

Instructional effectiveness, learners' motivation, and engagement: Basis for an action plan

Jennifer M. Socobos
Ulbajan Elementary School
Department of Education – Calape District, Division of Bohol
Calape, Bohol, Philippines
Email: marapao.jennifer@gmail.com

Abstract: The impact of instructional effectiveness on Key Stage 2 learners' engagement is a critical area of inquiry, particularly when considering the mediating role of learner motivation. This study examined the relationship between instructional effectiveness and learner engagement, with learner motivation as a mediating factor, among Key Stage 2 pupils in Calape District, Bohol (SY 2024–2025). Using a descriptive-explanatory design, data were gathered from 330 learners and 72 teachers through structured questionnaires. Results showed that while teachers were perceived as highly effective and learners reported high motivation and engagement, no significant relationship was found between instructional effectiveness and learner motivation or engagement. However, there was a strong positive correlation between learner motivation and engagement. These findings highlight the crucial role of motivation in driving learner engagement, suggesting that instructional effectiveness alone is not enough without proper motivational support. An action plan was developed to integrate motivational strategies into instructional practices.

Keywords: Instructional Effectives, Motivation, Engagement

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INTRODUCTION

The Department of Education implemented the MATATAG Curriculum in 2023 to address issues such as curriculum overcrowding and enhance basic education quality. This curriculum redesign focuses on condensing content, lowering the number of competencies, and emphasizing fundamental abilities such as literacy, numeracy, and socio-emotional learning. The MATATAG Curriculum strives to make learning more relevant and engaging for students by streamlining subjects and incorporating values education, boosting instructional effectiveness, and increasing motivation and involvement among learners (Bacelonia, 2023).

At the international and national levels, declining student motivation and engagement impact learning outcomes, particularly in the foundational years. The Programme for International Student Assessment (PISA) 2018 report found that the Philippines ranked lowest in reading, mathematics, and science among 79 countries. This indicates significant academic challenges, learner engagement issues, and instructional practices' relevance (Thomson et al., 2019).

Many public elementary schools in the Philippines, especially in rural and underserved areas, face problems such as overcrowded classrooms, outdated learning materials, and limited access to technology. These challenges hinder teachers' ability to deliver engaging and differentiated instruction, which, in turn, decreases student interest and participation. A study by Saragena et al. (2024) emphasized a strong link between teachers' instructional practices and their self-efficacy. Effective teaching strategies can enhance student engagement and boost

academic performance. However, the study also pointed out that insufficient resources and support systems prevent teachers from fully realizing their instructional potential.

In addition, the limited research on instructional effectiveness, student motivation, and engagement in Key Stage 2 learners lacked practical application for teachers. Many studies also lack clear and effective methods for teachers to enhance their teaching and maintain student interest and engagement in the classroom. This gap highlights the need for research that connects these three areas and develops a straightforward action plan to help instructors improve classroom learning.

Given these conditions, the primary goal of this study is to investigate the relationship between instructional effectiveness, learner motivation, and engagement among Key Stage 2 learners in public elementary schools. This study will create a workable, data-driven action plan to improve classroom instruction and learners' engagement. The Enhanced K-12 Curriculum's ongoing educational reforms will benefit significantly from this research's localized insights into successful teaching methods, learners' engagement, and motivation. The findings will improve instructional quality and learner outcomes in the early elementary years, guiding evidence-based initiatives for school administrators, educators, and policymakers.

Grounded in the 1987 Constitution of the Republic of the Philippines stipulates in Article XIV, Section 1 that the State shall protect and promote the right of all citizens to quality education at all levels and take appropriate steps to make such education accessible to all (Official Gazette, 2019). Thus, DepEd's commitment to learners' engagement is enshrined in various laws and orders, emphasizing the importance of creating a conducive learning environment that fosters active participation, motivation, and a positive attitude towards learning. As mandated in the Republic Act No. 10533, more commonly known as the Enhanced Basic Education Act of 2013, imposed in Section 5, the curriculum shall use pedagogical approaches such as constructivism, inquiry-based, reflective, collaborative, and integrative. The law is supported by DepEd Order No. 21, s. 2019 on Policy Guidelines on the K to 12 Basic Education Program to ensure schools implement these learner-oriented approaches to support the new K to 12 curriculum. Teachers were instructed to adopt strategies and opportunities that foster active learning, cooperative learning, collaboration, exploration, contextualized, and relevant.

