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Motivation and Teaching Styles among Teachers in Claveria District, Misamis Oriental

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ABSTRACT

Teaching motivation and teaching styles play vital roles in shaping educational outcomes in the community. This study aimed to determine the level of motivation and teaching styles. Specifically, it aimed to describe the respondents' characteristics, identify the level of the teacher's motivation, assess the level of teaching styles, examine the significant effect of teachers' motivation on teaching style, and determine the critical relationship between teachers' motivation and teaching style when grouped according to their characteristics. Employing a universal sampling method, the respondents were the two hundred (200) public elementary and secondary school teachers in the Claveria Districts, Division of Misamis Oriental, during the School Year 2023-2024. A descriptive correlational research method was used with a self-constructed questionnaire, and descriptive statistics were used, as well as a T-test to test the significant effect of teachers' motivation on teaching styles. Further, Pearson Product Moment Correlation (r) was utilized to determine the important relationship between teachers' motivation and their characteristics. The study found a significant effect of teaching style on existence, relatedness, and growth needs, with teaching motivation positively correlated with respondents' characteristics. The teachers' motivation level is very high. The teaching style is also high, indicating consistent teaching. It can be concluded that teachers who emphasize relatedness and use authoritative styles create supportive learning environments. As such, teachers should give students considerable freedom to improve educational outcomes.

INTRODUCTION

Background of the Study

Understanding the unique local context and how it affects teaching practices is one of the issues that made this study necessary to investigate. Compared to urban environments, as observed in Claveria District, teachers may face different possibilities and problems in the rural areas. These challenges could involve a lack of infrastructure, a lack of resources, and a lack of support networks. Effective ways to improve teaching techniques and the quality of education in all schools of Claveria Districts are hard to achieve, as it is hard to implement smoothly and gain a thorough understanding of the curriculum.

This study aimed to illuminate the perspectives and experiences of teachers employed by the Claveria Districts. This assisted in identifying the precise elements, such as student demographics, school infrastructure, community involvement, and support from educational authorities, that affect teaching motivation and style in this setting. Comprehending these variables is essential to creating focused interventions and support structures that cater to educators' needs and challenges in the Claveria Districts. By investigating the connection between teaching motivation and teaching methods in the setting of the Claveria Districts, the study also sought to close the gap in the body of known research. Although much research has been done about teacher motivation and teaching styles, most has been done in urban or general situations. This study intends to advance knowledge by offering insights into the unique opportunities and problems experienced

by teachers in a rural context, with a particular focus on the Claveria Districts.

According to Keerthigha and Singh (2022), there has been growing interest in understanding the impact of teaching style on student learning outcomes in recent years. Teaching style refers to the pervasive quality of teaching behavior that persists even as the teaching content changes. It has been documented that teaching style can significantly affect students' impressions of the teacher and their overall learning experience. Therefore, it is crucial to examine the teaching styles employed by public school teachers in Claveria Districts and their implications on student motivation and academic performance.

Further, this study sought to illuminate the experiences and viewpoints of teachers working in a rural context, where resources and support systems may be scarce compared to urban settings. Understanding the specific local environment is essential for recognizing the distinct aspects affecting teaching motivation and teaching style. This aimed to contribute to the existing knowledge on teacher motivation and teaching styles. By examining the relationship between these two factors, the study provides valuable insights into improving the quality of education in Claveria Districts and promoting positive student learning experiences.

Literature and Related Studies

This section discusses related literature and studies of teachers' motivation and teaching styles.

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Teaching Motivation

Teaching motivation, a cornerstone of educators' commitment and dedication to their profession, encompasses a multifaceted interplay of intrinsic drives and external incentives that propel them to undertake the challenging and dynamic teaching role. Rooted in foundational psychological theories such as self-determination theory and Maslow's hierarchy of needs, teaching motivation provides a comprehensive framework for understanding the underlying factors that drive educators' engagement, satisfaction, and efficacy in their instructional practices (Moè *et al.*, 2022).

Existence Needs

This existence needs pertains to the basic survival necessities for teachers' job satisfaction and overall well-being. These needs include salary, job security, and working conditions, impacting educators' fulfillment and motivation (Astuti *et al.*, 2020). At its core, existence must encompass the basic survival necessities indispensable for teachers' fundamental well-being and job satisfaction. Fulfilling existing needs is essential for cultivating a conducive environment supporting teachers' professional growth and instructional effectiveness (Wiriawan *et al.*, 2022). When educators are burdened by financial stressors or working conditions undermining their well-being, their capacity to focus on teaching and student learning is compromised. Research has shown that inadequate salaries, high levels of job insecurity, and unfavorable working conditions are associated with increased levels of teacher burnout, turnover, and job dissatisfaction. Therefore, addressing teachers' existence needs is not only imperative for their well-being but also for the overall health and stability of the educational system.

Relatedness

Relatedness, as conceptualized within self-determination theory, encapsulates the fundamental human need for social connection, belongingness, and meaningful relationships with others. This innate psychological need, alongside autonomy and competence, forms the bedrock of intrinsic motivation and overall well-being. In the context of teaching, relatedness finds expression through the myriad interactions that educators have with colleagues, students, parents, and the broader educational community (Lap *et al.*, 2022).

Positive teacher-student relationships, characterized by trust, respect, and genuine care, are integral to fostering a supportive learning environment conducive to academic success and socio-emotional development. Research has consistently demonstrated the profound impact of these relationships on teachers' job satisfaction, professional fulfillment, and overall well-being (Geronimo & Oligario, 2020). When teachers feel a sense of connection and rapport with their students, they are more likely to experience intrinsic motivation, enthusiasm for their work, and a deeper sense of purpose in their role as educators.

Growth Needs

Growth needs represent educators' aspirations for continuous personal and professional development, reflecting their desire for self-improvement and career advancement. Teachers are intrinsically motivated by opportunities for learning, professional growth, and recognition of their expertise and contributions. As such, professional development initiatives, opportunities for skill enhancement, and avenues for career advancement are powerful motivators for educators, nurturing their sense of efficacy, autonomy, and mastery in their profession (Kumar *et al.* 2019).

Intrinsic motivators, such as mastery, autonomy, and purpose, play a critical role in sustaining teachers' long-term engagement and professional fulfillment. When educators perceive their work as meaningful and aligned with their values and beliefs, they are likelier to experience heightened job satisfaction, enthusiasm, and commitment to their profession (Kanat-Maymon *et al.*, 2020). Consequently, fostering a supportive, inclusive school culture that values and recognizes teachers' contributions is essential for enhancing their intrinsic motivation and overall job satisfaction.

Teaching Styles

Teaching styles reflect the overarching philosophy, beliefs, and values guiding educators' instructional practices and student interactions. These styles encompass a spectrum of approaches, ranging from traditional lecture-based methods to more student-centered and inquiry-based approaches. Each teaching style embodies distinct characteristics, methodologies, and pedagogical strategies, shaping students' learning experiences and outcomes within the classroom environment (Ulla *et al.*, 2024).

