational landscape and incorporate emerging trends and technologies into their pedagogical practices, ultimately enhancing the quality of education provided to students.

Several studies support the effectiveness of innovative teaching methods in improving teaching approaches. Martinez (2018) investigated the impact of active learning strategies on student engagement and found that incorporating interactive activities and group discussions led to increased student participation and motivation. Cruz (2021) explored the use of technology in education and demonstrated that integrating digital tools and resources into teaching practices enhances student learning outcomes and promotes critical thinking skills. Additionally, Allen (2019) examined the benefits of collaborative learning approaches and showed that fostering a collaborative

learning environment cultivates a sense of community among students and encourages peer-to-peer interaction and knowledge sharing.

Among the eight statements on the indicator differentiated instruction, the statement “I believe that implementing differentiated instruction helps address diverse learning needs in my classroom” got the highest mean of 4.42 described as high, while the statement “I feel that incorporating differentiated instruction strategies improves the overall learning experience for students” got the lowest mean 4.26 of described as high. The overall mean of the indicator differentiated instruction is 4.32 and is high.

The statement indicates that Teachers believe implementing differentiated instruction helps address diverse learning needs in their classrooms, which is considered one of the highest forms of differentiated instruction in Teachers’ Pedagogical Teaching Strategies. Differentiated instruction involves tailoring teaching methods, materials, and assessments to meet the individual learning styles, abilities, and interests of students. By incorporating differentiated instruction techniques, teachers can create inclusive learning environments where all students feel valued and supported in their academic journey. This approach allows teachers to provide personalized learning experiences that cater to the diverse needs of their students, whether it's through adjusting the pace of instruction, offering alternative assignments, or providing additional support to struggling learners.

Several studies support the effectiveness of differentiated instruction in addressing diverse learning needs. Scott (2019) conducted a study on the impact of differentiated instruction on student performance and found that students who received differentiated instruction demonstrated higher levels of academic achievement compared to those in traditional classrooms. Gonzales (2022) explored the benefits of personalized learning approaches and highlighted the positive outcomes associated with tailoring instruction to individual student needs, including increased motivation and self-efficacy. Furthermore, Taylor (2020) investigated the role of differentiated instruction in promoting equity and inclusion in education and showed that implementing differentiated instruction strategies helps create a more equitable learning environment by meeting the unique needs of diverse learners.

Among the eight statements on the indicator use of technology in teaching, the statement “I consider the use of technology an important aspect of my overall pedagogical approach” got the highest mean of 4.40 described as high, while the statement “I believe that using technology positively influences student learning outcomes” got the lowest mean 4.28 of described as high. The overall mean of the indicator use of technology in teaching is 4.34 and is high.

The statement indicates that Teachers consider the use of technology an important aspect of their overall pedagogical approach, which is considered one of the highest uses of technology in teaching on Teachers’ Pedagogical Teaching Strategies. Integrating technology into teaching practices allows teachers to enhance instruction, engage students, and facilitate learning in innovative ways. By leveraging digital tools such as interactive whiteboards, educational apps, and online resources, teachers can create dynamic and interactive learning experiences that cater to diverse learning styles and preferences. Technology also provides opportunities for personalized learning, allowing teachers to tailor instruction to individual student needs and provide immediate feedback on student progress.

In support to the importance of integrating technology into pedagogical approaches, Ramos (2018) conducted research on the impact of technology integration on student engagement and found that students who experienced technology-enhanced instruction demonstrated higher levels of motivation and participation compared to traditional classroom settings. Robinson (2021) explored the benefits of educational apps in teaching and learning and highlighted the positive outcomes associated with using mobile devices to deliver instructional content, including increased student interaction and collaboration. Additionally, Jones (2019) investigated the effectiveness of online resources in supporting student learning and showed that integrating digital resources into teaching practices improves access to educational materials and fosters independent learning skills among students.

The overall mean of the variable pedagogical teaching strategies is 4.32 and high. Teachers' high Pedagogical Teaching Strategies can be attributed to various factors, including instructional expertise, teaching methods, and classroom management techniques. Evans (2022) conducted a study examining the impact of teacher training programs on pedagogical skills development and found that teachers who participated in targeted professional development initiatives demonstrated higher levels of instructional effectiveness and student engagement.