In addition, it is also stipulated in DepEd Order No.35, s.2016 on the Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning; the teacher-identified topics must be consistent with the following broad areas of discussion that enliven the features of the K to 12 Basic Education Program as articulated in Republic Act No.10533, the Enhanced Basic Education Act of 2013 and various policies of the DepEd.

These policies emphasize the critical role of instructional effectiveness in achieving learners' engagement. This research, informed by the principles outlined in DepEd's laws and orders, aims to investigate the relationship between instructional effectiveness, learners' motivation, and engagement with Key Stage 2 learners within Calape District.

Furthermore, The Philippine Professional Standards for Teachers define teacher quality in the Philippines as standards that outline the expectations for teachers' increasing levels of knowledge, practice, and professional engagement. These standards also support teachers in deepening their understanding and applying it more effectively across a broader and more complex range of teaching and learning situations. Moreover, PPST also describes the breadth of seven domains teachers are required to be effective in the 21st century in the Philippines. Thus,

this study aimed to identify instructional effectiveness that improves learners' engagement in Key Stage 2 mediated by their motivation.

Teachers play a crucial role in nation-building. Through quality teachers, the Philippines can develop holistic learners steeped in values, equipped with 21st-century skills, and propel the country to development and progress. This aligns with the Department of Education's vision of producing: "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (DepED Order No. 36, s. 2013).

On the other hand, learner engagement is essential for effective instruction. Active engagement results in a deeper understanding, better knowledge retention, and a more enjoyable learning experience, ultimately improving academic performance and instilling a love of learning. Without it, learning becomes passive and less meaningful.

Therefore, varied ideas highlight the importance of learners' behavioral, cognitive, and emotional engagement levels. One of these is Lev Vygotsky's sociocultural theory, which emphasizes the critical role of social interactions and cultural influences in forming cognitive development. It implies that learning is a cooperative process that entails collaborating with people, particularly those with greater experience, such as peers or adults. As cited by McLeod (2025), Vygotsky strongly believed that community plays a central role in "making meaning." Cognitive development is a socially mediated process in which children acquire cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society.

This can help explain how cooperative learning and student-centered practices promote cooperative relationships among Key Stage 2 learners. Teachers can increase knowledge and comprehension by fostering a collaborative environment in which learners exchange ideas and encourage one another's learning. This method can also guide instructional practices that offer appropriate difficulty levels and assistance based on each learner's unique needs and talents.

On the other hand, according to Ryan and Deci (2000), the Self-Determination theory articulates a meta-theory for framing motivational studies. This formal theory defines intrinsic and varied extrinsic sources of motivation. It describes the respective roles of intrinsic and types of extrinsic motivation in cognitive and social development and individual differences. People are often moved by external factors such as reward systems, grades, evaluations, or the opinions they fear others might have of them. However, just as frequently, people are motivated from within by interests, curiosity, care, or abiding values. These intrinsic motivations are not necessarily externally rewarded or supported; nonetheless, they can sustain passions, creativity, and sustained efforts. The interplay between the extrinsic forces acting on persons and the intrinsic motives and needs inherent in human nature is the territory of Self-Determination Theory. Likewise, Niemiec and Ryan (2009) articulate that evidence suggests that teachers' support of students' basic psychological needs for autonomy, competence, and relatedness facilitates students' autonomous self-regulation for learning, academic performance, and well-being. Accordingly, SDT has substantial implications for classroom practice and educational reform policies.

To sum up, the Self-Determination Theory (SDT) offers a helpful framework for comprehending students' behavioral engagement. Teachers can develop intrinsic motivation and increase students' engagement and perseverance in their academic endeavors by creating learning environments that promote autonomy, competence, and relatedness. Attending to learners' basic

psychological requirements is essential to promoting both engagement and a more profound, meaningful learning experience.