The selection and implementation of teaching styles are influenced by various factors, including educators' pedagogical beliefs, instructional goals, classroom dynamics, and students' needs and preferences. Effective teachers employ a repertoire of teaching styles and methodologies, adapting their approach to meet their students' diverse learning needs, interests, and abilities (Keerthigha & Singh, 2022). Educators can effectively cater to individual learning styles, preferences, and strengths by employing a differentiated instructional approach, thereby maximizing student engagement, motivation, and academic achievement.

Authoritative

The authoritative teaching style is characterized by clear expectations, high standards, and a supportive classroom environment that promotes academic achievement and socio-emotional development. Educators who employ this style establish clear guidelines, rules, and expectations for behavior and academic performance while also demonstrating warmth, respect, and empathy toward their students (Boyer-Davis *et al.*, 2023). This balanced approach fosters a sense of security, trust, and mutual respect within the classroom, creating an optimal

environment for learning and growth.

In particular, an authoritative teacher assumes the role of a facilitator and mentor, guiding students through the learning process while empowering them to take ownership of their learning and problem-solving. By providing clear instructions, feedback, and support, authoritative teachers foster a sense of autonomy, competence, and self-efficacy among their students (Yong & Thi, 2022). Moreover, authoritative teachers cultivate positive relationships with their students, demonstrating genuine interest, care, and concern for their well-being, which enhances students' motivation, engagement, and sense of belonging within the classroom.

Authoritarian

The authoritarian teaching style is characterized by a hierarchical power dynamic in which the teacher assumes absolute authority and control over the classroom environment, with little room for student autonomy or input. Educators who employ an authoritarian approach typically enforce strict rules, regulations, and procedures, often relying on punitive measures to maintain order and discipline (Permatasaria & Jujarwati, 2023). This authoritarian structure may manifest through rigid teacher-centered instruction, limited opportunities for student participation, and a focus on rote memorization and compliance rather than critical thinking and inquiry-based learning.

The authoritarian teacher typically adopts a directive and didactic teaching approach, delivering information through lectures, demonstrations, and drills while expecting passive student obedience and compliance. Students are often expected to conform to the teacher's expectations without question, with little opportunity for independent thinking, creativity, or expression (Panisoara *et al.*, 2020). This top-down approach to instruction may foster a sense of fear, anxiety, and disengagement among students, hindering their motivation, enthusiasm, and intrinsic desire to learn.

Indulgent

Indulgent teaching style is characterized by a relaxed and laissez-faire attitude towards classroom management and discipline, where the teacher adopts a permissive approach that allows students considerable freedom and autonomy (Quirap, 2024). Educators who employ an indulgent approach typically eschew strict rules and regulations, preferring to foster a more informal and unstructured learning environment. This permissiveness may manifest through lenient rule enforcement, minimal consequences for disruptive behavior, and a focus on student choice and autonomy in decision-making.

The indulgent teacher may adopt a hands-off teaching approach, allowing students to explore topics of interest, set their own pace, and determine their learning goals. While this approach may promote student autonomy and self-directed learning, it may also result in a lack of accountability and academic rigor within the classroom

(Randolph, 2021). Students may perceive the indulgent teacher as needing more authority and expertise, leading to diminished respect, engagement, and learning motivation.

Permissive

A permissive teaching style is marked by a hands-off approach to classroom management and discipline, where the teacher relinquishes control and allows students considerable freedom to govern their learning experiences. Educators who adopt a permissive approach typically foster a relaxed and informal learning environment, eschewing rigid rules and regulations to promote student independence and self-directed learning. This approach may manifest through flexible scheduling, open-ended assignments, and minimal intervention in student decision-making processes (Thi & Nguyen, 2021). The permissive teacher adopts a facilitative role as a guide and mentor rather than a traditional authority figure. Rather than imposing rules and directives, the permissive teacher encourages students to take ownership of their learning, explore topics of interest, and pursue their learning goals at their own pace (Saleem *et al.*, 2020). While this approach may empower students and promote self-motivation, it may also lead to a lack of accountability, rigor, and academic challenge within the classroom.

Objectives

The main objective of this study is to determine the motivation and teaching style level among teachers in Claveria District, Misamis Oriental, during the School Year 2023-2024. Specifically, this aimed to describe the respondents' characteristics, find the level of the teacher's motivation, assess the level of teaching styles, the significant effect of teachers' motivation on teaching style, and determine the critical relationship between teachers' motivation and each of their characteristics.

Theoretical Framework

This study utilized the Self-Determination Theory (SDT) proposed by Ryan and Deci (2020), which is fundamental in gaining the effect of teaching motivation and style. The SDT is an influential theory of human motivation and well-being that has gained significant attention in recent years and posits that individuals have inherent growth tendencies and psychological needs, namely autonomy, competence, and relatedness. This theory is a motivational theory of personality, development, and social processes that examines how social contexts and individual differences facilitate different types of motivation, exceptionally autonomous and controlled motivation, and in turn, predict learning, performance, experience, and psychological health—their particular experience intrinsic motivation, personal growth, and enhanced well-being when these needs are satisfied. Further, understanding the application of SDT in various contexts, such as education, work, and morality, has been a topic of interest in recent studies. Applying SDT to

education, researchers have explored the different types of regulations and their impact on student motivation and engagement. A survey by Guay (2022) examines the regulation types within SDT and emphasizes the proactive nature of individuals in pursuing growth, mastery, and volitional experiences. This research sheds light on the importance of autonomy, competence, and relatedness in creating a supportive and motivating educational environment.

In the realm of work, SDT has been instrumental in understanding worker motivation and shaping the future of work. A recent article by Gagné and Deci (2022) explores how SDT provides insights into the influence of work context on the satisfaction of basic psychological needs. The research highlights the significance of autonomy, competence, and relatedness in optimizing worker motivation and well-being. By understanding and addressing these needs, organizations can create a work environment that fosters intrinsic motivation and promotes employee engagement and satisfaction.

When it comes to this research on Motivation and Teaching Styles among teachers in Claveria Districts, Misamis Oriental, SDT is examined as a framework to comprehend how the motivation and teaching styles of teachers relate to the concepts of autonomy, competence, and relatedness. The research explored how teachers were more likely to foster students' intrinsic motivation, engagement, and well-being in the classroom if they demonstrated high levels of intrinsic motivation and used teaching strategies that support students' autonomy, competence, and relatedness. By exploring this link, this research advanced knowledge of the variables influencing effective teaching strategies and their effects on students' sense of agency and overall educational experience.

Statement of the Problem

1. How are the respondents distributed regarding teaching experience, highest educational attainment, teaching position, training/seminars on motivation and teaching styles, and attitude toward motivation and teaching style?
2. What is the level of teacher's motivation considering their existence needs, relatedness needs, and growth needs?
3. What is the level of teacher's teaching styles in terms of authoritative, authoritarian, indulgent, and permissive?
4. Is there a significant effect of teacher's motivation on teaching styles?
5. Is there a significant relationship between teacher's motivation and their characteristics?