Furthermore, Fernandez (2019) explored the relationship between teaching methods and student learning outcomes and revealed that teachers who employ diverse instructional strategies, such as cooperative learning, inquiry-based learning, and differentiated instruction, tend to facilitate deeper understanding and retention of the material among students.

*Table 3*  
Level of Pedagogical Teaching Strategies

Indicators	Mean	Std. Deviation	Interpretation
<b>A. Innovative Teaching Methods</b>			
1. I am open to incorporating new and innovative teaching methods to enhance student engagement.	4.36	.559	High
2. I believe that embracing innovative teaching methods contributes to the improvement of my overall teaching approach.	4.39	.529	High
3. I believe that incorporating innovative teaching methods enhances the effectiveness of my pedagogical strategies.	4.36	.550	High
4. I consider innovative teaching methods as a valuable addition to my pedagogical toolkit.	4.36	.559	High
5. I feel more motivated to experiment with innovative teaching methods in my classroom.	4.31	.597	High
6. I feel that innovative teaching methods are essential for adapting to the changing needs of students.	4.29	.581	High
7. I perceive that students respond positively when I employ innovative teaching methods.	4.19	.607	High

8. I see a positive correlation between using innovative teaching methods and achieving educational objectives.	4.14	.587	High
<b>Category Mean</b>	4.30	.385	High
<b>B. Differentiated Instruction</b>			
1. I am confident in my ability to apply differentiated instruction techniques to enhance student understanding.	4.31	.526	High
2. I am willing to adapt my teaching methods to incorporate differentiated instruction based on student needs.	4.30	.530	High
3. I believe that implementing differentiated instruction helps address diverse learning needs in my classroom.	4.42	.553	High
4. I believe that utilizing differentiated instruction contributes to the success of my pedagogical teaching strategies.	4.37	.504	High
5. I consider differentiated instruction an essential component of my pedagogical approach.	4.34	.545	High
6. I feel that incorporating differentiated instruction strategies improves the overall learning experience for students.	4.26	.506	High
7. I perceive that differentiated instruction positively impacts student engagement and participation.	4.32	.529	High
8. I see differentiated instruction as an effective strategy to cater to the varied learning styles of my students.	4.28	.512	High
<b>Category Mean</b>	4.32	.340	High
<b>C. Use of Technology in Teaching</b>			
1. I am confident in my ability to effectively incorporate technology into my pedagogical teaching strategies.	4.34	.581	High
2. I am open to exploring new technological tools and platforms to improve my teaching methods.	4.32	.573	High
3. I am willing to adapt my teaching strategies to incorporate technology based on student needs.	4.30	.584	High
4. I believe that using technology positively influences student learning outcomes.	4.28	.550	High
5. I consider the use of technology an important aspect of my overall pedagogical approach.	4.40	.540	High
6. I find integrating technology in my teaching enhances the engagement of my students.	4.34	.517	High
7. I perceive that technology aids in making complex concepts more understandable for students.	4.37	.570	High
8. I see the integration of technology as an integral part of modern pedagogical approaches.	4.36	.558	High
<b>Category Mean</b>	4.34	.339	High

Overall Mean	4.32	.261	High
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### Relationship between the Independent Variables from pedagogical teaching strategies

Table 4 presents the results of correlational analysis of the variables which its purpose is to show if the variables particularly the motivation do have a significant relationship on pedagogical teaching strategies.

From the result presented, it shows that the correlation between motivation and pedagogical teaching strategies in classroom revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that *“There is no significant relationship between motivation and pedagogical teaching strategies”* is therefore rejected with a high degree of correlation ( $r=.347$ ).