Also, if pupils feel they can do something valuable, they are more motivated to work hard. So, in the summary written by Spott (2022), the Expectancy-Value theory defines the motivation of a person within a specific realm to complete a particular task and attain a goal. Motivation is highest when someone is challenged but also feels as if the challenge is attainable. EVT measures motivation based on the expectancy beliefs and value beliefs a person has about a specific task. Expectancy beliefs are the extent to which a person feels they can succeed in the task, including their beliefs and abilities. Value beliefs are based on the person's level of importance in completing that task. The value a person ascribes to a task includes their enjoyment of the task, the task's usefulness, and the necessity to complete the task to reach their goal. Similarly, as stated by Wang and Xue (2022), EVT as a fundamental and integrated paradigm helps researchers and teachers to understand learners' motivations and behaviors, and it has proved to be very helpful in understanding cognitive processes used by the learners, as well as their achievement. Based on this theory, successful performance, including the successful completion of the task and future aspirations, is mainly impacted by perceived expectancies regarding the outcome and value of tasks or domains. EVT can be viewed as a lens through which the aspects of motivation can be seen. This would pave the way for learners' engagement and their achievement. EVT attaches great importance to learners' reasonable expectations regarding accomplishing a goal. Thus, the Expectancy-Value Theory (EVT) highlights the critical role of student's beliefs in their abilities (expectancy) and the value they assign to a task (value) in shaping their motivation and engagement. In educational contexts, when learners believe they can succeed and perceive a task as valuable, they are more likely to engage in the learning process with greater effort and persistence, leading to deeper involvement in their academic activities.

According to the expectation-value hypothesis, learners' cognitive engagement is influenced by two main factors: their perceived value of the task and their belief in their ability to succeed. When students have low expectations or see little value in a task, they are less likely to participate actively and put in effort. In contrast, high expectations and a strong sense of value lead to greater engagement. Therefore, to improve cognitive engagement, creating a supportive learning environment that enhances students' self-esteem and highlights the significance and relevance of the learning tasks is essential.

The ultimate task of education is promoting learning, and it is generally acknowledged that students who actively participate in the learning process have a higher chance of succeeding in this endeavor. Thus, Ebralidze (2023) noted that Engagement theory is based on the premise that learning is an active, social, and contextual process and that engagement is a key factor in facilitating learning. The theory posits that engagement is a multifaceted construct that includes cognitive, emotional, and behavioral dimensions and that these dimensions are interrelated and mutually reinforcing. In other words, when students are engaged, they are not only thinking deeply about the content they are learning but also experiencing positive emotions and taking actions that reinforce their learning. In addition, Rachmad (2022) highlights that the principles of Educational Engagement Theory involve understanding the needs and interests of students to design relevant and engaging learning experiences. Educators need to use interactive and participatory teaching methods to encourage active involvement. Creating a supportive learning environment where students feel valued and motivated to participate is essential. The theory also emphasizes the importance of continuous and constructive feedback to enhance engagement.

Therefore, effective learning is active, social, and contextual, requiring multifaceted student engagement (cognitive, emotional, and behavioral). Engagement theory guides studies on instructional effectiveness by defining, measuring, and analyzing engagement's impact on learning outcomes.

According to engagement theory, students' emotional engagement significantly impacts learning outcomes. Negative emotions make learning more difficult, but positive emotions promote deeper processing and memory retention. Creating a welcoming and engaging learning environment that inspires curiosity, enjoyment, and a sense of accomplishment is essential for learning to be as effective as possible.

Indeed, Salazar et al. (2025) emphasized that educators can explore strategies to make learning more engaging and relevant to students. Differentiated instruction, which leads to instructional effectiveness, has a positive and significant impact on student motivation and involvement. Educators should actively seek ways to implement differentiated instruction strategies to create a more engaging and inclusive learning environment for all students. Differentiated learning activities, which involve tailoring instructional methods and materials to meet the diverse needs, strengths, and preferences of individual learners, are the focus of their study. Thus supporting the claim of its positive impact on instructional effectiveness. Tailoring instruction to diverse learner needs creates a more inclusive and effective learning environment that will lead to learners' positive engagement.

Furthermore, differentiated instruction significantly enhanced students' motivation and engagement levels. The study also revealed that students positively perceived differentiated instruction, indicating its effectiveness in fostering a more engaging and motivating learning environment (Saputri et al., 2023). Therefore, this study emphasizes how crucial it is to modify instructional effectiveness to accommodate students' demands. By using differentiated education, learners' motivation and engagement can be increased, improving their academic performance.

According to Xiong (2025), learning motivation directly affects students' attitudes, academic performance, and learning experiences, so enhancing learning motivation has been a focus of educational research and teaching practice. The adaptability of teachers' instructional effectiveness is closely related to students' motivation. Teachers can meet students' psychological needs at different levels through flexible and diverse teaching styles, thus enhancing students' motivation. Therefore, raising students' motivation is critical to raising their academic achievement and overall learning experience, and teachers can accomplish this through their instructional effectiveness.