MATERIALS AND METHODS

Research Design

This study used a descriptive correlational research design, which is well-suited for examining the relationship between variables. Data were gathered from a representative sample of teachers in the Claveria District, Misamis Oriental, during the School Year 2023-2024.

The study employed descriptive correlational research to gather comprehensive information on the current situation. This examines the correlation between the independent variable, Motivation of the Teachers, and the dependent variable, Teaching Style. This research design was selected for its effectiveness in meeting the study's goals, particularly in establishing the correlation between Motivation and Teaching Style among the teachers. A questionnaire was used to collect quantitative data, providing numerical evidence, facts, and information.

Sampling Technique

The researcher used Slovin's Formula with a 0.5 margin of error and a population of four hundred (400) teachers to examine the desired number of respondents, which is two hundred (200). This sample size indicated the broader population of teachers in the specified district and was deemed enough for effective data collection and analysis. A stratified random procedure was employed to get the appropriate number of respondents in every school. This strategy guarantees that the sample was both representative and proportional among schools.

Research Instrument

This study used a combination of patterned and self-constructed questionnaires to gather relevant information from the respondents. The variables on Teachers' motivation were patterned from the survey of Comighud and Arevalo (2020) entitled "Motivation About Teachers' Performance," while the questionnaire was a researcher-made question. The dependent variable was patterned from the study of Thi and Nguyen (2021) entitled "The Effect of Classroom Management Style on Students' Motivation," and the questionnaire was also researcher-made. This was to gauge the Teaching Motivation and Teaching Style levels among Public School Teachers of Claveria District during the School Year 2023-2024.

RESULTS AND DISCUSSION

Results

Problem 1. How are Respondents Distributed Regarding Teaching Experience, Highest Educational Attainment, Teaching Position, Related Training/ Seminar on Teaching Motivation and Teaching Style, and Attitude Towards Teaching Motivation and Teaching Style?

Table 1: Distribution of the Respondents' Teaching Experience

Category	Frequency	Percentage
21 years and above	42	21.0
16-20 years	17	8.5
11-15 years	29	14.5
6-10 years	52	26.0
Below 5 years	60	30.0
Total	200	100.0

Table 1 shows the frequency and percentage distribution of the respondents in terms of teaching experience. The data reveals that respondents with the highest frequency of 60 (30.0%) belonged to 5 years and below in teaching experience. This means that the data denotes that most respondents have less teaching experience, highlighting a significant concentration of newer educators and a substantial minority of highly experienced teachers. This further means that the data indicates that teachers cultivate their teaching styles through practical classroom experience. This suggests that years of teaching significantly would enhance teachers' pedagogical skills and instructional effectiveness over time. As observed, in the Claveria District, teachers develop their teaching styles through practical classroom experience. The blend of varying teaching experience levels within the district offers a rich environment for collaboration, mentorship, and professional growth, ultimately benefiting teachers and students in the learning process. The study by Graham *et al.* (2020), teaching quality for educators with five years or less of experience. There is no proof that teachers with 1-3 years of experience are less competent. In contrast, the lowest frequency, 17 (8.5%), has 16-20 years of experience. This means that teachers with more extended experience in teaching often bring a wealth of knowledge, skills, and insights to their profession. This means further that by the strengths of experienced teachers and addressing the challenges they face, schools can create a more effective and supportive educational environment that benefits both teachers and students. This further means examining a teacher's comprehension and application of the principles they teach their students is one way to gauge their effectiveness in the classroom. As noticed, teachers may establish a productive and healthy learning environment for teachers and children by providing ongoing professional development opportunities and support to seasoned educators. This implies that teaching experience suggests that students are most likely to improve their performance when they learn from teachers with much classroom experience. The underlying assumption is that experience appears to enhance expertise. Students do better when teachers have more experience (Bolarinwa *et al.*, 2020).

Table 2: Distribution of the Respondents' Highest Educational Attainment

Category	Frequency	Percentage
Doctorate Degree	11	5.5
Doctorate Degree with Units	5	2.5
Master's Degree	40	20.0
Master's Degree with Units	76	38.0
Baccalaureate Degree	68	34.0
Total	200	100.0

Table 2 presents the frequency and percentage distribution of the respondents in terms of highest educational attainment. The data reveals that most of the respondents,

76 (38.0%), have a master's degree with additional units. This means that educators who hold advanced degrees often possess a more profound understanding of teaching strategies, which can potentially result in improved student performance. This further implies that the insight underscores the importance of recruiting and cultivating qualified teachers who can effectively support students in attaining a high-quality education while also guiding the focus of ongoing teacher training. As manifested, teachers are prepared to meet the various needs of their pupils and provide high-quality instruction by emphasizing recruiting educators with advanced degrees and offering continual professional development opportunities. This knowledge can influence initiatives and teacher training programs to improve district student achievement and teaching efficacy. The result is consistent with a study by Liu (2021) that showed a favorable relationship between teachers' educational attainment and factors influencing the caliber and efficacy of their classroom management and instruction.

On the other hand, a few respondents, five (2.5%), hold a doctorate with units. This means that the respondents possess advanced education beyond a master's degree, reflecting a high level of educational attainment among the respondents with a doctoral degree. This means further that it can also be gleaned that having a doctorate in education is essential for several reasons, particularly in advancing the field of education, contributing to research and policy, and enhancing the quality of teaching and learning. As observed, doctoral-prepared teachers can play a crucial role in driving educational excellence, fostering a culture of continuous improvement, and serving as leaders in advancing teaching and learning practices. Their expertise can influence curriculum development, instructional strategies, and educational policies, ultimately benefiting teachers and students in the district. It implies that the knowledge and insights gained through doctoral studies contribute significantly to improving educational practices, policies, and outcomes at all levels. Burton (2020) affirmed that when chances for experiential learning and comprehensive institutional support were offered to master's level students pursuing doctorates in education, they reported feeling that their programs had fulfilled their professional development goals.

Table 3: Distribution of the Respondents' Teaching Position

Category	Frequency	Percentage
Master Teacher II	10	5.0
Master Teacher I	23	11.5
Teacher III	34	17.0
Teacher II	21	10.5
Teacher I	112	56.0
Total	200	100.0

Table 3 shows the frequency and percentage distribution of the respondents in terms of teaching position. The data

shows that most respondents got the highest frequency of 112 (56.0%), holding the position of Teacher I. This means that the distribution implies that most respondents occupy entry-level teaching positions, with fewer teachers in higher-ranking positions, reflecting a hierarchical structure within the lower teaching staff level. This further means that beginner teachers, often called novice or early-career teachers, bring fresh perspectives, enthusiasm, and new ideas to education. It is noticeable that the school of Claveria District may concentrate on offering assistance and mentorship programs to help new teachers succeed in their professions by acknowledging the distribution of teaching positions and the frequency of entry-level positions. Early career educators can be more empowered to further their careers and make significant contributions to the educational community by fostering collaboration and opportunities for professional growth. Schools and districts that invest in novice teachers' professional development and well-being will likely see long-term benefits in student achievement and teacher retention. Spătărelu's (2020) research pointed out a concern with preparing the next generation of excellent teachers, and the problem of new teachers is crucial.