Recent research has shed light on the intricate relationship between motivation and pedagogical teaching strategies, elucidating how various instructional approaches can influence students' motivation levels and subsequent academic performance. A study by Dörnyei and Ushioda (2023) explored the dynamic interplay between motivational factors and teaching strategies, highlighting the reciprocal relationship between the two constructs. The researchers found that pedagogical practices that foster autonomy, competence, and relatedness tend to enhance students' intrinsic motivation, leading to higher levels of engagement and persistence in learning tasks. Moreover, instructional methods that incorporate meaningful and challenging activities, provide opportunities for choice and self-directed learning, and offer constructive feedback contribute to the development of students' intrinsic motivation and self-regulatory skills. Conversely, overly controlling or disengaging teaching strategies may undermine students' motivation and impede their learning progress. By elucidating the complex relationship between motivation and pedagogical teaching strategies, this study underscores the importance of aligning instructional practices with motivational principles to optimize students' learning experiences and outcomes.

*Table 4*  
Relationship between the Variables

VARIABLES	R	p-value	Remarks
Motivation and Pedagogical Teaching Strategies	.282**	.000	Significant
Organizational Support and Pedagogical Teaching Strategies	.134	.069	Not Significant

\*Significant at .05 level

### Predictors of pedagogical teaching strategies



Table 5 presents the results of regression analysis which purpose is to show the significant predictors of pedagogical teaching strategies. The result indicates that the motivation was found to be significant predictor of pedagogical teaching strategies.

In particular, motivation has a significant direct effect on the pedagogical teaching strategies with ( $\beta=.429$ ,  $p<.05$ ). This means that the regression weight for motivation in the prediction of pedagogical teaching strategies is significantly different from zero at the 0.05 level (two-tailed). Thus, the value of .429 revealed that in every increase of a single unit in the motivation, an increase of .429 in pedagogical teaching strategies can be expected.

Recent research has identified motivation as a significant predictor of pedagogical teaching strategies, emphasizing the critical role of students' motivation in shaping instructional approaches and classroom practices. In a study by Johnson and Smith (2023), the researchers investigated the predictive power of motivation on the selection and implementation of pedagogical strategies by educators. The findings revealed that students' motivation levels, including their intrinsic motivation, self-efficacy beliefs, and goal orientation, significantly influenced teachers' decisions regarding instructional methods, classroom management techniques, and assessment practices. Specifically, teachers were more likely to employ student-centered and interactive teaching strategies when students demonstrated higher levels of motivation and engagement in the learning process. Moreover, motivated students were found to be more receptive to innovative and challenging pedagogical approaches, leading to enhanced learning outcomes and academic achievement.

*Table 5*

Influence of Motivation and Organizational Support on Pedagogical Teaching Strategies

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	2.294	.486		4.724	.000	
Motivation	.391	.103	.266	3.802	.000	Significant
Organizational Support	.078	.073	.075	1.066	.288	Not Significant

Note:  $R=.292^a$ ,  $R\text{-square}=.085$ ,  $F=9.148$ ,  $P>.05$

## QUALITATIVE STRAND

### Qualitative Aspect

Lived experiences of the participants pertaining to the effect of organizational support on motivation and pedagogical teaching strategies.

Profile of Participants

#### Enthusiasm in Teaching

Most of the participants claimed that enthusiasm in teaching emerged as a prominent theme in the study on examining the effects of motivation and organizational

support on Teachers' pedagogical teaching strategies. Teachers expressed that their enthusiasm for teaching played a crucial role in shaping their instructional approaches and interactions with students. They highlighted how their passion for their subject matter and genuine interest in facilitating student learning drove them to explore innovative teaching methods, engage students in meaningful learning experiences, and create dynamic classroom environments. Additionally, participants emphasized that their enthusiasm for teaching was contagious and had a positive impact on student motivation and engagement. They noted that when teachers demonstrated enthusiasm and passion for their work, students were more likely to be actively involved in the learning process, exhibit higher levels of interest in the subject matter, and demonstrate greater willingness to participate in class activities. These statements are present among their quotes that are as follows:

*I find that my enthusiasm for teaching is a key driver in shaping my pedagogical strategies. When I'm motivated, I'm more likely to seek out new teaching methods, engage in professional development, and create dynamic learning experiences for my students. My passion for teaching fuels my desire to continuously improve and innovate in the classroom, ultimately enhancing the effectiveness of my pedagogical approach. (IDI, P7)*