The effectiveness of teaching in Key Stage 2 relies on diverse skills and methods to engage students. This action plan emphasizes various instructional strategies that cater to different learning styles through active learning, collaboration, and differentiation. Continuous improvement will be ensured by regular evaluation and introspection.

Objectives

This research aimed to determine the relationship between instructional effectiveness and Key Stage 2 Learners' engagement mediated by learners' motivation in Calape District, Calape, Bohol, during the school year 2024-2025. This study focused on the level of instructional effectiveness of Elementary Teachers in planning and preparation, classroom environment, instruction, and professional responsibilities, the level of motivation among learners, the level of learners' behavioral, cognitive, and emotional engagement, the relationship between instructional effectiveness and learners' engagement and relationship between instructional effectiveness and

learners' motivation and learners' motivation on learners' engagement. The findings of the study served as the basis for the development of a proposed action plan aimed at enhancing learner engagement in Key Stage 2 by equipping teachers with motivational strategies that support effective instruction.

METHODOLOGY

This study employed a descriptive-explanatory approach to thoroughly understand and clarify the relationship between learner engagement (dependent variable) and instructional effectiveness (independent variable) mediated by learners' motivation (intervening variable). The study involved 330 Key Stage 2 Learners alongside with 72 KS-2 teachers in Calape District, Calape, Bohol, during the school year 2024-2025 selected through stratified random sampling from a population of 1,857.

Data were gathered through structured self-administered survey questionnaires. Two validated tools were used: (1) questionnaire that measured the teachers' instructional effectiveness in planning and preparation, classroom environment, instruction, and professional responsibilities (Cronbach's $\alpha = 0.88$), (2) questionnaire that measured the level of engagement among learners in terms of behavioral, cognitive, and emotional engagement and learners' motivation level regarding the teachers' instructional effectiveness and the learners' engagement (Cronbach's $\alpha = 0.93$). All used a 4-point Likert scale.

Permission was obtained upon the conduct of these questionnaires. Surveys were answered independently by the teachers and the learners were guided to fully grasp its content. Data were analyzed using weighted mean, standard deviation, Pearson-Moment Correlation Coefficient (PPMCC) and linear regression analysis. Ethical standards were maintained throughout the research project.

RESULTS AND ANALYSIS

Table 1
Level of Instructional Effectiveness of Elementary Teachers
n = 72

Indicators	Mean	SD	Interpretation
Classroom Environment	3.75	0.41	Highly Effective
Professional Responsibilities	3.69	0.45	Highly Effective
Instruction	3.66	0.47	Highly Effective
Planning and Preparation	3.59	0.49	Highly Effective
Overall Composite Mean	3.67	0.46	Highly Effective

The level of instructional effectiveness of Elementary Teachers in planning and preparation, classroom environment, instruction, and professional responsibilities was assessed to provide foundational data to understand the current state of teaching practices and inform the development of an action plan to improve learners' motivation and engagement.

Table 1 shows the instructional effectiveness of Elementary Teachers in four areas. The first is in the classroom environment area with a composite mean of 3.75 (SD= 0.41), interpreted

as highly effective. Key Stage 2 teachers effectively manage and instruct within the classroom environment. Next is the level of instructional effectiveness of Elementary Teachers in the area of Professional Responsibilities, which has a composite mean of 3.69 (SD= 0.45) interpreted as highly effective.

The data indicates that Key Stage 2 teachers' firm adherence to professional responsibilities positively impacts their instructional effectiveness. Then, the instructional effectiveness of elementary teachers in Instruction has a composite mean of 3.66 (SD= 0.47), which is interpreted as highly effective. This indicates that high-quality Instruction is delivered by Key Stage 2 teachers through practical teaching approaches. Lastly, the planning and preparation has a composite mean of 3.59 (SD= 0.49), interpreted as highly effective. The evidence suggests that Key Stage 2 teachers effectively plan and prepare for Instruction.

The learners' motivation levels were also measured to understand the factors that influence their engagement and develop an effective action plan to enhance both motivation and learning outcomes.