However, the lowest frequency of 10 (5.0%) among the respondents holds the position of Master Teacher II. This means that teachers desire to advance their teaching positions. It means further that earning a higher rank can substantially help them in their pedagogical competence and expertise in teaching. As perceived, Teachers in the Claveria District who want to go up the ranks show that they are dedicated to continuing their professional growth and want a more significant influence on education. The district may foster a culture of excellence and ongoing development in teaching methods by offering professional promotion pathways and acknowledging the accomplishments of educators who advance to higher ranks. Ojales (2019) noted in his research that, as the primary staff members in the classroom, master teachers should exemplify the various qualities expected of the role and serve as role models for instructional leadership. They carry out multiple tasks following the directives issued by the Department of Education. As expert educators, they face challenges and difficulties in carrying out their roles, but because they are dedicated to offering top-notch education, they keep going over these barriers.

Table 4: Distribution of the Respondents' Training/Seminars Attended on Teaching Motivation and Style

Category	Frequency	Percentage
International	27	13.5
National	31	15.5
Regional	32	16.0
Division	54	27.0
District/School	56	28.0
Total	200	100.0

Table 4 shows the frequency and percentage distribution of the respondents in terms of related trainings and seminars attended. The data revealed that most respondents had the highest frequency of 56 (28.0%) and attended district- or school-level trainings and workshops. This means that the professional development of educators plays a vital role in enhancing their effectiveness in the classroom and their commitment to their profession. This further means that as educators gain more experience and refine their teaching styles, they become better equipped to cater to diverse student learning preferences. It is noticeable that this is one encouraging sign for many teachers attending district or school-level training. It implies a dedication to fostering the professional development of teachers, which will eventually help the district's teachers and students. It is widely recognized that ongoing professional development is crucial for educators to adapt to the evolving needs of students in a rapidly changing global economy. Teachers believed that they would not benefit significantly from professional development initiatives. Padillo *et al.* (2021) research provided support for this idea by highlighting the importance of professional development opportunities for teachers who possess mastery in lesson design, delivery, subject-matter expertise, fostering student relationships, and classroom management.

In contrast, the lowest frequency, 27 (13.5%) of the respondents attended international trainings and seminars. This means that most respondents have engaged more frequently in local (district or school-level) and division-level professional development activities, with fewer participating in higher-level (regional, national, and international) trainings and seminars. This further means a greater emphasis or accessibility for local professional development opportunities among the respondents. While international training can provide valuable global perspectives, the data implies that educators in Claveria District primarily engage in professional development activities closer to home. This localized approach to professional growth may reflect a practical and strategic focus on addressing immediate educational challenges and enhancing teaching practices within the district. Research by Biasutti *et al.* (2021) suggests that further training to enhance teachers' professional development is essential in primary and secondary education, among other fields, in an ever-changing knowledge society. Professional development in that area includes keeping educators abreast of the most recent didactic methodologies and pedagogical approaches and promoting a reflective teaching style.

Table 5: Respondents' Attitude Toward Teaching Motivation and Teaching Style

Indicator	Mean	SD	Description
As a Teacher			
I place a high value on effective classroom management and foster a friendly learning environment.	3.73	0.53	Strongly Agree
I make strategic strategies in advance to address possible problems.	3.60	0.58	Strongly Agree
I continuously improve classroom management strategies.	3.67	0.58	Strongly Agree
I demonstrate a growth mentality and am receptive to picking up and using new management skills.	3.58	0.56	Strongly Agree
I adapt management techniques to changing classroom dynamics.	3.60	0.56	Strongly Agree
I prioritize students' needs in choosing management strategies.	3.65	0.56	Strongly Agree
I value teamwork for effective management strategies.	3.72	0.53	Strongly Agree
I effectively manage resources to create an engaging learning environment.	3.64	0.59	Strongly Agree
I clearly define management objectives and am driven to get better.	3.57	0.57	Strongly Agree
I maintain a healthy work-life balance to maintain a passion for efficient classroom management.	3.62	0.55	Strongly Agree
Overall	3.73	0.53	Strongly Agree

Legend:

3.26-4.00 *Strongly Agree /Very Positive*

2.51-3.25 *Agree /Positive*

1.76 – 2.50 *Disagree /Negative*

1.00-1.75 *Strongly Disagree /Very Negative*

Table 5 shows the distribution of the respondents' attitudes towards teaching motivation and teaching style with an overall mean of 3.73 (SD=0.53) described as Strongly Agree and interpreted as Very Positive. This means the respondents have an attitude toward teaching motivation and style, reflecting high commitment and enthusiasm in their teaching roles. This implies that most surveyed teachers exhibit expertise in utilizing advanced teaching methods and styles. These may involve tactics such as delivering clear explanations, fostering critical thinking, and actively involving students in learning.

As observed, Claveria District's culture of excellence and emphasis on continuously improving teaching techniques are reflected in the respondents' high level of dedication and positive attitude toward teaching motivation and style. It suggests that teachers' passion and commitment are essential to providing stimulating and productive learning environments that support students' academic development and achievement. The district's teachers' professionalism and skill are demonstrated by this data, highlighting their continuous attempts to improve their teaching strategies and approaches to improve their students' educational experiences. In line with this, the study of Yildiz *et al.* (2021) demonstrated that motivated teachers tend to adopt more effective and engaging teaching methods. This is significant because it underscores the direct impact of teacher motivation on instructional quality and student outcomes. Motivated teachers are more likely to employ teaching strategies that are adaptive and responsive to student needs, including student-centered learning, innovative teaching techniques, and continuous professional development.

The indicator, As a teacher, I place a high value on effective classroom management and foster a friendly learning environment, obtained the highest mean score of 3.73 (SD=0.53), described as Strongly Agree and interpreted as Very Positive. This means the respondents are intensely dedicated to effective classroom management and creating a supportive and welcoming learning environment. This implies that effective classroom management is crucial in establishing a conducive learning environment, which involves maintaining discipline, ensuring student engagement, and facilitating smooth transitions between activities.

Further, it is noticeable that the data highlights the importance that Claveria District teachers place on creating a nurturing and engaging classroom setting to promote optimal learning outcomes for their students. The very positive interpretation of the mean score reflects the teachers' proactive approach to fostering a friendly and supportive classroom atmosphere. This implies that dedication to effective classroom management contributes to a harmonious learning environment and helps maximize student participation and academic achievement. Teachers implementing consistent rules, procedures, and routines minimize disruptions and maximize instructional time.