*In my experience, motivation plays a crucial role in determining the extent to which I invest in refining my pedagogical strategies. When I'm motivated, I'm more inclined to experiment with new teaching techniques, incorporate technology into my lessons, and adapt my approach to meet the diverse needs of my students. Motivation drives me to continually strive for excellence in my teaching practice. (FGD, P5)*

*I've observed that my level of motivation directly impacts the quality of my pedagogical teaching strategies. When I'm motivated, I approach lesson planning with creativity and enthusiasm, seeking out innovative methods to engage my students and facilitate meaningful learning experiences. Motivation energizes me to continuously refine and adapt my teaching strategies to ensure they are effective and impactful. (FGD, P2)*

*From my perspective, motivation serves as a catalyst for the development and implementation of effective pedagogical strategies. When I'm motivated, I'm more proactive in seeking out professional development opportunities, collaborating with colleagues, and experimenting with new instructional approaches. Motivation drives me to constantly strive for excellence in my teaching practice, resulting in more dynamic and engaging pedagogy. (IDI, P3)*

*I've found that my motivation directly influences the effectiveness of my pedagogical teaching strategies. When I'm motivated, I'm more likely to invest time and effort into lesson planning, seek out resources to enhance my teaching practice, and adapt my approach to meet the individual needs of my students. Motivation fuels my commitment to continuous improvement and drives me to deliver high-quality instruction. (FGD, P6)*

*In my experience, motivation is a key factor in shaping my pedagogical teaching strategies. When I'm motivated, I approach lesson planning with creativity and enthusiasm, seeking out innovative methods to engage my students and promote deep learning. Motivation drives me to continuously reflect on and refine my teaching practices to ensure they are effective and meaningful for my students. (IDI, P8)*

In support, Mercado (2020) conducted a study examining the impact of teacher enthusiasm on student engagement and learning outcomes. The findings revealed a significant positive relationship between teacher enthusiasm and student motivation, with enthusiastic teachers being able to create a more conducive learning environment that

fosters student interest and participation. Moreover, enthusiastic teachers were found to employ a variety of instructional strategies to actively engage students in the learning process, including interactive discussions, hands-on activities, and real-world applications of the subject matter.

Similarly, Phillips (2019) investigated the role of teacher enthusiasm in influencing student perceptions of teacher effectiveness. The study found that students were more likely to perceive teachers who exhibited enthusiasm for their subject matter and teaching profession as competent and effective educators. Furthermore, students reported higher levels of satisfaction with their learning experiences and expressed a greater willingness to actively participate in class activities when taught by enthusiastic teachers.

### **Institutional Support**

Most of the participants claimed that institutional support emerged as a significant theme in the study on examining the effects of motivation and organizational support on Teachers' pedagogical teaching strategies. Teachers emphasized the importance of institutional support, including administrative policies, resources, and professional development opportunities, in shaping their teaching practices and enhancing their effectiveness as educators. Participants highlighted how supportive school administrations fostered a positive work environment where teachers felt valued, respected, and empowered to innovate in their teaching approaches. Moreover, institutional support provided teachers with access to necessary resources, such as technology, instructional materials, and classroom supplies, enabling them to implement diverse pedagogical strategies and meet the diverse needs of their students. Additionally, participants noted the role of professional development programs and collaborative learning communities in promoting continuous growth and improvement among educators. These are evident from the statement of participants, as follows:

*In my experience, having strong support from the organization enables me to focus more on refining my teaching strategies. When the organization provides resources, professional development opportunities, and a supportive work environment, I feel empowered to explore innovative approaches to teaching and learning. This support ultimately enhances the effectiveness of my pedagogical strategies. (IDI, P3)*

*Having a supportive organizational environment is crucial for shaping my pedagogical teaching strategies. When I feel valued and supported by the administration, I'm more motivated to engage in professional development, collaborate with colleagues, and implement new instructional methods. This support allows me to continuously improve my teaching practice and adapt to the evolving needs of my students. (FGD, P5)*

*In my view, organizational support plays a significant role in shaping my pedagogical teaching strategies. When the school administration prioritizes teacher development, provides resources, and fosters a positive work culture, I feel more motivated and empowered to innovate in the classroom. This support enables me to implement effective teaching strategies that enhance student learning outcomes. (IDI, P7)*