Table 2
Level of Motivation among Learners
n = 330

Statements	Mean	SD	Interpretation
1. School activities bring me enjoyment an...	3.80	0.54	Highly Motivated
2. My teacher clearly explains the rules an...	3.77	0.46	Highly Motivated
3. My teacher uses activities that make me ...	3.67	0.52	Highly Motivated
4. I feel involved in my learning process b...	3.65	0.52	Highly Motivated
5. I like learning new things because itbo...	3.64	0.53	Highly Motivated
6. Learning is fun for me.	3.61	0.59	Highly Motivated
7. I am encouraged to take responsibility ...	3.61	0.54	Highly Motivated
8. I want to learn new things.	3.58	0.44	Highly Motivated
9. I study to be promoted.	3.58	0.61	Highly Motivated
10. I am encouraged to share my opinions...	3.43	0.66	Highly Motivated
Composite Mean	3.64	0.54	Highly Motivated

Table 2 displays mean scores for ten statements measuring learner motivation, ranging from 3.43 to 3.80, all interpreted as "Highly Motivated." A composite mean of 3.64 (SD= 0.54), also interpreted as highly motivated, further supports the overall finding of high learner motivation, though variation in individual statement scores suggests areas for improvement. High scores show learners felt encouraged and supported, fostering active participation and motivation.

The level of engagement among learners in terms of behavioral, cognitive, and emotional engagement is assessed to address particular areas that require improvement in each engagement category. The findings on engagement levels will influence the creation of interventions to promote learning and directly impact the study's goal of developing an effective action plan.

Table 3
Level of Engagement among Learners
n = 330

Indicators	Mean	SD	Interpretation
Cognitive Engagement	3.62	0.53	Highly Engaged
Emotional Engagement	3.61	0.53	Highly Engaged
Behavioral Engagement	3.57	0.55	Highly Engaged
Overall Composite Mean	3.67	0.46	Highly Engaged

Table 3 shows the level of engagement among learners in three aspects. First is presenting the data on learners' cognitive engagement among learners that reflects a composite mean score of 3.62 (SD= 0.53), which indicates that the learners are highly engaged in their learning process at a cognitive level. Specifically, it suggests that students are not only paying attention but are actively processing and reflecting on the material being taught. They actively think about the content, make connections, and use critical thinking, showing their strong commitment to understanding and mastering the material.

Next is the learners' emotional engagement, represented by a composite mean score of 3.61 (SD= 0.53), interpreted as highly engaged. Those learners display a highly engaged emotional connection to their learning experiences. High emotional engagement means students are interested, enthusiastic, and positive toward their learning and classmates. This helps create a supportive environment where they feel safe, motivated, and willing to participate, essential for long-term academic success.

Lastly, behavioral engagement reveals a composite mean score of 3.57 (SD= 0.55), which is also interpreted as highly engaged. This shows that learners are highly engaged by consistently demonstrating behaviors associated with active participation in learning activities, such as attentiveness, effort in completing tasks, and following classroom routines. The high mean score indicates that learners actively engage and meaningfully participate in the classroom. Thus, learners are more engaged in learning when they actively participate, try hard, and continue their tasks.

To summarize, this table demonstrates the composite means for the behavioral, cognitive, and emotional categories as "Highly Engaged," indicating a high level of overall learner involvement. This points to a productive classroom setting that encourages participation and academic achievement. However, variations within each engagement category suggest opportunities for targeted interventions to enhance learning and engagement further.

Knowing the elements that go into effective learning is crucial. This study examines the relationship between instructional effectiveness, learner engagement, and learner motivation. The accompanying table shows the outcomes of our investigation, offering insightful information about these critical connections.

Table 4.1
Relationship between Instructional Effectiveness and Learners' Engagement and Motivation
n = 330

Variables	<i>r</i>	<i>p</i> -value	Decision
Instructional Effectiveness and Learners' Engagement	0.10	.394	Do not reject H ₀
Instructional Effectiveness and			

Learner's Motivation	0.14	.241	Do not reject H ₀
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Table 4.1 examines the correlations between instructional effectiveness and two learner factors: engagement and motivation. It was found out that there is no significant difference between instructional effectiveness and learners' engagement, $r(70) = 0.10$, $p\text{-value} = 0.394$. Thus, the null hypothesis is not rejected.

Similarly, it was also found out that there is no significant difference between instructional effectiveness and learners' motivation, $r(70) = 0.14$, $p\text{-value} = 0.241$. Also, the null hypothesis is not rejected. These results suggest that while high levels of engagement and motivation were observed independently, they are not strongly influenced by the instructional effectiveness as measured. These following results are maybe due to some reasons that there might be some other intervening factors not examined in this specific analysis, which might be the potential influence of the insignificant relationship of this study.