This structured environment allows students to focus more on learning activities rather than dealing with behavioral issues, thus fostering a more productive classroom dynamic. Dalagan and Atugan (2021) found that teachers prioritizing classroom management strategies are more likely to create a structured and supportive learning environment, positively impacting student behavior and academic performance.

On the contrary, the indicator As a teacher, I clearly defined management objectives and was driven to improve obtained the lowest mean of 3.57 (SD=0.57), described

as Strongly Agree and interpreted as Very Positive. This means that the indicator's lowest mean is cited in this context; it does not necessarily signify that the score is low in a negative sense. Instead, it indicates that, across all research indicators, the mean score is the lowest. This further means that respondents strongly agree with clearly defining management objectives and striving for improvement, demonstrating a positive perception of this aspect. As observed, educators perceive themselves as having clear goals and a strong drive for continuous improvement in their teaching practices. The teachers believe they have well-defined objectives, and a strong desire to keep improving their methods of instruction underscores their dedication to professional development and self-improvement.

As per Belay *et al.* (2022), teachers' perceptions of professional development were investigated, and it was found that clear goals and personal motivation were

critical factors contributing to teachers' professional growth and satisfaction. This highlighted that teachers with clearly defined objectives and strong internal drive are likelier to engage in professional development activities actively and exhibit positive attitudes towards their teaching roles. Their findings emphasize that teachers with clear goals and intrinsic motivation are more proactive in seeking professional development opportunities and demonstrate higher satisfaction with their careers. This proactive approach to professional growth suggests that aligning personal goals with professional development initiatives can significantly enhance teachers' effectiveness and commitment to their roles.

Problem 2. What is the Level of Teachers' Motivation Considering Existence Needs, Relatedness Needs, and Growth Needs?

Table 6: Summary of the Respondents' Level of Teacher's Motivation

Variables	Mean	SD	Interpretation
Existence Needs	3.59	0.60	Very High
Relatedness Needs	3.64	0.56	Very High
Growth Needs	3.44	0.65	Very High
Overall	3.56	0.60	Very High

Legend:

3.26-4.00 *At all Times / Very High*

2.51-3.25 *Most of the Time / High*

1.76 – 2.50 *Sometimes / Low*

1.00-1.75 *Never / Very Low*

Table 6 shows the summary of the level of teachers' motivation with an overall mean of 3.56 (SD=0.60), interpreted as Very High. This means that respondents exhibit a consistently very high level of motivation in their teaching roles, which is crucial for their job satisfaction, commitment, and overall effectiveness as educators. This implies that high levels of teacher motivation and adaptive teaching methods must work together, and motivated educators are more likely to use various interesting teaching techniques that meet the different demands of their learners. These methods improve the educational process and create an atmosphere where students are more engaged with the subject matter and the learning process, increasing their motivation.

As observed, teachers may become more motivated to teach when they enhance their strategies to include more participatory and productive techniques, starting with a beneficial feedback cycle that raises both teacher and student engagement. It suggests that understanding and addressing the factors that influence teacher motivation are essential for improving educational outcomes within the district. By maintaining a highly motivated educator, teachers can foster a positive and engaging learning environment that benefits teachers and students. By creating a supportive and rewarding environment, schools can help maintain high levels of teacher motivation, ultimately benefiting students and the broader educational community.

As Golomb, *et al.* (2023) highlighted, teachers were motivated by success, adequate working conditions, students' desire for learning, and being more autonomous and equitable. High levels of teacher motivation can be maintained by creating a positive and fulfilling learning environment in the classroom, which benefits both students and the larger educational community.

The variable Relatedness Needs, obtained the highest mean score of 3.64 (SD=0.56), interpreted as Very High. This means that respondents highly value the perceived relevance of their teaching roles, underscoring the importance of connecting instructional practices with the needs and interests of their students. This implies that when educators connect their teaching styles with students' backgrounds, experiences, and interests, they significantly enhance student engagement and learning outcomes.

As observed, teachers indicate that they highly value the relatedness needs in their teaching roles. As suggested, the teachers' commitment to developing significant and lasting learning experiences that connect with their students is demonstrated by this emphasis on relatedness needs, which eventually helps to create a more productive and exciting learning environment. By incorporating students' contexts into the curriculum, teachers can make more relatable and impactful lessons that resonate on a deeper level.

In the study by Poortman *et al.* (2022), relatedness reflects educators' commitment to fostering a supportive and impactful learning environment through tailored instructional practices, as highlighted by. This method

promotes active learning and encourages students to take ownership of their educational journey. Consequently, fostering relevance in teaching practices contributes to a more dynamic and effective educational environment, improving academic performance and student satisfaction.

On the contrary, the variable Growth Needs obtained the lowest mean of 3.44 (SD=0.65), interpreted as Very High. This means that while respondents place high importance on their professional growth and development, it is perceived as slightly less prioritized than other motivational factors. This implies that teachers understand that continuous learning enhances their teaching skills and keeps them abreast of the latest educational trends and methodologies.

As noticed, the growth needs are still given priority, although they are thought to be somewhat less critical than other motivating factors. This implies that even though the district values teachers' professional development and progress, they might prioritize other motivational factors

even more. Despite this, the teachers recognize the need for lifelong learning to improve instruction and keep abreast of recent educational developments. Teachers constantly show dedication to enhancing their teaching methods and adjusting to the changing requirements of both students and the field of education by recognizing the importance of continuous learning and growth.

Collie and Martin (2023) investigated the role of professional development in enhancing teacher well-being and job satisfaction. The study found that opportunities for growth, such as engaging in continuous learning and professional development activities, are crucial for maintaining high levels of teacher motivation and commitment. Therefore, professional development remains critical in sustaining teacher motivation and job satisfaction, even with a slightly lower emphasis on growth needs.

Problem 3. What is the Level of Authoritative, Authoritarian, Indulgent, and Permissive Teaching Styles?

Table 7: Summary Distribution on the Level of Teaching Styles

Variables	Mean	SD	Interpretation
Authoritative	3.47	0.59	Very High
Authoritarian	3.01	0.78	High
Indulgent	2.85	0.85	High
Permissive	3.20	0.71	High
Overall	3.13	0.73	High

Legend:

3.26-4.00 *At all Times / Very High*

2.51-3.25 *Most of the Time / High*

1.76 – 2.50 *Sometimes / Low*

1.00-1.75 *Never / Very Low*

Table 7 shows the summary of the level of teaching style with an overall mean of 3.13 (SD=0.73) and interpreted as High. This means that a consistent application of teaching methods that contribute to a stable learning environment is beneficial for students' development. This implies that evaluating teaching styles through these indicators helps understand the classroom dynamics and the effectiveness of different approaches. The data indicates that they utilize a blend of teaching styles, including the authoritative, permissive, and indulgent styles, along with elements of student-centered learning. This diverse style likely creates a dynamic and engaging learning environment where students can learn differently, explore their interests, and develop various skills. This moderate prevalence of diverse teaching styles suggests that teachers actively seek to create a balanced, supportive learning environment that fosters student growth and success. By continuing to evaluate and refine their teaching practices, they can further enhance the learning experience for their students and contribute to their overall development. Therefore, educators should embrace reflective practices and be open to adjusting their teaching methodologies based on ongoing assessments and feedback (Samad, 2022).