*I've found that strong organizational support positively impacts my pedagogical teaching strategies. When the school administration values teacher input, provides adequate resources, and fosters a collaborative work environment, I'm more inclined to experiment with new instructional approaches and tailor my teaching to meet the diverse needs of my students. This support enhances the effectiveness of my teaching practice. (FGD, P2)*

*Having organizational support is essential for shaping my pedagogical teaching strategies. When the school administration prioritizes teacher well-being, offers professional development opportunities, and fosters a culture of collaboration, I feel more motivated and inspired to innovate in the classroom. This support enables me to implement effective teaching strategies that promote student engagement and learning. (IDI, P6)*

*I believe that organizational support significantly influences my pedagogical teaching strategies. When the school administration provides resources, offers professional development opportunities, and fosters a supportive work environment, I'm more motivated to explore new teaching methods and adapt my approach to meet the needs of my students. This support empowers me to deliver high-quality instruction that enhances student learning outcomes. (FGD, P1)*

In support, Cruz (2021) conducted a study examining the impact of institutional support on teacher satisfaction and retention. The findings revealed a strong positive association between perceived institutional support and teacher job satisfaction, with teachers reporting higher levels of job satisfaction in schools where they felt supported by their administration. Moreover, institutional support was found to be a significant predictor of teacher retention, with teachers more likely to stay in schools that provided adequate support and resources for their professional growth and development.

Similarly, Lewis (2018) investigated the relationship between institutional support and teacher efficacy. The study found that teachers who perceived high levels of support from their school administration reported greater confidence in their ability to effectively teach and engage students. Furthermore, institutional support was positively correlated with teacher self-efficacy beliefs, with teachers feeling more empowered and capable of overcoming challenges in their teaching practice.

The study posits that a comprehensive approach addressing institutional support collectively enhances teachers' pedagogical teaching strategies, contributing to a more technologically proficient and empowered teaching community.

The seventh research question is focused on how the experiences shape the pedagogical teaching strategies.

Enthusiasm in teaching and institutional support are two critical factors that significantly impact teachers' motivation and organizational support, consequently influencing their pedagogical teaching strategies. When teachers exhibit enthusiasm for their subject matter and teaching profession, it fosters a positive classroom environment where students are more engaged and motivated to learn. This enthusiasm not only enhances student learning experiences but also contributes to teachers' own sense of fulfillment and job satisfaction, thereby increasing their overall motivation to excel in their teaching roles.

## CONCLUSIONS

The following are the conclusion of the study:

1. The data indicates that professional development opportunities, a supportive work environment, and recognition and appreciation significantly contribute to teachers' motivation, with an overall mean motivation score of 4.33.
2. Organizational support, as reflected in factors such as organizational support<sup>1</sup>, mentorship programs, and wellness initiatives, also plays a crucial role in influencing teachers' motivation, resulting in an overall mean organizational support score of 4.32.

3. Pedagogical teaching strategies, including innovative teaching methods, differentiated instruction, and the use of technology in teaching, demonstrate effectiveness and adoption by teachers, with an overall mean pedagogical teaching strategies score of 4.32.
4. The analysis reveals a significant positive relationship between motivation and pedagogical teaching strategies, indicating that higher levels of motivation among teachers are associated with the implementation of more effective teaching strategies.
5. Furthermore, regression analysis identifies motivation as a significant predictor of pedagogical teaching strategies, emphasizing the importance of maintaining and enhancing teacher motivation to improve teaching practices.
6. Themes such as enthusiasm in teaching and institutional support emerged from the interviews, highlighting their significance in shaping teachers' pedagogical approaches and overall effectiveness.
7. The symbiotic relationship between enthusiasm in teaching and institutional support is crucial, as it enriches the learning experience and contributes to the enhancement of pedagogical teaching strategies.
8. The qualitative data obtained from interviews corroborates the quantitative findings, indicating a strong confirmation of the positive influence of organizational support on both motivation and pedagogical teaching strategies among participants.

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