As emphasized in the study of Cents et al. (2021), given the importance of learners' engagement for learners' current and future success, it is essential to explore how teachers can foster learners' engagement within lessons. This study used classroom observations to describe how teachers applied Self-Determination Theory (SDT) related (de)motivating teaching behaviors to promote students' engagement.

Furthermore, it is aligned with self-determination theory principles reinforced in the study of Siacor and Ng (2024), highlighting the role of autonomy support in educational settings. This qualitative study examined how teachers' autonomy-supportive behaviors influenced learners' motivation and engagement. It found that when teachers supported learners' autonomy, learners' psychological needs were better satisfied, leading to increased motivation and engagement. So, as demonstrated by Siacor and Ng (2024), teacher autonomy support significantly enhances learners' motivation and engagement, thereby improving instructional effectiveness.

Therefore, these might be some of those other factors that should be investigated in the future research in such a way that it will improve strategies for fostering learners' engagement and learning outcomes.

Table 4.2

Relationship between Instructional Effectiveness and Learners' Motivation on Learners' Engagement
n = 330

Model	Estimate	Standard Error	t-value	p-value	Interpretation
Intercept	0.8740	0.29	2.98	0.004	Significant
Instructional Effectiveness	-0.0119	0.0589	-0.202	0.841	Not Significant
Motivation	0.7632	0.0631	12.096	<0.001	Significant
Model	R	R ²			
1	0.826	0.683			

Table 4.2 presents a regression analysis examining the relationship between instructional effectiveness and learners' motivation on learners' engagement.

The model includes an intercept, instructional effectiveness, and motivation as predictors of learners' engagement. The intercept shows a significant positive relationship ($t = 2.98$, $p\text{-value} = 0.004$), indicating a baseline level of engagement even without instructional effectiveness or motivation. Therefore, we reject the null hypothesis.

Instructional effectiveness shows a non-significant negative relationship ($t = -0.202$, $p\text{-value} = 0.841$), suggesting it does not significantly impact engagement in this model. Thus, the null hypothesis is not rejected.

Conversely, motivation demonstrates a highly significant positive relationship ($t = 12.096$, $p\text{-value} < 0.001$), indicating that higher learner motivation is associated with increased engagement. For this reason, the null hypothesis is rejected.

The R^2 value of 0.683 suggests that the model explains a substantial portion of the variance in learners' engagement, primarily driven by the significant effect of motivation. The model successfully explains a large part (68.3%) of what influences student engagement, mainly because student motivation is vital.

In conclusion, this analysis highlights the crucial role of learner motivation in predicting engagement, while instructional effectiveness, as measured here, appears to have a negligible impact. As highlighted in the study of Singh et al. (2022), the relationship between student motivation and student engagement grounded in Self-Determination Theory (SDT) and the Job Demands-Resources (JD-R) model indicates how crucial motivation is in promoting involvement. Students are more likely to be engaged when they act and think positively, such as by working hard and maintaining attention. Conversely, negative attitudes and actions, such as giving up quickly, are associated with lower levels of engagement. This underscores the critical role of motivation in fostering learners' engagement.

CONCLUSION

The study showed that although Calape District Elementary Teachers exhibited high instructional effectiveness and students were highly engaged and motivated, learner motivation—rather than instructional effectiveness alone—significantly impacts learners' engagement. This implied that even the best teaching needs to motivate students to be truly effective. To improve learners' engagement and academic achievement completely, schools and educators should create interventions and professional development programs in the future that prioritize motivational techniques in addition to upholding strong instructional standards.

RECOMMENDATIONS

Schools may provide teachers with two professional development workshops on evidence-based motivational strategies next year.

Teachers may introduce at least one motivation-boosting technique per subject area during the first quarter of the school year (such as peer cooperation or choice-based activities) and monitor its effects on learners' engagement using checklists or monthly reflections.

Class advisers may administer bi-monthly learners' motivation surveys to identify and support learners needing extra help and modify the teaching methods accordingly.

Schools may test a recognition program that recognizes student effort, inventiveness, and progress over six months to encourage intrinsic motivation.

Develop and distribute a motivation toolkit that includes lesson plans, classroom exercises, and reflection materials to all elementary teachers by the end of the year.

Future research may test a year-long motivation intervention using quantitative and qualitative methods to assess its impact on learners' engagement.

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