The variable Authoritative obtained the highest mean

score of 3.47 (SD=0.59), interpreted as Very High. This means that educators frequently employ authoritative teaching styles characterized by clear expectations, structured learning environments, and teacher-centered approaches. This implies that this approach helps create an environment where students feel supported and valued while held to high academic and behavioral standards.

As observed, teachers tend to utilize authoritative teaching styles frequently. Clear expectations, structured learning environments, and teacher-centered methods mark this teaching approach. It suggests that in Claveria, students may experience a supportive and valued educational environment while held to high academic and behavioral standards. However, it's essential to recognize that the Authoritative style is just one of many practical teaching approaches, and a balanced approach that incorporates elements of other styles might be beneficial for maximizing student engagement and fostering a more diverse and dynamic learning environment. Research by Hu *et al.* (2020) investigated various classroom management strategies and their effects on student behavior and academic achievement. The study emphasized that authoritative teaching styles, characterized by high expectations and warmth, significantly promote positive student outcomes.

On the contrary, the variable Indulgent obtained the lowest mean of 2.85 (SD=0.85), interpreted as High. This means educators less frequently adopt indulgent teaching styles characterized by leniency, permissiveness,

and minimal control over student behaviors and choices. This implies that by allowing students more control over their learning processes, these approaches foster a sense of ownership and personal investment in their education. As observed, teachers value a supportive and nurturing learning environment, and despite the lower average score, it's still considered significant. They tend to prioritize structure and guidance to a greater extent. While the Indulgent style can be beneficial in fostering a relaxed and creative learning environment, it can also present challenges in maintaining classroom order and ensuring that all students are on track academically. The moderate prevalence of this style suggests that teachers might utilize it strategically in specific situations, perhaps to foster a relaxed and creative atmosphere during certain activities to provide individual support to students who need extra encouragement. This suggests that

teachers know the potential benefits and drawbacks of the Indulgent teaching style and are likely to employ it strategically, balancing it with other approaches to create a positive and productive learning experience for their students. This balanced approach, prioritizing structure and guidance while offering opportunities for student autonomy, will likely contribute to a well-rounded and effective learning environment.

In line with this, Gutierrez's (2019) research explored the impact of autonomy-supportive teaching styles on student motivation and engagement. The study highlighted that indulgent approaches, which provide high levels of autonomy and freedom to students, significantly enhance intrinsic motivation.

Problem 4. Is There a Significant Effect of Teachers' Motivation on Teaching Styles?

Table 8: Regression Analysis on the Effect of Teachers Motivation for Teaching Styles

Teachers Motivation	Teaching Styles				Overall
	Authoritative	Authoritarian	Indulgent	Permissive	
	T-value	T-value	T-value	T-value	
	P-value	P-value	P-value	P-value	
Existence Needs	3.11	4.15	3.23	3.31	3.72
	.000*	.000*	.000*	.000*	.000*
	S	S	S	S	S
Relatedness Needs	2.98	2.82	2.88	3.10	2.96
	.000*	.000*	.000	.000	.000*
	S	S	S	S	S
Growth Needs	3.72	3.74	3.64	3.63	3.65
	.000*	.000*	.000*	.000	.000*
	S	S	S	S	S

Legend: *Significant at $p < 0.05$ alpha level, S – Significant, NS – Not Significant

Table 8 presents the regression analysis on the effect of teachers motivation for teaching styles. The overall result shows that the motivation in all variables, existence needs, relatedness needs, and growth needs, showed a significant effect on teaching styles as indicated by the correlation r-value and probability value less than 0.05 alpha level, which led to the rejection of the null hypothesis. This means that teachers' motivation is a significant factor in determining their teaching style. This implies that more effective teaching styles are associated with higher levels of teaching motivation.

As observed, teachers reveal that teaching motivation significantly influences teaching styles. The study indicates that motivation in various aspects, such as existence needs, relatedness needs, and growth needs, has a notable impact on teaching styles. The correlation values and probability levels suggest a strong relationship between teachers' motivation levels and their chosen teaching styles. This finding implies that motivated teachers tend to adopt more effective teaching styles, highlighting the importance of motivation in shaping the educational approach in the district. This understanding

can lead to professional development opportunities that aim to boost teacher motivation and encourage the adoption of best practices in teaching. Ultimately, the correlation between teaching motivation and styles underscores the importance of nurturing a positive and motivating work environment for educators to deliver high-quality education to their students. This implies that the strong connection between teaching motivation and teaching styles indicates that educational institutions must prioritize strategies that enhance teacher motivation.

Moreover, schools can cultivate a motivated teaching workforce by fostering an environment that values and supports teacher engagement through professional development opportunities, recognition, and collaborative practices (Kelly *et al.*, 2022). Investing in teachers' morale is crucial because they are more likely to use innovative and successful teaching strategies that accommodate various learning styles, eventually improving student achievement and happiness.

Overall, the combined effect of existence needs on teaching styles is statistically significant, with a T-value of 3.72 and a P-value of .000. Significant positive effects

are observed across all teaching styles for existence needs. This means that existence needs play a crucial role in shaping and influencing various teaching styles, contributing positively to the teaching approaches employed in the studied educational context. This further means a strong association between the fulfillment of existence needs and implementing different teaching styles, highlighting the importance of addressing these fundamental needs in educational settings to enhance teaching effectiveness and student engagement. As observed, the respondents indicate that existence needs have a significant positive impact on all teaching styles. This suggests that by fulfilling existing needs, teachers in the district can positively influence their teaching styles, ultimately creating a more engaging and effective learning environment for students. Students are more likely to be involved, participate actively, and succeed academically when their basic needs are satisfied. According to a study by Acquah *et al.* (2021), existence needs are a primary demand for dependable material basics that enable day-to-day survival. As a result, teachers' satisfaction with their basic needs is reflected in their opinions of their salary, benefits, job security, and working conditions. This study shows the importance of considering existence needs when creating instructional strategies and enhancing students' overall educational experiences.

Also, for Relatedness Needs, a significant positive effects are observed across all teaching styles. The overall impact of Relatedness Needs on teaching styles, as indicated by a T-value of 2.96 and a P-value of .000, signifies a statistically significant and positive impact across all teaching styles (authoritative, authoritarian, indulgent, and permissive). This means that addressing Relatedness Needs, which encompasses the sense of belonging and connections within the classroom, is crucial in enhancing the effectiveness of different teaching approaches. The observation suggests that Relatedness Needs have a significant favorable influence on all teaching styles. The district can create a more supportive and engaging

academic environment by fostering positive relationships, promoting community, and addressing students' social and emotional needs. This finding emphasizes the crucial role of relatedness needs in shaping teaching styles and improving student outcomes.

By recognizing and addressing relatedness needs, educators can create a supportive and inclusive classroom atmosphere that enhances student engagement, motivation, and overall academic success across various teaching styles. This highlights the critical role of interpersonal connections and a sense of belonging in optimizing the teaching and learning experience for both students and teachers (Yang *et al.*, 2022).

On one hand, for Growth Needs, a significant positive effects are observed across all teaching styles. The combined impact of growth needs on teaching styles is statistically significant, with a T-value of 3.65 and a P-value of .000. This means a consistent and robust relationship between meeting Growth Needs and the outcomes associated with different teaching styles. The observation highlights the importance of growth needs in influencing teaching styles. This finding suggests that addressing the developmental needs of educators and students in the district is crucial for promoting positive teaching practices. Teachers can enhance their teaching effectiveness and student engagement by creating an environment that supports growth and development, aligning with the positive impact of growth needs on teaching styles observed in the district. This is supported by the study of Mastrokoulou *et al.* (2022), who described teachers' desire for career and professional development possibilities. Teachers must pursue self-fulfillment to flourish. Learning and teaching are dynamic processes. Therefore, effective professional development is essential for teachers to enhance their abilities. To succeed, teachers must prioritize personal growth, self-care, and efficient professional development.

Problem 5. Is There a Significant Relationship between Teachers' Motivation and Their Characteristics?

Table 9: Result of the Test on Relationship between Teachers' Motivation and Each of Their Characteristics

Respondents' Characteristics	Teaching Motivation			Overall
	Existence Needs	Relatedness Needs	Growth Needs	
	r-value	r-value	r-value	r-value
	P-value	P-value	P-value	P-value
Teaching Experience	0.248	0.368	0.489	0.362
	.000*	.000*	.000*	.000*
	S	S	S	S
Highest Educational Attainment	0.605	0.824	0.645	0.733
	.000*	.000*	.000	.000*
	S	S	S	S
Teaching Position	0.862	0.561	0.361	0.745
	.000*	.000*	.000*	.000*
	S	S	S	S

Training/Seminars Attended on Motivation and Teaching Style	.486	0.477	0.361	0.424
	.000*	.000*	.000*	.000*
	S	S	S	S
Attitude toward Motivation and Teaching Style	0.445	0.362	0.422	0.398
	.000*	.000*	.000*	.000*
	S	S	S	S

Legend: *Significant at $p < 0.05$ alpha level, S – Significant, NS – Not Significant

Table 9 presents result of the test on relationship between teachers’ motivation and each of their characteristics focusing on the p-values to examine the relationship between teaching motivation and each of the respondents’ characteristics. The overall result shows that each respondent’s characteristics in all indicators showed a significant relationship with the level of teaching motivation, as indicated by the correlation r-value and probability value of less than 0.05 alpha level, leading to the rejection of the null hypothesis. This means that the analysis provides strong evidence supporting the idea that specific characteristics of the respondents play a crucial role in influencing their motivation to teach. This further implies that educational practices and strategies enhance teaching motivation among educators. This finding highlights the importance of understanding how individual characteristics of teachers can impact their motivation levels.

By recognizing these relationships, educational practices and strategies can be tailored to enhance teaching motivation among educators. This may involve personalized professional development programs, mentorship opportunities, or recognition of achievements that align with the unique characteristics of each teacher. Acknowledging the influence of respondents’ characteristics on teaching motivation can implement targeted interventions to support and nurture a motivated teaching force. This understanding can lead to a more supportive and engaging work environment that ultimately benefits teachers and students. This knowledge can help design treatments that target individual and contextual elements to increase teacher motivation.

Teacher preparation programs should incorporate courses addressing specific characteristics contributing to teaching motivation. Such courses could focus on developing strategies to enhance self-efficacy, improve communication skills, create supportive work environments, and provide pathways for professional development. By doing so, institutions can foster a more motivated teaching workforce better equipped to engage and inspire students in their educational endeavors (Rusmiyanto *et al.*, 2023).

Teaching Experience has significant positive relationships across all dimensions of teaching motivation. The r-value of 0.362 and a substantial P-value of .000 for overall teaching motivation confirm a strong positive relationship with Teaching Experience. This means that motivated teachers, in their overall approach to teaching, tend to have a more enriched and fulfilling teaching

experience. This further implies that the significant positive relationships between Teaching Experience and various dimensions of teaching motivation highlight the importance of supporting teachers in addressing their fundamental needs, fostering positive relationships, and promoting ongoing growth and development. Recognizing and nurturing the link between Teaching Experience and teaching motivation provides targeted support and professional development opportunities for teachers at different stages of their careers. This can help cultivate a more motivated and effective teaching force, leading to improved educational outcomes and a more enriching teaching experience for educators and students. By prioritizing these aspects, schools can create a more fulfilling and rewarding teaching experience for educators, ultimately benefiting both teachers and students in the educational setting (Peng *et al.*, 2022). Schools that can establish a more encouraging and fulfilling work environment for teachers by emphasizing their general motivation, attending to their basic needs, and cultivating a culture of growth and development can ultimately result in more extraordinary educational achievements for students, an enhanced teaching experience, and increased teacher wellbeing. It suggests that Encouraging a pleasant Teaching Experience requires acknowledging and meeting the basic needs of teachers, such as Existence, Relatedness, and Growth Needs. To meet these demands, schools can provide encouraging settings that help teachers feel fulfilled, grown, and like they belong.

Also, for the Highest Educational Attainment, significant relationships exist across all dimensions of teaching motivation. Overall, teaching motivation demonstrates an R-value of 0.733 and a P-value of 0.000, showing a significant relationship with the highest educational attainment. This means that individuals with higher levels of education are more likely to have stronger motivation towards teaching, driven by their existence needs, relatedness needs, growth needs, and overall teaching motivation. This implies that higher educational attainment favors a teacher’s motivation, as evidenced by the strong connections across all dimensions of teaching motivation. Teachers can leverage this understanding to provide targeted support and development opportunities to enhance their motivation and professional growth. By valuing and promoting ongoing education and professional development, the district can cultivate a highly motivated and effective teaching workforce that positively impacts student learning and achievement. Encouraging teachers to continue their education might help increase

their dedication and passion for their work. This suggests that educational institutions should support teachers in pursuing advanced degrees and continuous professional development, possibly through scholarships, study leaves, and flexible working arrangements. However, the current study further implies a vital agenda that needs to be focused for consideration. As posited, Sin (2023) disclosed that professional development initiatives for more experienced teachers should center on utilizing cutting-edge pedagogies in the classroom and offering workshops and mentoring to new educators. Furthermore, teachers' earlier learning experiences should likely receive more attention to increase their drive to study. Therefore, individual learning pathways could be created by carefully crafting professional development activities based on instructors' needs; this approach is more successful and inspiring than a one-size-fits-all one.

Connection to the teaching position reveals significant relationships that are closely observed across all dimensions of teaching motivation. Overall, teaching motivation demonstrates an R-value of 0.745 and a P-value of 0.000, showing a strong and significant positive relationship with holding a teaching position. This means that the relationship underscores the importance of job roles in fostering motivation among educators, highlighting the need for supportive environments to enhance their engagement and performance. This further means that educational leaders should concentrate on developing environments that support Relatedness and Growth Needs and address Existence Needs. The district can enhance overall job satisfaction, teacher retention, and student success and achievement by fostering a positive and supportive work culture that values and nurtures teachers' motivation establishing various professional development opportunities that focus on skill enhancement and support career advancement. Motivated teachers are more likely to be practical, committed, and innovative, ultimately leading to better student educational outcomes (Nahid *et al.*, 2023).

Also, there are significant relationships across all dimensions of training/seminars attended on motivation and teaching style, on teaching motivation. The overall teaching motivation (r -value=0.424, P-value=0.000) demonstrates significant positive relationships with training/seminars attended. This means that attending training/seminars is positively associated with various aspects of teaching motivation, including existence needs, relatedness needs, growth needs, and overall teaching motivation. This implies that educators participating in relevant training programs may experience increased motivation in their teaching roles. Continuous learning through training and seminars benefits individual teachers and contributes to a more dynamic and effective educational environment that ultimately benefits students' learning experiences and academic outcomes. Institutions should evaluate the kinds of training teachers find most helpful to optimize the advantages of professional development. Tailoring professional development to

teachers' specific needs and preferences can improve teaching practices and student outcomes (Jadallah *et al.*, 2023). Furthermore, implementing systematic evaluation procedures can facilitate the identification of the efficacy and motivation-boosting potential of training programs. Secondly, for attitude toward teaching motivation and teaching style, significant positive relationships are observed across all dimensions of teaching motivation. The overall teaching motivation (r -value=0.398, P-value=0.000) all show significant positive relationships with attitude towards teaching motivation and teaching style. This means that as educators' positive attitudes toward teaching motivation increase, their teaching styles become more effective and supportive. This implies that teachers who feel fulfilled in their primary, social, and growth needs are likelier to have a positive attitude towards teaching and exhibit a particular teaching style. By recognizing and nurturing this relationship, teachers can promote a supportive work culture that values and enhances teachers' motivation and positive attitudes toward teaching. Encouraging professional development, providing mentorship opportunities, and creating a collaborative and empowering work environment can further cultivate positive attitudes and effective teaching styles among educators. This suggests that academic institutions should prioritize enhancing teachers' attitudes towards motivation, as indicated by the considerable beneficial associations that have been seen. Professional development initiatives can enhance teaching styles that support constructive attitudes and successful motivational techniques (Setiyawan, 2019). Student engagement and learning results will likely increase when educators are inspired and use successful teaching strategies.

Discussions

The data reveal that teachers need more experience, which could affect teaching quality. However, there is a well-educated group with master's degrees. The prevalence of Teacher I positions suggests a structured hierarchy that influences decision-making. Many teachers have participated in professional development to improve their practices, showing a positive attitude and motivation that can benefit student engagement and success. Supporting less experienced teachers, using educational attainment for academic rigor, and providing targeted professional development are crucial to enhance outcomes. By fostering a positive mindset and dedication to growth, the educational experience can be improved for both educators and students, creating a more effective and engaging learning environment.

On the other hand, teachers are deeply committed, finding fulfillment in meeting their needs and experiencing growth opportunities, positively impacting classroom dynamics and teaching quality. Highly motivated teachers inspire students, fostering better outcomes and a supportive environment. Recognizing and nurturing this motivation is crucial for institutions, achieved through continued professional development, acknowledgment of efforts,

and a supportive culture. By investing in programs catering to teachers' growth and fulfillment, schools can create an effective, vibrant teaching environment benefiting educators and students, ultimately enhancing the overall educational experience.

Moreover, teaching styles highlight the prevalence of authoritative teaching among educators, who are known for their structured and disciplined approach. While authoritarian, indulgent, and permissive styles also show high ratings, they are less dominant than authoritative teaching. The tendency towards a combination of styles suggests teachers adapt methods based on various factors. Educators should reflect on their styles, balancing authority with flexibility to cater to student needs effectively. By incorporating elements of different styles where appropriate, teachers can create a balanced and engaging learning environment, maximizing student potential and fostering holistic development through mindful teaching practices.

The study reveals a significant positive impact of teaching styles on existence needs, with authoritative, authoritarian, indulgent, and permissive approaches all showing solid effects. Authoritative teaching demonstrates a robust positive influence, while authoritarian teaching emphasizes a powerful impact on meeting these needs. Indulgent and permissive teaching also contribute significantly to fulfilling existence needs. This underscores the importance of educators recognizing how different teaching styles can impact students' fundamental needs for survival, security, and stability. By tailoring their approaches to create a supportive learning environment that incorporates elements of these various styles, teachers can address diverse student needs, enhance overall well-being, and improve academic performance, thus promoting holistic growth and success in the classroom.

Furthermore, the analysis highlights significant positive relationships between teaching experience and various dimensions of teaching motivation, emphasizing the importance of accumulated experience in motivating educators. Existence needs, relatedness needs, growth needs, and overall teaching motivation all show notable positive correlations with teaching experience. Notably, Growth Needs exhibit the highest correlation, indicating a solid positive relationship with teaching experience, while relatedness needs also demonstrate a higher correlation. These findings suggest that as teachers accumulate more experience, their motivation levels across different dimensions tend to increase, influencing their fulfillment of basic needs, sense of connection, desire for growth, and overall commitment to teaching. To support this, educational institutions should prioritize providing opportunities for teachers to gain diverse experiences through mentorship programs, collaborative projects, and exposure to varied teaching environments to deepen their expertise, broaden their perspectives, and sustain their passion for teaching. By investing in teachers' professional development and well-being, institutions can

nurture a motivated and engaged teaching workforce, benefiting educators and students in the learning process.

CONCLUSION

The study showed teachers' emphasis on relatedness in motivation and authoritative styles, highlighting the importance of aligning instructional practices with learners' needs and creating a supportive learning environment. Further, advocacy on teaching styles emphasizes structured learning environments, clear expectations, and teacher-centered approaches. They promote discipline, organization, and practical guidance, supporting student growth and academic success. This approach creates a balanced, structured educational environment.

Recommendations

1. The School Head should conduct mentorship programs among teachers. This will allow newer teachers to learn best practices and gain support in their teaching methods.

2. Teachers should actively engage in their professional growth needs through structured, streamlined programs that promote continuous learning, job advancement, and promotion, focusing on the latest educational trends and methodologies.

3. Teachers should balance structure and student autonomy to maximize the benefits of an indulgent teaching style. They should set clear expectations and create an environment for students to manage their education.

4. Teachers should prioritize working in an environment that meets their fundamental needs for growth, existence, and relatedness. This involves providing opportunities for professional development, ensuring fair compensation and resources, and fostering a collaborative and supportive work environment.

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